

# FINAL DRAFT

## Report of the Employment First Committee for 2021

|  |           |
|--|-----------|
| Executive Summary .....  | 2         |
| Success in Employment .....  | 2         |
| Federal Policies Impacting CIE in California .....   | 5         |
| State Policies Impacting CIE in California.....  | 6         |
| Data Trends in Competitive Integrated Employment (CIE) .....                                 | 6         |
| State and Local Implementation of Policies for CIE: California CIE Blueprint for Change..... | 7         |
| Legislative and Budget Updates in 2021.....  | 9         |
| EFC’s Activities in 2021 .....   | 11        |
| Impact of COVID on Employment.....   | 11        |
| Recommendations.....   | 12        |
| <b>Appendices .....</b>  | <b>16</b> |
| CCEPD Sharing of Best Practices .....  | 21        |
| Additional Important Resources.....  | 26        |
| The CIE Toolkit .....  | 27        |
| Career One Stop.....   | 27        |
| The Plan to Achieve Self Support (PASS) .....  | 27        |
| Impairment Related Work Expense (IRWE).....  | 27        |
| Student Earned Income (SEIE) .....   | 28        |
| Disability Benefits 101 (DB 101) .....   | 28        |

**Executive Summary**  
**TO BE UPDATED ONCE REPORT IS COMPLETE**

This is the 2020 annual report of the Employment First Committee (EFC) convened by the State Council on Developmental Disabilities. EFC is tasked with advancing competitive integrated employment (CIE) for people with developmental disabilities by identifying: 1) the respective roles and responsibilities of state and local agencies; 2) strategies and best practices for increasing employment, including transition practices; 3) sources of employment data and recommended approaches for measuring progress; 4) demographic data that can be matched to employment outcomes; and 5) goals for measuring employment participation and outcomes for various people with developmental disabilities across service systems.

The world has changed a great deal over the past year as a result of the COVID-19 pandemic. In California and across the nation, unemployment rates are at record highs. Those rates are significantly higher when focusing on people with disabilities. However, as California begins to open up and build back, we are presented important new opportunities to achieve meaningful change. To that end, sub-committees of the EFC have made recommendations to the Governor's Taskforce on Business, Jobs and Recovery. We also provided recommendations to the California Labor and Workforce Development Agency to help ensure that people with intellectual and developmental disabilities are considered and included in efforts to rebuild. Additionally, we reviewed the State of California Developmental Disabilities System Employment Data Dashboard and made recommendations on how to enhance the accessibility of the information.

Even before COVID-19 the majority of working age adults with developmental disabilities remained unemployed or underemployed. We recognize that now, more than ever, California has the opportunity to become a national leader in CIE. Although California has a strong Employment First Policy, it has not yet been fully actualized. Some of the current barriers include: 1) insufficient measurable outcome data that allow for an evaluation of effective practices for CIE; 2) shortfalls in employment service provider availability and retention; and 3) insufficient availability of comprehensive benefits planning and education for individuals and families.

This report discusses some of the efforts that have been undertaken in 2020 to address these barriers and includes policy recommendations for the Legislature and Administration to meet these challenges.

**Success in Employment**

The College2Career (C2C) is a 3-year program for students with an intellectual disability. The program identifies a short-term academic goal, provides students with educational coaches and resources, and the opportunity to enroll in career exploration classes. These internships put students on the path to a successful transition into independent competitive employment. We are proud to share a variety of success stories throughout the state that demonstrates how several individuals have utilized programs such as C2C and have gained internships and/or full-time competitive integrated employment as a result.

**College to Career (C2C) program at North Orange Continuing Education**

## **Student Success Story**

### **Elizabeth B.**

College to Career (C2C) student, Elizabeth B. completed a Business Administration Worker Certificate with North Orange Continuing Education (NOCE), in 2020. She was recently hired at a local grocery store in her area as a Courtesy Clerk and has been gainfully employed for 8 months now. Elizabeth continues to be engaged with student activities at NOCE and is often invited to sit on student panels to share her experience and successes as an NOCE student with community partners and peers. Elizabeth B. stood for a photo in her work attire below.

**STUDENT IMAGE WILL GO HERE**

### **Debbie B.**

Debbie B. completed her goals with College to Career (C2C) in 2016 and earned an Early Childhood Education Certificate from North Orange Continuing Education (NOCE). She went on to work 30 plus hours per week at a local convenience store while continuing her education. After completing C2C, Debbie went on to receive educational coaching thorough Disability Support Services (DSS) at NOCE and graduated from Fullerton College with an Associate's Degree. Debbie did not stop there; she recently transferred to California State University, Fullerton and is happy to report that she earned all A's her first semester. Debbie B. stopped for a photo while walking in graduation regalia below.

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## **San Diego Community College District's College to Career Student Success Stories**

Fall 2021/Spring 2022

### **Kyle K.**

The San Diego Community College District's College to Career (C2C) program had the pleasure of working with Kyle K. for three years both before and during the Covid-19 pandemic. Kyle's work ethic and commitment facilitated his successful completion of a Certificate of Achievement in Electrical Theory from San Diego City College and obtaining full-time employment as a Construction Wireman Apprentice. Kyle fulfilled his lifelong dream of becoming a member of the International Brotherhood of Electrical Workers (IBEW) Union and working as an electrician.

Work during the first two years of the C2C program focused on academics, supporting the adjustment to college, self-advocacy, and developing interpersonal skills. Kyle's willingness to try new things and venture outside his comfort zone allowed him to overcome the challenges he faced and provided a path forward to his career goals.

In Kyle's third year of the program, the focus shifted to employment services. Kyle worked with his C2C team in developing employment opportunities and in preparing to compete for them. The C2C team supported and assisted Kyle with completing the Construction Career Jumpstart program through San Diego Workforce Partnership which led directly to Kyle obtaining full-time employment. Postemployment services were provided to support and maintain Kyle's employment which included guidance on requesting Workplace Accommodations and participating in the Interactive Process, monitoring to troubleshoot unexpected issues, and providing moral support. Kyle's C2C and Department of Rehabilitation (DOR) cases were successfully closed, and Kyle currently maintains his employment.

Kyle's story is one of resiliency and dedication. It demonstrates the importance of supporting and providing individuals with intellectual disabilities equal access to education and life-changing employment opportunities. Kyle's future is wide open, and C2C is proud to be a small beginning chapter in Kyle's unfolding story.

### **Mary M.**

Mary M. is an outgoing and optimistic young woman who embodied perseverance and dedication as a college student, and as a role model in the College to Career (C2C) program. Through ongoing support from the San Diego Community College District' C2C program, Mary obtained competitive and meaningful employment in her field of interest working in the Culinary Department at the San Diego Safari Park. This placement further advanced her knowledge, skills, and qualifications as a student at San Diego Mesa College's Culinary Arts program. Along the way Mary's career journey presented many challenges including being furloughed twice due to the COVID-19 pandemic. Despite the bumps and unexpected events along the road Mary stayed the course in achieving her goals. During Mary's participation with C2C, she has been a leader to the other students, which has inspired others to take that important first step of getting their first job. Mary has also demonstrated her strong ability to advocate for her needs and preferences in a variety of environments, which has contributed greatly to her success. As a result of her hard work, Mary has received additional job opportunities that will help her advance her career. C2C has truly enjoyed supporting Mary in her college and career goals, and we look forward to seeing her continue her professional growth.

