



# NOTICE/AGENDA

## **STATE COUNCIL ON DEVELOPMENTAL DISABILITIES EMPLOYMENT FIRST COMMITTEE MEETING**

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**MEETING ID:** **935 6684 7127**

**PASSWORD:** **594468**

(JOIN BY TELECONFERENCE: (VOICE ONLY)

**CALL IN NUMBER:** **888-475-4499**

**MEETING ID:** **935 6684 7127**

**DATE:** May 4, 2023

**TIME:** 10:30 AM – 3:00 PM

**COMMITTEE CHAIR:** Julie Gaona

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**Item 1. CALL TO ORDER**




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**Item 2. ESTABLISH QUORUM**

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**Item 3. WELCOME AND INTRODUCTIONS**

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<b>Item 4.</b>	<b>PUBLIC COMMENTS</b> <i>This item is for members of the public to provide comments and/or present information to this body on matters not listed on the agenda. There will be up to 20 minutes allocated to hear from the public with each person allotted up to 3 minutes to comment.</i>  <i>Additionally, there will be up to 10 minutes allocated to hear from the public on each Council agenda item, with each person allotted up to 1 minute to comment.</i>	
<b>Item 5.</b>	<b>APPROVAL OF FEBRUARY 2023 MINUTES</b> 	Page 4
<b>Item 6.</b>	<b>APPROVE 2022 EMPLOYMENT FIRST REPORT</b>  <i>Presented by: All; Led by: Veronica Bravo</i>	Page 16
<b>Item 7.</b>	<b>TARGET PRIORITIES UPDATE</b> <i>Presented by: Christina Moody and Michael Luna</i> a. SMART Goal Workgroup Update 	Page 63
<b>Item 8.</b>	<b>STATE LEGISLATIVE UPDATES</b> <i>Presented by: Bridget Kolakosky</i>	Page 67
<b>Item 9.</b>	<b>CIE IMPLEMENTATION SUPPORTS UPDATE</b> <i>Presented by Tania Morawiec and Bridget Kolakosky</i> a. NEON Grant Activities b. 639 Updates	Page 69
<b>Item 10.</b>	<b>CIE BLUEPRINT IMPLEMENTATION</b> <i>Presented by: CDE, DOR and DDS</i> a. CIE Blueprint Goals – Moving Forward	Page 70
<b>Item 11.</b>	<b>UPDATE ON THE IMPLEMENTATION OF THE DATA SHARING LEGISLATION</b> <i>Presented by: Michael Luna</i>	Page 71
<b>Item 12.</b>	<b>MEMBER UPDATE</b> <i>Presented by All</i>	Page 72
<b>Item 13.</b>	<b>2023 MEETING DATES &amp; ADJOURNMENT</b> July 13 <sup>th</sup> and October 12 <sup>th</sup>	

**Accessibility:**

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*All times indicated and the order of business are approximate and subject to change.*

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May 4, 2023

**AGENDA ITEM 5.**

**ACTION ITEM**

**STATE COUNCIL ON DEVELOPMENTAL DISABILITIES – EFC**

***Approval of February 2023 Minutes***

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Members will be presented with the draft minutes from the February 2023 meeting for consideration.

***Action Recommended***

Approve February 2, 2023, minutes.

***Attachments***

February 2, 2023, Meeting Minutes



**DRAFT**

**Employment First Committee Meeting Minutes  
February 2, 2023**

**Attending Members**

Wesley Witherspoon (SA)  
Sarah Issacs (DRC)  
Michael Luna (DDS)  
Steve Ruder (UCD)  
Nick Wavrin (CDE)  
Larry Yin (USC)  
Nancy Wentling (DOR)  
Christine T. Moody (UCLA)  
Julie Gaona (SA)

**Members Absent**

Cathay Liu (FA)

**Others Attending**

Aaron Carruthers  
Tania Morawiec  
Bridget Kolakosky  
Veronica Bravo  
Mary Ellen Stives  
Robin Maitino-Erben  
Victoria Schlusser  
Suza Szewiola  
Santiago Vazquez-Garcia  
Charlotte Emerson  
Brian Weisel  
Carol Asch  
Michelle Cave  
Tiffany Ponchon  
Pat Engle

**1. CALL TO ORDER**

Chairperson Wesley Witherspoon (SA) called the meeting to order. He introduced Julie Gaona who will be the new Chair of the EFC after shadowing Mr. Witherspoon today. Ms. Gaona gave a brief summary of her experience

**2. ESTABLISH QUORUM**

A quorum was established.