### **College to Career (C2C) program at Shasta College Student Success Story**

### **Carrie W.**

Carrie joined the College to Career (C2C) program at Shasta College in the fall of 2018. Her goal was to be a paraprofessional at a high school. Her passion is working with students with disabilities. She volunteered in high school as a Teacher's Assistant in special education classes. Carrie achieved her academic goal by successfully completing 48 units, and a Customer Service Certificate. Carrie will tell you it was not easy. She had many break downs from the stress of managing college. She endured death in her family and had living situation issues. Carrie stayed in the campus dorms, and this allowed her to use the C2C lab, daily. She would come every day to work with an Educational Coach for support with her academics. She became a mentor to new C2C students and helped in our lab. In May 2021, Carrie graduated and was employed by the end of the semester. She now has her own apartment, a dependable new car, and full-time employment with a school district, as an Instructional Assistant. She is a success of C2C and a true example of how this program makes students with an intellectual disability (ID) grow and become independent adults. Carrie shared the photo below.

**STUDENT IMAGE WILL GO HERE**

## Federal Policies Impacting CIE in California

The ongoing implementation of federal policy changes are moving California to realize improved employment outcomes in the future. The following highlights those changes.

### Home and Community Based Services (HCBS) Settings Rule

- In 2014, the Centers for Medicaid and Medicare Services (CMS) published a final HCBS Settings Rule which states in part that residential and non-residential programs must provide services in the most integrated setting by March 2022. The deadline for implementation is going into effect in March of 2023. California received approval for its 5-year plan in 2018.

### Workforce Innovation and Opportunity Act (WIOA)

- In 2014, WIOA was signed into law and superseded the Workforce Investment Act of 1998, amended the Wagner-Peyser Act, the Adult Education and Family Literacy Act, and the Rehabilitation Act. For people with disabilities, WIOA created a presumption of employability in CIE. For individuals with disabilities under age 25, it established strict requirements that must be met before a person can be placed in subminimum wage employment. The WIOA core partners are working on their shared commitment to CIE and are either in the process of phasing out or no longer placing people in subminimum wage employment. WIOA also focuses on ensuring that youth in transition from school to employment or post-secondary education are provided pre-employment transition. It also ensures that adults with disabilities in segregated and/or subminimum wage employment receive information about options to become employed in CIE. California is currently operating under the 2020-2023 Unified Strategic Workforce Development Plan (State Plan). The State Plan “represents agreement among partners identified in WIOA and serves as the framework for the development of public policy, fiscal investment, and operation of the state workforce and education system.”

### Achieving a Better Life Experience (ABLE) Act

- In 2014, the ABLE Act was signed into law and allows people with disabilities under the age of 26 and their families to set up a special savings account to pay for disability-related expenses which are not taxed. The funds in the ABLE account are also not generally considered for the Supplemental Security Income (SSI) program or Medicaid and other federal means-tested benefits. In December 2018, California launched its program. In 2019, California eliminated differences in qualification criteria for ABLE accounts between federal and California tax law to increase contribution limits to up to the federal poverty level and allow taxpayers to roll-over Section 529 plans to ABLE accounts.

### Strengthening Career and Technical Education for the 21st Century Act

- In 2018, the *Strengthening Career and Technical Education for the 21st Century Act* was signed into law which reauthorized and amended the *Carl D. Perkins Career and Technical Education Act of 2006*. The Act provides expanded opportunities for all students, including students with disabilities, to explore, choose, and follow career and technical education programs of study and career pathways. In early 2020, California submitted its draft Strengthening Career and Technical Education for the 21st Century Act State Plan.

## **State Policies Impacting CIE in California**

The State's policies impacting CIE are also being strengthened. This began in 2013 when California adopted its Employment First Policy (AB 1041 [Chesbro]). The policy states in part:

In furtherance of the purposes of this division to make services and supports available to enable persons with developmental disabilities...it is the policy of the state that opportunities for integrated, competitive employment shall be given the highest priority for working age individuals with developmental disabilities, regardless of the severity of their disabilities. This policy shall be known as the Employment First Policy (Welfare and Institutions Code 4869(a)(1)).

Adopting the Policy was a critical step in beginning to develop the framework that ensures that CIE be given the highest priority, regardless of the severity of disability, in California. The following highlights additional progress made during this report period.

### Self-Determination Program (SDP)

In 2013, the SDP (SB 468 [Emmerson]) was signed into law. SDP provides people with developmental disabilities receiving Regional Center services the option to choose their service providers. The SDP launched in statewide in July 2021 after a three-year phase-in period. As of March 2022, there are 1267 participants receiving services through the SDP. DDS provides periodic updates on the enrollment status of the program at <https://www.dds.ca.gov/initiatives/sdp/>.

## **Data Trends in Competitive Integrated Employment (CIE)**

Access to comprehensive data within and across systems is the cornerstone of evaluating and identifying barriers to achieving CIE. California continues to experience gaps in the ability to collect and analyze comprehensive data requiring stakeholders to rely on multiple data systems to create a holistic portrait of the barriers and achievements related to CIE.

California, like the rest of the United States, continues to see minimal change in the employment participation and unemployment rates for people with disabilities. People with disabilities continue to be much more likely to be unemployed or under-employed than people without disabilities.

A secondary analysis of the American Community Survey reported in 2019, the employment rate of working-aged people with disabilities was 38.9 percent compared to 78.6 percent of working-aged people without disabilities.<sup>1</sup> A gap of 39.8 percent that has remained relatively unchanged from 2018 to 2019.<sup>2</sup> Also, in 2019, 25.9 percent of working-aged people with disabilities were living in poverty compared to 11.4 percent of working-aged people without

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<sup>1</sup> <https://disabilitycompendium.org/annualreport> at pg. 16.

<sup>2</sup> Id. at pg. 17.

disabilities.<sup>3</sup> A gap of 14.5 percent.<sup>4</sup> In California in 2018, the percentage of working-aged people with disabilities who were not working but actively looking for work was 7.9 percent compared to 17.5 percent of working-aged people without disabilities.<sup>5</sup>

In 2017, the Department of Developmental Services reported that 14.5 percent of working-aged people with developmental disabilities who are receiving services through the Regional Centers were working compared to 14.2 percent in 2016.<sup>6</sup> In 2017, 23,265 Regional Center clients received wages.<sup>7</sup> The average monthly Regional Center clients' wage was \$725.<sup>8</sup> This calculation is made based on quarterly earnings to EDD, and if annualized, this amount is significantly below the federal guidelines in 2019 for one person at \$12,490. This is the most current data available as of this report. The Employment First Committee continues to work with the Department of Developmental Services and its partners to secure the most up to date data available.

In July 2021, the DOR and DDS completed a Business Use Case Proposal Data Sharing Agreement to assist DDS and DOR coordinated efforts to conduct data analysis and support consumer experiences to individuals with intellectual and developmental disabilities, including youth with most significant disabilities. Data sharing between DDS and DOR enables effective administration of the departments' respective programs and supports consumers to achieve maximum independence in the community, including an employment outcome of competitive integrated employment. This is in alignment with CalHHS priorities and goals and maximizes use of federal funds as available to provide vocational rehabilitation, habilitation, supported employment and extended services, and other services to assist with the provision of employment for individuals with the most significant disabilities in the State, including youth with the most significant disabilities.

### **State and Local Implementation of Policies for CIE: California CIE Blueprint for Change**

In 2017, the Department of Education (CDE), Department of Developmental Services (DDS), and Department of Rehabilitation (DOR) issued the California Competitive Integrated Employment (CIE) Blueprint for Change (Blueprint).

The Blueprint is a proactive interagency plan between CDE, DDS, and DOR to jointly identify ways to increase CIE opportunities for individuals over a five-year period using existing resources and providing a roadmap on how best to implement CIE.

In May 2020, the second CIE Annual Report was made available highlighting the work in the second year of implementation. Year three of the CIE Annual Report will be combined with Year four and is anticipated to be released in 2022.

The year two report highlights state and local collaborative efforts and pathways to CIE that are making a difference in the lives of individuals with developmental disabilities and their families.

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<sup>3</sup> Id. at pg. 15.

<sup>4</sup> Id. at pg. 20.

<sup>5</sup> [https://www.disabilitystatistics.org/StatusReports/2018-PDF/2018-StatusReport\\_CA.pdf](https://www.disabilitystatistics.org/StatusReports/2018-PDF/2018-StatusReport_CA.pdf) at pg. 35

<sup>6</sup> <https://dds.ca.gov/rc/dashboard/employment/33>

<sup>7</sup> Id.

<sup>8</sup> Id.

Some key accomplishments during the second year of implementation that are highlighted in the report include:

The number of individuals with developmental disabilities working in CIE increased from 1,125 to 1,502.

The continued dissemination of the CIE Blueprint Written Guidance and Local Partnership Agreements (LPA) Template. An LPA identifies how Local Educational Agencies, DOR Districts, Regional Centers, and other stakeholders will work together to streamline service delivery and engage their local communities to increase opportunities for CIE. As of March 2022, 59 LPAs between LEAs, DOR Districts, and Regional Centers were created and posted on the CHHS CIE webpage at <https://www.chhs.ca.gov/home/cie/>.

The leveraging of the Senate Bill (SB) 644 Limited Examination and Appointment Program (LEAP) Internship Program resulting in two additional individuals with developmental disabilities hired as full-time permanent state employees, joining the five who were hired during state fiscal year 2017-2018. The LEAP State Internship Program (SIP) is an interdepartmental effort that provides an alternate path for people with significant disabilities to become LEAP certified and eligible for state service. SIP affords individuals with developmental disabilities the opportunity to participate in a paid internship with a state agency of 512 hours. As of October 2021, DOR enrolled a total of 29 individuals with ID/DD to SIP placements with a state agency. The SIP continues enrolling consumers into the program.

An increased utilization of work opportunities including the following:

- 26,247 students participated in paid work experience and unpaid community-based vocational education with CDE WorkAbility I (WAI).
- 35 individuals participated in On-the-Job Training (OJT) through DOR.
- 1,420 individuals participated in a DDS Paid Internship Program (PIP)
- Provided career counseling and information and referral (CC&IR) services to over 12,029 individuals working at subminimum wage, of which over 300 applied for vocational rehabilitation (VR) services and 10 achieved CIE.
- Engaged with employers and business partners in a variety of innovative ways including the following:
  - Participated in Employment Roundtables, formed Business Advisory Committees and Employer Panels and connected to Mayor's Committees to encourage businesses to hire individuals with developmental disabilities.
  - Initiated regional workgroups between LPA core partners and local workforce development partners to enhance and build upon business engagements.
  - The DDS approved the allocation of \$15 million to service providers who submitted a plan to become compliant with the Home and Community-Based Services

(HCBS) Final Rule. 33 non-integrated employment programs were approved to use funding to modify their services to come into compliance. Since 2016-2017, 78 non-integrated programs have received funding.

### **Legislative and Budget Updates in 2021**

During the 2021 legislative session, three significant pieces of legislation were sponsored/supported by the organizations represented on the Committee. All three bills were successful in being signed by the Governor. Additionally, there are three budget initiative updates designed to further CIE.

#### Senate Bill 639 (Durazo)

The State Council co-sponsored SB 639 with Disability Rights California and Legal Aid at Work. The bill phases out and ends California's participation in the federal subminimum wage program, also known as the 14(c). The bill will stop new certificates from being issued after January 1, 2022, and ends California's participation in the program in 2025. SB 639 includes a planned phase-out period that will allow time for providers and people with disabilities to transition services. The bill was signed by the Governor on September 27<sup>th</sup>, 2021.

#### Assembly Bill 313 (C. Garcia)

The State Council supported Assembly Bill 313, which was sponsored by Disability Rights California and the Association of California State Employees with Disabilities and authored by Assemblymember Cristina Garcia. The bill will improve the Limited Examination and Appointment Program (LEAP) by ensuring individuals with intellectual and developmental disabilities have more job opportunities in civil service through the development of a report to the Legislature on the status of the employment of people with disabilities at state agencies. The bill was signed by the Governor on October 5<sup>th</sup>, 2021.

#### Assembly Bill 1578 (Committee on Judiciary)

Assembly Bill 1578 was the Committee on Judiciary's Omnibus bill for 2021, and the State Council was successful in having a one-year extension of the internship portion of the Limited Examination and Appointment Program's sunset. The bill extended the sunset from January 1<sup>st</sup>, 2022, to January 1<sup>st</sup>, 2023. The bill was signed into law by the Governor on October 30<sup>th</sup>, 2021.

Taken together, the federal and state policy changes are very promising for improving employment outcomes for Californians with developmental disabilities.

#### Assembly Bill 136

Included in the Department of Developmental Services' budget for FY 21/22 was \$20M for DOR and DDS employment focused initiatives. DOR received \$10M in funding for a targeted disability employment program to increase employment opportunities for people with disabilities to work toward and achieve competitive integrated employment. DDS received \$10M in funding to provide grants or contracts for entities to develop and implement innovative and replicable strategies and practices to increase paid work experience and employment opportunities for RC consumers.

The bill also brought changes to the Paid Internship Program (PIP) and Competitive Integrated Employment Incentive Payment (CIE-IP) program. The PIP has changed its funding method from \$10,400 per year, per individual, to a time based, 1,040 hours per year, per internship. A PIP incentive payment (PIP-IP) was also added to encourage providers for successful PIP

placements. A provider is now eligible for two PIP-IPs, \$750 after 30 consecutive days of an internship and a second payment of \$1,000 after 60 consecutive days of an internship. The CIE-IP has received a temporary increase effective July 1, 2021, thru June 30, 2025. Incentive payments have been doubled during this period to \$2,000 after 30 days of consecutive employment, \$2,500 after 6 months of consecutive employment and \$3,000 after 12 months of consecutive employment.

### Senate Bill 74

The Budget Act of 2020, also known as Senate Bill 74, authorized two workgroups: (1) the Alternative Pathways (Alt Pathways) to a High School Diploma Workgroup and (2) the Individualized Education Program (IEP) Template Workgroup.