**3. WELCOME/INTRODUCTIONS**

Members and others introduced themselves.

**4. PUBLIC COMMENTS**

None.

## 5. **APPROVAL OF THE OCTOBER 2022 MEETING MINUTES**

It was moved/seconded (Yin/Ruder) and carried to approve the October 2022, meeting minutes with an amendment to correct Larry Yin's affiliation from UCLA to USC. Wavrin, Issacs, Wentling, and Gaona abstained. Moody was not present for vote. All other members approved. See page one for members in attendance.

## 6. **CIE IMPLEMENTATION SUPPORTS UPDATE**

Deputy Director Tania Morawiec informed the group that SCDD, with the support of DOR and DDS, received a grant from the Office of Disability Employment Policy under the National Expansion of Employment Opportunities Network (NEON) initiative.  
<https://www.dol.gov/agencies/odep/initiatives/neon>

The grant will give the State of California technical assistance hours with Competitive Integrated Employment (CIE) national Subject Matter Experts (SMEs) who will address some of the challenges encountered when trying to achieve Employment First. Interagency collaboration is one challenge that will be addressed. The SMEs targeted to help the State are Rick McAllister and Bill Hudock.

Through SCDD's application to the Administration on Disability (AoD) Employment Technical Assistance Center Grant  
<https://aoddisabilityemploymentcenter.com/aod-grantees/> SCDD was able to secure national SME Lisa Mills to help explore funding opportunities in California.

## 7. **STATE LEGISLATION UPDATES**

Bridget Kolakosky and Veronica Bravo presented a PowerPoint titled, "State Council on Developmental Disabilities: Review of 2022 and Priorities for 2023."

A brief background on the Bill Ideas Contest was given. The first Contest was held in September 2021. Three bill ideas from that contest successfully made it into legislation in 2022. They resulted in the following:

- AB 1663: Conservatorship Reform passed
- AB 1092: Fair Hearing Reform passed in the budget
- AB 2547: Housing Subsidy did not pass but just got reintroduced this year as SB 37.

In 2022, SCDD received over 100 bill ideas, 11 of them in Spanish. Ideas were submitted by self-advocates, family members, professionals, and community members.

Bill Idea trends for 2022 include:

- Safety
- Access to transportation
- Equal opportunities in higher education and employment
- Affordable housing
- Access to services

2023 SCDD Priorities are:

1. Employment
2. Safety, Abuse, and Neglect
3. Rental Assistance for Aging and Persons with Disabilities

The creation of a new Employment First coordinating office in the Health and Human Services Agency has been proposed. SCDD is working with Disability Rights California, California APSE (Association of People Supporting Employment First), and other entities to make it a reality.

A strong outreach campaign is being conducted in order to increase the number of organizations/entities that support an Employment First office as well as to ensure funding. The proposed funding for the office is \$750,000 annually.

Steve Ruder and Sarah Issacs expressed excitement at the idea of a coordinating office and master plan that can help people navigate the system and ensure implementation of the Employment First statute.

Mr. Ruder pointed out that many Regional Centers support day programs over employment programs. Especially considering that California is an Employment First state, he would like to see SCDD strongly recommend that Regional Centers talk to families about employment preparation.

Mary Ellen Stives pointed out the need to encourage the Regional Centers to direct more funding to employment—particularly to dedicated employment staff.

Tiffany Ponchon, a member of the public, stated that she has not been able to find her daughter a day program or employment. However, she is glad these issues are being worked on by the EFC.

## 8. **EFC ANNUAL REPORT – TIMELINE**

Ms. Robin Maitino-Erben reviewed the Draft Report of the EFC for 2022. The updated report will be released in July 2023.