The Alt Pathways Workgroup was tasked with the development of recommendations to the California State Legislature regarding existing and potential additional pathways to a high school diploma for students with disabilities, including alternate pathways for students with disabilities to access core curriculum in order to satisfy requirements for a high school diploma; and developing an alternate diploma aligned to the state's alternate achievement standards for students with significant cognitive disabilities.

The IEP Template Workgroup was tasked with designing a state standardized IEP template that provides information about student strengths, needs, and learning strategies; supports planning with early learning and postsecondary options; and includes an addendum to address special education service delivery in a distance learning format. The workgroup was also tasked with examining and making recommendations regarding the IEP process.

Both workgroups met from December 2020 through July 2021 and submitted reports of recommendations to the California State Legislature.

The Governors 2022 May Revise has included the following language in regards to the two Workgroups:

1. Alt Pathways Workgroup – to identify and develop alternative coursework and performance tasks for educators to use with students with disabilities who are not eligible for the California Alternate Assessments and may benefit from demonstrating completion of the state graduation requirements through alternate means.
2. For the IEP Template – convene a panel and continue refining the IEP template designed by the workgroup for usability.

Both workgroups are to deliver feedback and findings to the California State Legislature on or before June 30, 2024.

The Sacramento County Office of Education (SCOE) has a web page where both reports can be accessed. You can find the web page linked [here](#). Additionally, the reports are linked below:

- [Alternate Pathways \(Alt Pathways\) to a High School Diploma Workgroup Report](#)
- [Statewide Individualized Education Program \(IEP\) Workgroup Report](#)

## **EFC's Activities in 2021**

In September 2020, the Committee completed its annual strategic planning process and identified the goals and activities to work towards completing in 2021. While Committee members strived to make progress on these activities, the ongoing COVID-19 pandemic and unexpected vacancies on the committee impacted the planned outcomes for 2021.

The Committee convened several workgroup meetings to identify data that would be most useful and relevant in determining barriers to competitive integrated employment (CIE) and outcomes. This included identifying the data needed to maintain a useful and informative data dashboard. The release of the data dashboard has been pushed forward into 2022 due to delays caused by a vacancy in the workgroup.

The Committee provided recommendations to the state legislature on policy changes and activities to remove barriers to CIE, including recommendations for state funding to employers to help businesses recover from the COVID-19 pandemic and support for SB 639 (Durazo) to phase out subminimum wage for people with disabilities in California.

The Committee continued to monitor progress of the implementation of the CIE Blueprint and the implementation of the Business Use Case Proposal (BUCP), a data sharing agreement between DDS and DOR.

In October 2021 the Committee created an outline of targeted issues to work on in 2022. The priorities will include the implementation of SB 639, Completing the updates to the data dashboard, preventing people from "falling through the cracks," COVID-19, staff shortages and tailored day services. Work on priorities from 2021 will continue, including convening workgroup meetings to evaluate and provide recommendations to improve the service delivery system; evaluate emerging practices, and optimizing ways to engage in education and training whenever possible.

## **Impact of COVID on Employment**

The COVID-19 Pandemic, which began roughly in March of 2020, threw the nation into a economic recession unlike any seen before due to the immediate nature of the reaction. Workers throughout the United States went from being employed to temporarily furloughed or unemployed almost overnight. In fact, the number of unemployed persons increased from 15.9 million to 23.1 million in the month of April, according to the Bureau of Labor Statistics. Additionally, this data shows that, if using February 2020 as the baseline for pre-pandemic employment status, the employment status of people with disabilities decreased by 18.8% compared to 15.5% for people without disabilities between February and April. The statistics also show that individuals with disabilities did not bounce back to the same degree as people without disabilities: in June 2020, 12.1% fewer people with disabilities were employed than in February 2020 compared to 9.5% of people without disabilities. Lastly, when using the same metric for February to October, the data shows that 8.5% fewer people with disabilities were employed in October of 2020 compared to February 2020 compared to only 4.7% of people without disabilities. This information shows that individuals without disabilities were almost twice as likely (8.5% to 4.7%) to rebound from the Pandemic as people with disabilities.<sup>9</sup>

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<sup>9</sup> [https://www.statedata.info/sites/statedata.info/files/files/DN\\_69\\_D2.pdf](https://www.statedata.info/sites/statedata.info/files/files/DN_69_D2.pdf)

## Recommendations

The EFC recommends that California undertake the following policy changes and activities to remove barriers to CIE and create a system that more fully supports CIE across agencies and departments with the goal of having an employment participation rate for people with disabilities, regardless of the significance of their disability, that is similar to that of people without disabilities. The recommendations included in this report represent the collective input of the EFC and have not been endorsed by the individual departments and organizations listed below.

### Legislative

The State Legislature should require that any federal or state funding to employers to help businesses/agencies recover from the COVID-19 public health emergency:

- Should include a specific diversity, equity and inclusion requirements for spending the funds that would support the employment of people with disabilities.
- Should be mandated that funding cannot be used to support sub-minimum wage and/or segregated employment.
- Should include a component of required training on the Americans with Disabilities Act and other applicable laws pertaining to people with disabilities, for all employees and contractors.

The State Legislature should allocate funding to create career pathways and training that provides direct support to professionals with career advancement and credentialing to increase competency and professionalism to improve job retention and quality support for people with developmental disabilities.

The State Legislature should help prepare students with developmental disabilities for employment by expanding opportunities for post-secondary education for students with developmental disabilities within California's higher education systems (community college, state universities, the University of California, and College to Career programs).

The State Legislature should provide funding to promote the creation and enhancement of new and innovative projects that support CIE and facilitate systems transformation away from sheltered employment and segregated day services including funding for training and technical assistance from organizations successfully providing expertise to assist those in the process of transitioning with the goal of moving towards phasing out sub-minimum wage under 14(c) of the Fair Labor Standards Act and/or segregated employment.

The State Legislature should pass legislation to create resources or incentives providing solutions and supports for employers who hire people with developmental disabilities and retain them long-term.

The State Legislature should pass legislation requiring outcome-driven evidence-based and/or promising practices that effectively enable people with disabilities to achieve CIE.

The State Legislature should increase funding for access to technology for people with disabilities who need to use it to enter or retain CIE.

## Administrative

### **Benefits**

All people who have disabilities should have access to informed general work incentives information and targeted benefits analysis so they can make an informed decision regarding employment search. Work incentives planning needs to be individualized and occur at different phases-misinformation and fear over losing benefits is the primary reason people who have disabilities do not pursue employment. Information on CalABLE and asset limit changes like those made in AB133 must be widely available to people who have disabilities and their families. Transition planning should include discussion of the impact of wages on benefits.

### **Data**

Currently data is released years after collection. This delay impacts the field of practice's ability to identify trends and create targeted interventions. This is especially important during the pandemic because shifts in unemployment and safety issues require real time response.

DDS should invest in the collection and reporting of deaggregated, timely data with universal client identifiers across government systems to understand the factors that impact whether or not a person enters or retains CIE. DDS and the State Council should publicly report aggregate data on the Data Dashboard in a consumer friendly and accessible format so that the impact of CIE can be assessed and people with developmental disabilities and their families can make informed data-driven decisions about choosing the best pathway to CIE.

CDE, DDS, DOR, and the State Council should create data-sharing agreements across agencies that identify and quantify tertiary benefits of employment as a social determinant of health. This information should be made public and involve diverse success stories from the disability perspective.

### **Marketing Campaign/Promotion**

CDE, DOR, DDS and the Council should work collaboratively to promote a statewide multi-media public service campaign in traditional and social media with the goal of reducing the stigma around hiring individuals with developmental disabilities. The campaign should also highlight the impact and benefits to businesses when they hire a person with a developmental disability and highlight the accomplishments of people with developmental disabilities in CIE. DOR's Demand Side Initiative addresses the foundational data collection for a targeted employer campaign. Employer specific examples must be presented.

EFC members recommend expanding and targeting this campaign to showcase disability employment success stories across industries. This needs to be reflective of diverse cultures and communities so that people who have disabilities and family members see themselves in the service. Functional examples include targeted social media campaigns to people with lived experience of disability linked to self-advocacy and self-determination. Ideally this will involve overcoming fears, challenges and building resiliency during work search and job loss.

Billions of dollars in California have been invested in apprenticeship programming. Apprenticeship, pre-apprenticeship and Internships require additional advertisement to people who have disabilities, employers, family members, advocates and educational institutions. Though we need to focus on individualization of services to find good job matches, we need to

understand that workplace learning can help people gain skills as well as a deeper understanding of the job duties and demands.

DDS and regional centers must build awareness and encourage career exploration via work based learning gained through paid internships, PIP information and data on how many CIE placements evolve out of it must be shared broadly across workforce development partners, employers, educators, family members, and people who have disabilities.

Comprehensive, cross-departmental Information on CIE resources and pathways should be available in several different government sites. Currently, sites offer departmentally specific services without addressing the intersectionality of state funding and support. We recommend that state government sites cross-link to synergistic service categories. This information should also be curated on a plain language site identified by easily understood search terms.

CDE, DOR and DDS should continue to expand opportunities for work experience, work-based learning, career-exploration, and internship opportunities for students with developmental disabilities through various opportunities, including increasing outreach to local businesses through partnerships with chambers of commerce. Outcomes should be collected and shared across agencies.

CDE, DOR and DDS should continue their efforts to collaboratively work to streamline information sharing and service delivery planning to ensure that individuals with developmental disabilities, ensuring equity and inclusion for those from ethnically- and linguistically-diverse communities, experience a service delivery system that allows for unified planning, implementation, evaluation and data sharing across agencies.

## **Funding**

DDS should prioritize a tiered incentive structure to implement Welfare and Institutions Code Section 4870 (d-g) that provides for higher incentive payments for individuals with the most significant disabilities.

DDS is currently exploring CIE incentives and pilot frameworks. This content is essential, but a tiered model has not been shared with the public.

The State of California must explore funding options to provide enhanced skills training for job developers/supported employment practitioners in customized employment, business bottom line strategies and job coaching supports. Braided funding should be used to support extended coaching when needed. Funders must incentivize individualization of services, fading in job coaching, job accommodations, knowledge of technical assistance in assistive technology, and helping employers create a culture of inclusion.

Supports like skilled job coaching need to exist for employees as well as employers. Currently, California providers experience staff shortages and high turn-over. Enhanced funding and upskilling through workforce certifications and best practice tutorials in customized employment will help

60% of job hires occur through networking and exploring natural, community connections. The voices of family members must be heard and incorporated in customized employment planning connected to internships. Self-advocacy and networking skills to share personal interests and skills can help people find employment. The “Let’s Work” Toolkit explores strategies for

employment related networking. This can simultaneously encourage peer to peer interaction which can serve as a catalyst for employment exploration. [Let's Work! California Networking Activity Guide \(catransitionalliance.org\)](#)

### **Emerging and Best Practice**

Disability is underrepresented on local workforce boards and partnerships funded with WIOA dollars. Advertisement must include sharing best practice. The CCEPD synthesized recent best practices in a report that we recommend sharing. See appendix

Innovative programs like LPA's, Local Partnership Agreements, can build bridges amongst diverse stakeholders and lead to increased competitive, integrated employment outcomes. [LPAs Listed - California Health and Human Services](#)

In the health field, the competitive, application based LEND Program-Leadership, Education in Neurodevelopmental Disabilities, can provide stipends and link to mentorship opportunities. Participants are tracked post program for 10 years. Self-advocates, family advocates and other leaders can participate. [USC UCEDD CA-LEND](#)

**Appendices**  
**EFC MEMBERSHIP FOR 2021**

- Wesley Witherspoon, Chair, State Council on Developmental Disabilities
- Michael Luna, Department of Developmental Services
- Cindy Chiu, Department of Rehabilitation
- Wilbert Francis, UCEDD, Tarjan Center at University of California, Los Angeles
- Sarah Isaacs, Disability Rights California
- Cathay Liu, Family-Advocate, State Council on Developmental Disabilities
- Robert Loeun, Department of Rehabilitation
- Kara Ponton, Self-Advocate, State Council on Developmental Disabilities
- Steve Ruder, UCEDD, University of California, Davis MIND Institute
- Larry Yin, UCEDD, University of Southern California
- Nick Wavrin, California Department of Education

## **Statutory Responsibilities of the Employment First Committee (Welfare and Institutions Code §4868)**

(a) The State Council on Developmental Disabilities shall form a standing Employment First Committee consisting of the following members:

(1) One designee of each of the members of the state council specified in subparagraphs (B), (C), (D), (F), and (H) of paragraph (2) of subdivision (b) of Section 4521.

(2) A member of the consumer advisory committee of the state council.

(b) In carrying out the requirements of this section, the committee shall meet and consult, as appropriate, with other state and local agencies and organizations, including, but not limited to, the Employment Development Department, the Association of Regional Center Agencies, one or more supported employment provider organizations, an organized labor organization representing service coordination staff, and one or more consumer family member organizations.

(c) The responsibilities of the committee shall include, but need not be limited to, all of the following:

(1) Identifying the respective roles and responsibilities of state and local agencies in enhancing integrated and gainful employment opportunities for people with developmental disabilities.

(2) Identifying strategies, best practices, and incentives for increasing integrated employment and gainful employment opportunities for people with developmental disabilities, including, but not limited to, ways to improve the transition planning process for students 14 years of age or older, and to develop partnerships with, and increase participation by, public and private employers and job developers.

(3) Identifying existing sources of employment data and recommending goals for, and approaches to measuring progress in, increasing integrated employment and gainful employment of people with developmental disabilities.

(4) Identifying existing sources of consumer data that can be used to provide demographic information for individuals, including, but not limited to, age, gender, ethnicity, types of disability, and geographic location of consumers, and that can be matched with employment data to identify outcomes and trends of the Employment First Policy.

(5) Recommending goals for measuring employment participation and outcomes for various consumers within the developmental services system.

(6) Recommending legislative, regulatory, and policy changes for increasing the number of individuals with developmental disabilities in integrated employment, self-employment, and microenterprises, and who earn wages at or above minimum wage, including, but not limited to, recommendations for improving transition planning and services for students with developmental disabilities who are 14 years of age or older. This shall include, but shall not be limited to, the development of a policy with the intended outcome of significantly increasing the number of individuals with developmental disabilities who engage in integrated employment,

self-employment, and microenterprises, and in the number of individuals who earn wages at or above minimum wage.