The following sections were added:

1. DDS Incentives and Grants
2. Interagency Collaboration
3. SB 639 Report Recommendations
4. Education and Training for Employers and Employees
5. 1 Best Practice Recommendation: Individualized Plans

Deputy Director's Morawiec and Kolakosky emphasized that legislators are looking for actionable and achievable solutions and ideas. The EFC report needs to be a guidepost in a language that legislators speak. The legislature is eager to engage. However, they need more guidance. Existing programs should be used to build capacity. A change in law or guidance for a department are examples of possible EFC recommendations

Ms. Bravo stated that the report writing process will differ from the previous year's report. She presented the timeline to members. To summarize: EFC Members will write their sections from February 2nd to February 28th. During March, Ms. Bravo and Council staff will collect information from members and write the report. After the report is written, EFC members will be given time to review, amend, and approve by May 4th. The Final Report and Final Draft to Formal Report Template will be due June 23rd and will be submitted to the Legislature and distributed to stakeholders in July.

Lunch Break

Ms. Maitino-Erben led the group through the Draft EFC Report for 2022. Listed below each section are committee/staff members assigned and commentary:

### **Executive Summary**

TO BE UPDATED ONCE REPORT IS COMPLETE

Veronica Bravo, Sarah Issacs, Tania Morawiec.



## **Impact of COVID on Employment**

NEEDS UPDATING – Leave this section in to continue tracking continued and emerging issues related to the pandemic

Tania Morawiec will add new information. If it is no longer relevant, it can be removed. Will monitor and assess later.

## **Federal Trends and Policies Impacting CIE in California**

NEEDS UPDATING – expanded to include trends to reinforce policies

Tania Morawiec, Bridget Kolakosky.

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

NEEDS UPDATING

Nick Wavrin, Robin Maitino-Erben

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

NEEDS UPDATING

Larry Yin, Michael Luna

## **Internship and Employment Success Stories! (Have photos of participants too)**

NEEDS UPDATING

Steve Ruder and Christine Moody. Gathering stories/interviewing/perhaps video of person talking depending on comfort level. Ms. Bravo suggested stories include the lifecycle of employment—challenges job-seekers have faced, not just how happy they are now. Feature diverse people with diverse backgrounds.

Since SCDD lacks funds for video editing, etc. look to students studying videography for help.

## **State and Local Implementation of Policies for CIE**

- **California CIE Blueprint for Change**

NEEDS UPDATING

Nick Wavrin, Michael Luna, Nancy Wentling

- **SB 639 Implementation**

New Section—NEEDS DRAFTING

Sarah Issacs, Tania Morawiec, Bridget Kolakosky

## **New Legislative Efforts in 2022**

### **NEEDS UPDATING**

Bridget Kolakosky, Veronica Bravo, and partners that may have CIE-related legislation. Will include all efforts positive or negative on CIE. Even if the legislation did not go forward, it will provide information for the EFC to analyze for future successes.

## **EFC's Activities and Accomplishments in 2022**

### **NEEDS UPDATING AND ADDITIONS TO INCLUDE ACCOMPLISHMENTS**

Robin Maitino-Erben, Tania Morawiec, all partners on EFC.

## **DDS INCENTIVES AND GRANTS**

### **New Section – NEEDS DRAFTING**

Michael Luna

## **INTERAGENCY COLLABORATION**

### **New Section – NEEDS DRAFTING**

Veronica Bravo will ask partners to provide input.

Disjointed services make it difficult for people to transition into CIE.

## **SB 639 REPORT RECOMMENDATIONS – Summarize Challenges of Transition and Recommendations - (Background Section)**

### **New Section – NEEDS DRAFTING**

Veronica Bravo, Bridget Kolakosky, Tania Morawiec, Sarah Issacs.

This will tie into recommendations and work EFC has done.

## **EDUCATION AND TRAINING FOR EMPLOYERS AND EMPLOYEES**

### **New Section – NEEDS DRAFTING**

Sarah Issacs, Julie Gaona, Steve Ruder.

Tied into target priorities that the EFC has worked on the last three years.

Important to highlight that we may not have all the answers.

Recommendations. Providing training for providers, professionalizing and standardizing training throughout the State.

Mr. Ruder requested that the EFC use a copy of an SCDD/DOR training as a positive example of how employers are making things work.

Ms. Bravo will gather information. Ms. Issacs will provide some context.

## **1 BEST PRACTICE RECOMMENDATION: INDIVIDUALIZED PLANS**

### **New Section – NEEDS DRAFTING**

All members share their choice for best practice. Something they have learned about Individualized Plans.