This proposed policy shall be in furtherance of the intent of this division that services and supports be available to enable persons with developmental disabilities to approximate the pattern of everyday living available to people without disabilities of the same age and that support their integration into the mainstream life of the community, and that those services and supports result in more independent, productive, and normal lives for the persons served. The proposed policy shall not limit service and support options otherwise available to consumers, or the rights of consumers, or, where appropriate, parents, legal guardians, or conservators to make choices in their own lives.

(d) For purposes of this chapter, the following definitions shall apply:

(1) "Competitive employment" means work in the competitive labor market that is performed on a full-time or part-time basis in an integrated setting and for which an individual is compensated at or above the minimum wage, but not less than the customary wage and level of benefits paid by the employer for the same or similar work performed by individuals who are not disabled.

(2) "Integrated employment" means "integrated work" as defined in subdivision (o) of Section 4851.

(3) "Microenterprises" means small businesses owned by individuals with developmental disabilities who have control and responsibility for decision making and overseeing the business, with accompanying business licenses, taxpayer identification numbers other than social security numbers, and separate business bank accounts. Microenterprises may be considered integrated competitive employment.

(4) "Self-employment" means an employment setting in which an individual works in a chosen occupation, for profit or fee, in his or her own small business, with control and responsibility for decisions affecting the conduct of the business.

(e) The committee, by July 1, 2011, and annually thereafter, shall provide a report to the appropriate policy committees of the Legislature and to the Governor describing its work and recommendations. The report due by July 1, 2011, shall include the proposed policy described in paragraph (4) of subdivision (c).

*(PLAIN LANGUAGE VERSION)*

The Lanterman Act tells the State Council on Developmental Disabilities to have an Employment First Committee. This is what the Lanterman Act says about the Employment First Committee (EFC):

Why the EFC was created:

The Lanterman Act created the EFC to help get more people with developmental disabilities jobs in CIE.

## What is Competitive Integrated Employment (CIE):

It means good jobs with good pay (minimum wage or above). Jobs in the general workplace, where people with disabilities work with other people from their community who do not have disabilities. These are jobs where people with disabilities get the same pay and benefits as people without disabilities doing the same work and where they are paid directly by their employer. Having a good job can also include people who make money with their own small businesses or by working for themselves.

## Who is a member of the EFC?

The EFC includes representatives from departments of government and other organizations that help people with developmental disabilities get good jobs.

## What the EFC has to do:

Describe how the state government departments will work with each other to help people get good jobs with good pay.

Find what works to help people get good jobs with good pay.

Find good ways to plan for transition aged students (age 14 and above) to go to work after they are finished with high school, or their education beyond high school.

Find ways to encourage agencies to support people to get good jobs with good pay.

Develop partnerships with employers and agencies that help people find good jobs with good pay.

Find out how many people with developmental disabilities are working and how much money they are earning. Each year, measure if the state is getting better at supporting people to get good jobs with good pay.

Recommend ways the state can improve how they measure progress in helping people get employed.

Recommend goals for CIE for the state.

Recommend legislation and other ways that the state can do a better job of supporting people to get good jobs with good pay.

Recommend ways to improve helping transition age students (age 14 and above) go to work after they are finished with high school, or their education beyond high school.

Recommend an Employment First Policy that will get a lot more people good jobs with good pay, with the supports they need. This will help people with disabilities to be part of their communities, have jobs, and make money, just like other people their age without disabilities. The policy will make sure people can choose the services they want, like they do now under the Lanterman Act. This policy is now California law.

Other things the EFC thinks will help.

The EFC has to send an annual report to the Legislature and the Governor. The report makes recommendations to the Legislature and the Governor and describes all the work of EFC. The Council approves the report.

**Definition of Developmental Disability in the Lanterman Developmental Disabilities Services Act (Welfare and Institutions Code §4512(a))**

“Developmental disability” means a disability that originates before an individual attains 18 years of age; continues, or can be expected to continue, indefinitely; and constitutes a substantial disability for that individual. As defined by the Director of Developmental Services, in consultation with the Superintendent of Public Instruction, this term shall include intellectual disability, cerebral palsy, epilepsy, and autism. This term shall also include disabling conditions found to be closely related to intellectual disability or to require treatment similar to that required for individuals with an intellectual disability but shall not include other handicapping conditions that are solely physical in nature.

**Definition of Developmental Disability in the Developmental Disabilities and Bill of Rights Assistance Act (42 U.S.C. §15002(8)(A))**

The term “developmental disability” means a severe, chronic disability of an individual that —

(i) is attributable to a mental or physical impairment or combination of mental and physical impairments;

(ii) is manifested before the individual attains age 22;

(iii) is likely to continue indefinitely;

(iv) results in substantial functional limitations in 3 or more of the following areas of major life activity:

- (I) Self-care.
- (II) Receptive and expressive language.
- (III) Learning.
- (IV) Mobility.
- (V) Self-direction.
- (VI) Capacity for independent living.
- (VII) Economic self-sufficiency; and

(v) reflects the individual’s need for a combination and sequence of special, interdisciplinary, or generic services, individualized supports, or other forms of assistance that are of lifelong or extended duration and are individually planned and coordinated.

## **CCEPD Sharing of Best Practices**

**Beginning July 1, 2022, AB-133 in California will increase the asset limit for Non-Modified Adjusted Gross Income (Non-MAGI) Medi-Cal programs. Non-MAGI programs generally provide health care for seniors, people with disabilities, and individuals who are in nursing facilities, as well as some other specialty groups. The increased asset limits will allow a larger number of applicants to become eligible for Medi-Cal benefits, and will allow qualified beneficiaries to retain a larger amount of non-exempt assets and still be eligible for Medi-Cal. All other Non-MAGI Medi-Cal rules regarding the treatment of assets will still apply, such as exemptions for your home and vehicle.**

[Today's Law As Amended - AB-133 Health. \(ca.gov\)](#)

## **Best Practices in 2021-2024 WOIA Local Plans**

As the California Committee on the Employment of People with Disabilities (CCEPD) Employment and Training and State Coordination subcommittees collaborate on workforce issues, it is important collaboration includes local areas identified as best practices. Following the review of the 2021-2024 Workforce Innovation and Opportunity Act (WIOA) local plans, and discussions with CCEPD partners, initial best practices have been identified. These best practices will be used for work products with the goal for replication.

The below local areas were identified as having best practices. Although many strategies were located within Competitive Integrated Employment (CIE) strategies of plans, these best practices also often included the most overarching strategies for inclusion of cross-disability regardless of CIE connections. There was an attempt made by CCEPD partners to identify local areas of differing sizes and state regions. As collaboration discussions progress, additional best practices may be added.

## **Best Practices**

Humboldt's local plan highlights a Department of Rehabilitation (DOR) partnership and was raised as a best practice for behavioral health by a CCEPD partner. DOR's Student Services Team works in collaboration with the Transition Partnership Program (TPP) at the Humboldt County of Education. The team also works to provide services to students that are not involved with the TPP contract. They attempt co-enrollment for people with disabilities whenever possible. (The plan was not originally identified amongst best practices after CCEPD review of the local plans but was raised briefly by a CCEPD partner in follow-up discussions.)