## 9. **2023-24 TARGET PRIORITIES EXERCISE**

Sarah Issacs, Christine Moody, and Michael Luna lead an exercise to determine what priorities the members would like to work on in 2023-24. This exercise was presented as a PowerPoint using SMART Goals principles. SMART stands for Specific, Measurable, Achievable, Realistic, and Timely.

The presenters pointed out that the EFC repeats many of the same Employment First recommendations in the annual report each year. SMART goals can help the group stay focused in taking actionable steps to reach long-term goals.

Two SMART Goals were discussed under the Headline Goal. The Headline goal is that the EFC act as subject matter experts who provide valuable information, expertise, guidance, and insight to the legislature.

SMART Goal 1 – New Members:

- Invite 4 new members to the EFC with one member representing each of the following: 1) employers, 2) providers, 3) advocates, 4) postsecondary education.

SMART Goal 2 – Member Expectations:

- Create EFC member role description

Feedback regarding Goal 1 was requested from the group. Steve Ruder mentioned that it may be hard to get an employer to dedicate the time needed to be an EFC member. He suggested a few solutions such as modifying membership requirements for businesses so that they could either join for a shorter period of time or not have to stay for the entire meeting. This strategic use of time would still allow them to see the fruits of their efforts. Mr. Ruder emphasized it is important and attainable to bring in one or more employer members. But, they may need an alternative way to participate.

Ms. Moody noted that SCDD staff has a list of possible employers which will be shared with the group. Mr. Luna suggested that the EFC could double up on a category of member if employers not interested. Ms. Issacs noted that it was important for the EFC to truly reflect the diversity of

California. Nick Wavrin suggested that family empowerment centers could be considered (under the advocate category).

Ms. Moody asked that each committee member suggest one member possibility (in any category) with a brief description of why they would be a good choice within the next two weeks. A meeting will be scheduled for EFC members to vet the candidates.

In discussing Goal 2: Member Expectations—creating a role description, Ms. Moody noted that in searching for new members, it would be helpful to have a clear description of what the role entails and involves. Additionally, the EFC could explore the idea of different roles for different members. This would address Mr. Ruder's concern regarding employer/business member time constraints.

Ms. Moody, Ms. Issacs, and Mr. Luna will work on the role description with a goal to vote on it at the May 4th meeting. Member input is welcome.

Julie Gaona stated that, while the group needs to focus on employers, they also need to focus on those who want jobs. She recounted the 4-year journey of a friend who sought to work at Universal Studios. His persistence was the major factor in getting his dream job. Ms. Gaona emphasized that it is important to educate and encourage jobseekers.

Ms. Morawiec suggested that adding a Regional Center representative to the new members could result in great recommendations and examples coming out of the EFC. Ms. Issacs and Mr. Ruder agreed. It was suggested that a fifth category be added for Regional Center. Arturo Cazares (of Orange County RC) and Katherine Sanders were suggested as possible Regional Center members.

Bridget Kolakosky suggested a 15-member cap on the EFC due to the tendency for productivity to drop if committees are too large.

Future EFC meetings will continue to include SMART Goals for discussion. Additional Headline Goals from past reports will be in areas of Data, Media Campaigns, Education and Training, 639 Implementation, Identifying Best Practices, and Systems Change.

## 10. UPDATE ON THE IMPLEMENTATION OF THE DATA SHARING LEGISLATION

Nancy Wentling stated that DOR and DDS are currently executing a data exchange in accordance with their data sharing agreement.

## 11. UPDATE ON CIE BLUEPRINT IMPLEMENTATION

Nick Wavrin, CDE, updated members while sharing the written outline on screen. (See SCDD EFC Blueprint Update 2/2/2023).

Nancy Wentling stated that the Department of Rehabilitation has a new Chief Deputy Director, Victor Duron. He was appointed January 17, 2023. She briefly summarized his background and said that he has a commitment to advance equity in addition to his strong belief in the talent and potential of individuals with disabilities.

In December 2022, the CalDOR consumer payment card was introduced. It is a streamlined payment option for Vocational Rehabilitation (VR) consumers to purchase the authorized goods and services they need to obtain and keep employment. Previously, these consumers needed to use paper vouchers. Use of the new card is quick, easy, and confidential. It gives consumers more control and independence and eliminates service delays.

The CalDOR Payment Card is the first of its kind in the nation. Currently, 1,489 cards have been set up. DOR has a goal of distributing 50,000 consumer payment cards by July 2023.

Ms. Wentling went on to review the *Pathways to Success Project (PSP)* which focuses on advancing VR participants in high-demand, high-wage careers (including STEM). It will target underrepresented communities. PSP is funded by an 18.3 million dollar, five-year Disability Innovation Grant. It is currently in year two. The goal is to engage 1,400 participants. Success will be measured by individuals completing training, achieving competitive integrated employment, entering the high wage/high skill positions, increasing hours worked, increasing earnings, access to employer paid benefits, and a reduction of the reliance on public benefits.

In October 2022, another Disability Innovation Grant, *The California's Sub-Minimum Wage to Competitive Integrated Employment Project (CSP)*, began. This 13.9 million dollar grant is in its first year. The grant funds a

demonstration project to develop and test effective evidence-based practices that will be used to inform the DOR, its partners, and the national Vocational Rehabilitation Program. It is a multi-agency collaborative.

CSP will serve Californians with the most significant disabilities (including transition age youth) who are currently, previously in, or at risk of being placed in subminimum wage employment and/or those who have tried and been unsuccessful in attaining competitive employment. Services will be provided at two community college locations: one in North Orange County and one in San Diego County. Specific services include career exploration, employment preparation, training, benefits advisement, providing resources to participant's families, intensive employment services, including customized employment. The project proposes to serve approximately 400 participants. Interventions and lessons learned from the study will inform the coordination and delivery of services leading to CIE across a range of systems.

On January 1st, DOR launched Student Services through fee-for-service providers, expanding the opportunities for community rehabilitation providers to offer a range of pre-employment transition services. The intent is to ensure that services are available to as many individuals as possible, and that all individuals with disabilities have the opportunity to be exposed to and benefit from real work and real pay as early as possible. Services include work experience, job exploration and counseling, workplace readiness training, instruction on self-advocacy.

There is a lot of interest for the CSP from providers. Three providers have been certified to provide DOR Student Services at this time.

Demand Side Employment Initiative (DSEI). In the 2021-22 State Budget prior to the passage of SB 639, DOR and DDS received a one-time appropriation of 20 million dollars to implement strategic initiatives to increase the employment of individuals with disabilities.

DOR is using their portion of the DSEI appropriation to influence key players in the employment landscape who are not typically included in DOR spending.

- Media campaign and business incentives will be directed to small and medium-sized business owners promoting employment of people with disabilities.

- Guiding HR professionals to include working people with disabilities in their professional training programs. This is to remove stigma and increase competency in disability employment inclusion beyond just the legal compliance.

## **12. MEMBER UPDATE**

There were no member updates, questions, or comments.

## **13. 2023 MEETING DATES AND ADJOURNMENT**

The next meeting will occur in May. The meeting adjourned at 3:08 p.m.

DRAFT



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May 4, 2023

**AGENDA ITEM 6.**

**ACTION ITEM**

**STATE COUNCIL ON DEVELOPMENTAL DISABILITIES – EFC**

***Approve 2022 Employment First Report***

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Pursuant to California Welfare and Institutions Code Section 4868 (e), the Employment First Committee shall produce an annual report to the Legislature describing its work and policy recommendations.

The Committee will review and approve the final draft of the report.

***Action Recommended***

Approve the 2022 Employment First report in concept.

***Attachments***

Draft 2022 EFC Report

***Handout(s)***

There will be additional handouts the day of the meeting.



## Executive Summary

**(This section to be written after report complete/approved and by an EFC Member)**

### About Employment First Committee EFC

The Employment First Committee (EFC) is a SCDD standing committee created by statute in 2009 and is responsible for identifying and promoting strategies that increase the number of people with intellectual and/or developmental disabilities who engage in competitive integrated employment. (footnote:

[https://leginfo.legislature.ca.gov/faces/codes\\_displayText.xhtml?lawCode=WIC&division=4.5.&title=&part=&chapter=14.&article=](https://leginfo.legislature.ca.gov/faces/codes_displayText.xhtml?lawCode=WIC&division=4.5.&title=&part=&chapter=14.&article=).)