Madera's local plan utilizes numerous different programs to address the needs of people with disabilities. Madera County Workforce Development Board (WDB) has received funding and staff training through the Disability Program Navigator, Disability Employment Initiative, and Disability Employment Accelerator grant programs. The America's Job Center of California (AJCC) houses an Employment Network through Social Security Administration's Ticket to Work program and ensures that individuals with disabilities have access to the services and information needed to successfully transition back into the workforce. There is a current Partnership Plus agreement with the DOR to provide long-term services and supports to individuals who have exited the public Vocational Rehabilitation system. In addition, two staff are trained Community Partner Work Incentive Counselors and can provide individuals with disabilities who receive SSI and/or SSDI benefits counseling about the impacts on earnings when returning to work. Community Partner Work Incentive Counselors are required to renew their certification annually by completing 18 continuing education credits. When a young person with a disability seeks services through the Workforce Assistance Center, assessments are administered and an Individual Service Strategy is developed to identify past educational attainment, skills levels, interests, barriers, and unique or specialized needs. Depending on the results of the assessment and service planning process, WIOA Youth Program staff may engage colleagues from the DOR, special education or other partners to assist in securing services and, as necessary accommodations, to facilitate the youth/young adult's participation in the program. Merced's local plan was not originally identified amongst best practices after CCEPD review of the local plans (the plan was not made available by the CWDB) but was raised by a CCEPD partner in follow-up discussions due to their work and ongoing commitment human centered design.

The Orange, Santa Ana, and Anaheim workforce development boards are combined into a single local plan for Orange County. Board staff participate in the Orange County Local Partnership Agreement (LPA) meetings that include the education providers, Regional Center of Orange County, DOR regions, and other community-based organizations. The latest employment and training programs include Addressing Barriers to Employment (ABE) for adults and the STEPS program for youth. The Orange board and Goodwill Industries of Orange County are lead program partners. The program gives Orange County region students and adults facing challenges more opportunities to achieve their greatest levels of personal and economic independence. Program participants are provided opportunities to participate in soft skills training, vocational preparation and social adjustment training, work experience, and permanent placement into CIE. DOR collaboration includes student services to the AJCCs for eligible youth program participants and cross-training and professional development to ensure local board front-line staff understands DOR's vast offerings. (This was also highlighted by CCEPD partners.)

The Pacific Gateway local plan includes many references addressing trauma and homelessness. They have an equity toolkit from the City of Long Beach's Office of Equity. DOR leadership is on both the workforce development board and youth committee. Additionally, they exhibit extensive work and an ongoing commitment to human centered design. (The plan was

not originally identified amongst best practices after CCEPD review of the local plans but was raised briefly by a CCEPD partner in follow-up discussions.)

The Sacramento Employment and Training Agency (SETA) Disability Employment Initiative (DEI) and Disability Employment Accelerator (DEA) grant initiatives have allowed SETA to build the capacity of AJCC staff to serve individuals with disabilities through specialized training opportunities for staff and reviews of physical and programmatic access. The program and system staff formed a Disability Services Workgroup, whose participants are known as disability services navigators, and is led by a disability resource coordinator. SETA works with the Alta Regional Center on eligibility and enrollment, and disability etiquette. SETA and DOR staff have collaborated for cross-training in eligibility, enrollment, and service delivery. SETA and DOR collaboration has included employer outreach and engagement. SETA participates on the Northern California Business Advisory Council, which was developed in 2015 to promote partnership between local employers and employment/training programs to promote employment of people with disabilities. At the release of the new local plan, SETA had not yet utilized the LPA template developed by DOR, DDS and the California Department of Education (CDE). However, SETA included extensive information on WIOA Section 188 and ADA compliance, including disability etiquette and reasonable accommodation trainings for staff. They also take a no wrong door approach for all service locations, with memorandums of understanding (MOUs) in place for many service partners.

San Bernardino engages with local partners to promote CIE by assigning staff to attend LPA meetings, cross training, and identifying resources and partners for business engagement for a paid work experience program. Staff of the San Bernardino DOR office are co-located at the three AJCCs to help better serve the disability community by linking to available resources. They have developed paid work experiences and internships through DOR, such as WIOA out-of-school youth programs. DOR and the Inland Regional Center support the job coaching function as part of this collaboration to serve job seekers. They are part of the DOR CIE Business Services team which is responsible for recruiting, referral, and employment engagement strategies to serve the ID/DD population. Additionally, AJCC staff members are trained to meet the needs of people with disabilities, including on the use of assistive technologies, and virtual services through their Virtual OneStop (VOS) system. They have recently upgraded their assistive technology equipment.

Santa Barbara's plan included extensive references to partnerships with DOR. Through an agreement with DOR, DOR staff co-locate in AJCC eight hours monthly. During that time, trainings are held to ensure that partner staff gain the knowledge necessary to assist in serving people with disabilities. DOR is working actively to set up on-the-job trainings for individuals with ID/DD and look forward to working with the AJCC and community partners to assist these individuals to succeed in a competitive, integrated environment. The plan included an extensive list of partners for addressing the needs of people with disabilities. Santa Barbara was raised as a best practice for behavioral health by a CCEPD partner. (The plan was not originally identified

amongst best practices after CCEPD review of the local plans but was raised briefly by a CCEPD partner in follow-up discussions.)

The Solano local board, through increased coordination with the North Bay Regional Center DOR, has built partnerships with contractors that serve individuals with disabilities to improve access and utilization of the AJCC system and WIOA services. Through this work, they are a community partner with the Solano LPA. Partners have come together as part of a DEA grant for customized work and learn strategies for individuals with disabilities. The board's work has increased on-the-job training reimbursements to employers for hiring individuals with disabilities from 50% to 75%. This has allowed businesses to take on the additional training needed to bring an individual with a disability up to speed on the job. The board also added transitional jobs as a work and learn service offering. Solano and its disability partners continue to develop strategies around employer engagement, earn and learn strategies, educational transition services, disability benefits counseling, and improved service coordination. Solano plans to develop strategies in partnership with the Napa-Solano Building Trades Council to improve access to apprenticeship programs for individuals with disabilities as part of its DEA grant. They are currently piloting common case management approaches as part of the AB1111 grant with a local community-based organization's employment services for individuals with mental health conditions. Partners leverage and collaborate on services such as disability advocacy, benefits counseling, job coaching, transportation assistance, and other supportive services provided by DOR and community-based organizations in the area.

The Southeast Los Angeles (SELACO) plan included a good breakdown of partner responsibilities and a focus on employer outreach for opportunities. In 2019-20 in partnership with Long Beach Community College (LBCC), SELACO WDB piloted a project designed to support young adults (18-24 years of age) with autism to train and prepare to receive on-the-job training as CNC Machinists. The project demonstrated exciting potential for successful completion however, due to COVID, was placed on hold until LBCC could reopen their courses that required hands on training. (The plan was not originally identified amongst best practices after CCEPD review of the local plans but was raised briefly by a CCEPD partner in follow-up discussions.)