Specifically, EFC is tasked with advancing competitive integrated employment (CIE) for people with intellectual and developmental disabilities (I/DD) by:

- identifying the roles and responsibilities of state and local agencies that enhance employment for people with disabilities
- strategies and best practices for increasing employment including transition practices
- identifying sources of employment data and recommended approaches for measuring progress
- identifying demographic data that can be matched to employment outcomes
- recommending goals for measuring employment participation and outcomes for various people with developmental disabilities across service systems

Each year the EFC holds 4 meetings to hear back from stakeholders and discuss issues in the employment process and to receive updates on what agencies are doing to improve CIE.

### Additionally, EFC Annually Develops Policy and Administrative Recommendations Supporting CIE to the California Legislature

Recommendations are informed by cross-departmental information, national best practice and feedback from people who have disabilities and their family members. Past recommendations, by category, include:

#### Data Sharing Across Agencies and Cross Department Partnerships

- Data is not released until years after collection. Data delay impacts the ability to identify trends and create targeted interventions. CDE, DOR, and DDS should work collaboratively to streamline information sharing and service delivery planning to ensure a) delivery of services are unified and b) comprehensive implementation and evaluation of CIE:
- DDS should invest in the collection and reporting of disaggregated, timely data with universal client identifiers across government systems to understand the factors that impact whether a person enters or retains CIE.

- DDS and the State Council should publicly report aggregate data on the Data Dashboard (located in the SCDD website) 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 State Council should create data-sharing agreements across agencies that identify benefits of employment as a social determinant of health.
- Loop in Regional Centers to also collect data. Paid Internship Program (PIP) information and data on how many CIE placements evolve out of internships must be shared broadly across workforce development partners, employers, educators, family members and people with disabilities.
- All government-related websites should create cross-links for CIE resources to avoid disconnected services. Currently sites only offer their dept specific services but don't address intersectionality of services.

### Funding

Funding is needed in specific areas to assist in the subminimum wage phase out and move towards competitive integrative employment:

- DDS should adopt a tiered incentive structure to implement Welfare and Institutions Code Section 4870 (d-g) that provides for higher incentive payments for people with the most significant disabilities.
- Increase funding for access to technology for people with disabilities who need to use it to enter or retain CIE.
- Direct Service Providers in Vocational Rehabilitation are under-skilled, and retention of job coaches is a challenge. Funding is needed to provide skills training to job developers and supported employment practitioners in customized employment and job coaching supports.
- Funding for transportation solutions and supports.

### Marketing Campaign- Encourage Transition Among People with Disabilities to CIE and Remove Stigma for Employers to Hire

CDE, DOR, DDS and the State Council should work collaboratively to launch a multi-media campaign to create awareness, education, and incentives for people to make transition to CIE:

- The primary reason people do not pursue employment is fear of losing benefits. Transition planning (from subminimum wage work to competitive wage work) should include discussion of the impact of wages on benefits. Information on CalABLE and asset limit changes must be widely available to people with disabilities and their families so they can make informed decisions regarding employment.

- CIE media campaign geared towards employers and eliminating stigma of hiring people with disabilities. Increase outreach to create partnerships with employers.
- CIE campaign for consumers 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.
- DDS and Regional Centers must build awareness and encourage career exploration.

### EFC 2022 Activities

In October 2021, the Committee began its annual strategic planning process to identify goals and activities to work towards completing in 2022. In February 2022, the Committee completed the planning exercise and identified six priorities that include the implementation of SB 639 (ending sub-minimum wage in California), data collection, tailored day services, preventing people from falling through the cracks, staff shortages and COVID-19.

The Committee convened meetings and heard from individuals participating in paid internships to gain insight in the lived experience; heard from community organizations on ways to prevent people from falling through the cracks, creating pathways to CIE, accommodation planning for clients and more; and, invited SCDD's Employment Disability Expert Advisory Panel (DEAP) to talk about ways the DEAP and Committee can collaborate on things like tracking emerging issues and practices, sharing curriculum, etc.

The Committee monitored the progress made in the implementation of SB 639 heard success stories and insights gained from community conversations.

The Committee also 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.

While Committee members strived to make progress on these activities, Committee vacancies and missing involvement from crucial stakeholders with perspectives and expertise in employment, impacted the outcomes of the Committee's work.

To address these challenges, the Committee established a SMART Goals Workgroup. The Workgroup created a timeline and steps to actively recruit and appoint qualified members to fill vacancies and appoint stakeholders from missing areas of expertise. The purpose of the SMART Goals Workgroup is to select 2-3 SMART goals to discuss, study and find solutions to for 2023.

The Committee feels that by ensuring stakeholder engagement and prioritizing inclusivity in decision-making, the Committee will be able to increase its effectiveness and the likelihood of achieving their goals.

## Background

There are several federal and state policies that assist with improving employment services for persons with intellectual and developmental disabilities I/DD:

### The Lanterman Developmental Disabilities Services Act- Rights to Services

The Lanterman Act, which was passed in 1969, is the California law that says people with developmental disabilities and their families have a right to access services and supports they need to live like people who do not have disabilities. Services are accessed in 21 nonprofit regional centers throughout the state.

### What is Competitive Integrated Employment CIE? Employment Equity

The Workforce Innovation and Opportunity Act (WIOA) defines competitive integrated employment (CIE) as work that is performed on a full-time or part-time basis for which an individual is: (footnote: CIE Defined: 29 U.S. Code §705 and 34 C.F.R. 361.5(c)(9)- Definition of Competitive Integrated Employment).

- Compensated at or above minimum wage and comparable to the customary rate paid by the employer to employees without disabilities performing similar duties and with similar training and experience;
- Receiving the same level of benefits provided to other employees without disabilities in similar positions;
- At a location where the employee interacts with other individuals without disabilities; and
- Presented opportunities for advancement similar to other employees without disabilities in similar positions.

### California is an *Employment First* State

Statutes of 2009 created the *Employment First Policy* with the purpose to provide employment services and supports to people with developmental disabilities so that they may have an integrated and independent life as well as the same quality life as persons without disabilities. 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. (footnote:

[https://leginfo.ca.gov/faces/codes\\_displaySection.xhtml?lawCode=WIC&sectionNum=4869.&highlight=true&keyword=employment%20+first%20+policy.](https://leginfo.ca.gov/faces/codes_displaySection.xhtml?lawCode=WIC&sectionNum=4869.&highlight=true&keyword=employment%20+first%20+policy.))

## Policies Working to Increase CIE

### Customized Employment- Office of Disability Employment Policy ODEP 2014

Customized employment is a personalized relationship between employee and employer to achieve competitive integrated employment. It is a type of supported

employment strategy that assists people with disabilities who might not have found employment success through other employment strategies. In 2014, customized employment was included in Title IV of the Workforce Innovation and Opportunity Act (WIOA) as a strategy under the definition of supported employment. (footnote: <https://www.dol.gov/agencies/odep/program-areas/customized-employment>.) ODEP supports customized employment through different education and outreach collaborations. And promotes the use of customized employment as a workplace strategy in employment centers across the United States. (Please Add: ODEP Collaborations in California and if this is helping any?)

### California CIE Blueprint for Change 2018

The CIE Blueprint was a five-year plan, developed by California Department of Education (CDE), Department of Rehabilitation (DOR), and Department of Developmental Services (DDS), to assist people with intellectual and developmental disabilities get ready for and get a job earning at least minimum wage working in the community with people without disabilities. The Blueprint focus was on creating ‘person-centered’ employment planning or planning based on the person’s abilities, interests and dreams. The goal of the Blueprint was to: (footnote: <https://www.chhs.ca.gov/home/cie/>.)

- help the three departments work together to better support people with I/DD who want a CIE job
- create more options for people with I/DD to get ready for and get a CIE job.
- help people with I/DD to make their own choices about working in the community

The Blueprint Plan also included creating awareness CIE and educating persons with I/DD and their families on how to seek competitive employment. For example:

- CIE Toolkit was designed to provide tools and resources on CIE services and supports available (footnote: <https://www.chhs.ca.gov/home/cie/cie-toolkit/>.)
- CIE webinars “Pathways to Real Work for Real Pay in the Real World” provided information on the following:
  - Benefits of CIE to the individual, family, community, and business
  - Services and support available to help an individual get ready for CIE
  - SSI and Medi-Cal benefits: learn how CIE changes a person’s SSI Income and their Medi-Cal
  - Transportation and safety: community transportation available and safety

The CIE Blueprint ended its 5-year program run on June 30, 2002, and the Blueprint team is currently writing the Year 5 final report. There is no anticipated release date for the report, but it will contain a review of the program and recommendations.