The Tulare plan was raised as a best practice by a CCEPD partner for its strong use or leveraging and braiding resources. The board has developed detailed guidelines for oversight and monitoring of contractors to ensure compliance with the requirements of applicable federal disability nondiscrimination law and includes a Reasonable Accommodation Policy and Procedure Guide. It has two programs with shared consumers between DOR and the WIOA Title I Adult and Youth Programs: Summer Training and Employment Program for Students (STEPS), which serves youth and provides students with disabilities job readiness training and work experience in a career pathway matching their interests and career goals; and the DEA program, which focuses on providing competitive integrated employment positions for adults.

(The plan was not originally identified amongst best practices after CCEPD review of the local plans but was raised briefly by a CCEPD partner in follow-up discussions.)

The Verdugo local plan (link not currently working) has noticeably more references to disabilities than any other local plan. While Verdugo has served people with disabilities for many years, the strategic focus on ID/DD began six years ago with the examination of the demographic data, the increasing rates of autism spectrum disorder, and their partners' commitment to develop career pathways for this underserved population. Through the Verdugo Computer Numerical Control Machinist Academy for students with intellectual disabilities, founded in Glendale in 2015, Verdugo has a proven co-enrollment strategy. This model was shared with the other six local boards and used as the foundation for developing a strategic co-enrollment process for the region. Another innovative program they utilize is their work experience (WEX) program through STEPS. The STEPS project provides job preparation training, including job exploration, workplace readiness skills training, and work-based learning experiences through summer work experience, to students.

## **Additional Important Resources**

### **Contents for Important Resources**

|   |    |
|---|----|
| The California Competitive Integrated Employment Blueprint .....            | 27 |
| The CIE Toolkit .....   | 27 |
| Career research resources .....   | 27 |
| The Employment Development Department Toolbox for Job Seekers.....          | 27 |
| California Career Zone .....  | 27 |
| Career One Stop .....   | 27 |
| Social Security Work Incentives .....                                       | 27 |
| Ticket to Work .....  | 27 |
| The Plan to Achieve Self Support (PASS) .....                               | 27 |
| Impairment Related Work Expense (IRWE).....                                 | 27 |
| Student Earned Income (SEIE) .....  | 28 |
| Savings Plan incentives.....  | 28 |
| CalABLE – California Achieving a Better Life Experience (Savings Plan)..... | 28 |
| SSI, SSDI, and Medi-Cal Information and Supports.....                       | 28 |
| Disability Benefits 101 (DB 101).....                                       | 28 |
| Entrepreneurship: .....   | 28 |
| Respectability .....  | 28 |
| Making accessible forms .....   | 28 |
| National Resources .....  | 28 |

## The California Competitive Integrated Employment Blueprint

**The CIE Toolkit** is designed to provide tools and resources on CIE services and supports available to individuals with intellectual disabilities and developmental disabilities (ID/DD), their families, and Employment Service Providers.

<https://www.chhs.ca.gov/home/cie/cie-toolkit/>

## Career research resources

### **The Employment Development Department Toolbox for Job Seekers**

The Toolbox for Job Seekers provides tools and resources for California's job seekers to assist in their job search, career exploration, and training needs.

[https://www.edd.ca.gov/Jobs\\_and\\_Training/Toolbox\\_for\\_Job\\_Seekers.htm](https://www.edd.ca.gov/Jobs_and_Training/Toolbox_for_Job_Seekers.htm)

## California Career Zone

This website offers interactive questionnaires that assess an individual's interests, research career choices, explore industry sectors, and more.

<https://www.cacareerzone.org/>

### **Career One Stop** [Partner of America's Job Center of California (AJCC)]

State and local organizations work together to offer employment and job training services at no cost through AJCC locations. AJCC career counselors help job seekers identify interests, assess skills, and locate in-demand jobs and training.

<https://www.careeronestop.org/>

## Social Security Work Incentives

### **Ticket to Work**

The Ticket to Work program is a federal program that helps Social Security beneficiaries with a disability achieve their employment goals. The program offers beneficiaries aged 18 to 64 who receive Supplemental Security Income (SSI) or Social Security Disability Insurance (SSDI) services to help them become employed. These services can include vocational rehabilitation, training, referrals, job coaching, counseling, and placement services. The Ticket to Work program pays for services to help you find paid work - it is not linked to special jobs for Social Security beneficiaries. The services provided through the Ticket to Work program help you to find and apply for jobs that already exist in the marketplace.

[https://ca.db101.org/ca/programs/work\\_benefits/ttw/program.htm](https://ca.db101.org/ca/programs/work_benefits/ttw/program.htm)

**The Plan to Achieve Self Support (PASS)** is another SSA work incentive program that affords a way to save money without the savings affecting an individual's benefits, as long as the money is spent toward the individual's job goal.

For example, a person could save money for:

- Assistive technology
- Starting a business
- A car

[Plan to Achieve Self-Support \(PASS\) - Ticket to Work - Social Security \(ssa.gov\)](https://ssa.gov/plan-to-achieve-self-support-pass-ticket-to-work)

**Impairment Related Work Expense (IRWE)** lets SSA subtract the cost of services or items that a person needs to work from the person's reported earned income. For example; wheelchairs, medication, specialized transportation, and more.

[Impairment-Related Work Expenses - Ticket to Work - Social Security \(ssa.gov\)](https://ssa.gov/impairment-related-work-expenses-ticket-to-work)

**Student Earned Income (SEIE)** is for any student who receives SSI, is under the age of 22, and is still in high school, college, or job training to prepare for work. It lets a student earn up to \$2,040 a month without lowering the student's SSI check.

<https://www.ssa.gov/oact/cola/studentEIE.html>

## Savings Plan incentives

### **CalABLE – California Achieving a Better Life Experience (Savings Plan)**

CalABLE is a savings and investment plan offered by the state of California to individuals with disabilities. Eligible individuals, family, friends, and employers can contribute up to \$16,000 a year without affecting the account beneficiary's disability benefits. For more information go to:

<https://www.calable.ca.gov/>

Several other states have ABLE account programs too. You can have an ABLE account in another state. Each program is a little different and may better fit a person's needs. For more information on the ABLE National, Resource Center go to: <http://www.ablenrc.org/>

## SSI, SSDI, and Medi-Cal Information and Supports

**Disability Benefits 101 (DB 101)** helps workers and job seekers understand the connections between work and benefits such as SSI, SSDI, and Medi-Cal. DB 101 provides:

- Information about benefits programs, answers to frequently asked questions, and how to avoid common pitfalls.
- Calculators tailored for the individual that helps the user plan and set goals for work.
- Experts: DB 101's "Get Expert Help" connects you to a real person who can help with any benefits questions.

<https://ca.db101.org/>

## Entrepreneurship:

### **Respectability**

This toolkit provides an inventory of existing materials, advice, and guides for those job seekers with disabilities ready to become self-employed, launch a new enterprise, or develop their entrepreneurial skills.

<https://www.respectability.org/resources/job-seekers-disabilities/entrepreneurship/>

## Making accessible forms

Department of Rehabilitation

<https://www.dor.ca.gov/Home/DocumentAccessibility>

## National Resources

### **ODEP**

<https://www.dol.gov/agencies/odep>