### SB 639- Ending Below Minimum Wages 2021

(footnote: 29 U.S.C. § 214(c) Fair Labor Standards and Fair Labor Standards Act 14(c) Subminimum-wage-US Dept of Labor Factsheet). CA Code: [https://leginfo.ca.gov/faces/codes\\_displaySection.xhtml?sectionNum=1191.&lawCode=LAB](https://leginfo.ca.gov/faces/codes_displaySection.xhtml?sectionNum=1191.&lawCode=LAB).)

Federal and state law passed in the late 1930's allowed employers to pay many persons with disabilities less than the minimum pay wage (subminimum) and subjected them to segregated work settings. Eighty-four years passed before Senate Bill 639 (Durazo, 2021) ended the use of special wage licenses for employment at less than minimum wage. Now, state agencies must work together to transition individuals with disabilities employed through subminimum wage programs into competitive employment at or above minimum wage. This will be an immense undertaking for many reasons and a change that will not happen overnight: (SB 639 footnote:

[https://leginfo.legislature.ca.gov/faces/billNavClient.xhtml?bill\\_id=202120220SB639](https://leginfo.legislature.ca.gov/faces/billNavClient.xhtml?bill_id=202120220SB639).)

- The size of our population and the complex demographic characteristics of California's 14(c) population creates uniquely complex challenges. This diverse group is made up of people who have different types of disabilities, different support needs, intersectional identities, and unique cultural influences which will factor into the provision of individualized vocational services. However, the majority in CA are people with an intellectual/developmental disability.
- Requires a multi-agency effort to coordinate the many employment services.
- Ensure there is enough trained staff i.e. job developers, coaches, services providers—all will need training to help transition persons with developmental disabilities, a group that has been mostly encouraged to participate in day activity programs and not employment.
- Reduce stigma around hiring individuals with developmental disabilities. Private sector employers will need to change their hiring practices and become more inclusive.

Though the CIE Blueprint created some CIE awareness and training for persons with I/DD and their families, with the ending of subminimum wages (SB 639) both short-term and long-term plans must be created to ensure success in transitioning the I/DD community into competitive integrated employment (CIE) by the 2025 deadline but also ensure long-term success. SB 639 required SCDD to collaborate with other agencies to develop a multi-year phaseout plan to pay any employee with a disability no less than the state minimum wage by January 1, 2025. The phase out plan was released in January 2023, with recommendations on how to transition approximately 6K individuals out of the 14c waiver program and to increase CIE opportunities for people with disabilities. (See SCDD website: to view the report in **SB 639 Report Home Section** of our website at <https://scdd.ca.gov/>.)

The SB 639 Report contains recommendations for short-term transitioning along with benchmarks to ensure successful transition by the deadline. Some of those recommendations include:

- Educate families on how to seek employment and provide work incentive benefits counseling to encourage transition
- Ensure collaboration between agencies so that services are easy to locate and navigate.



- Ensure there is enough staff to assist without delays and that job coaches and job developers are adequately trained
- Collect and share data among agencies to measure success

Additionally, and to ensure consistent and long-term success of CIE for persons with I/DD, the long-term plan should include:

- Restructuring (i.e. Employment First?) how the services are provided so that they are not disjointed. (But then interagency collab. May not be necessary if we have Employment 1<sup>st</sup>?)
- Ensure agencies are collaborating and communicating so that services are not disconnected and are accessible.
- Reduce Stigma: encourage employers to change how they hire people
- Ensure appropriate funding for long-term supports i.e., job coaching. People with I/DD will need long-term or continuous coaching.
- Ensure services needed for employment success such as transportation, job coaching, customized job plans. This includes ensuring there are plenty of staff and that staff are trained adequately to work with persons with I/DD.
- High School Transition: Work out what type of high school certification/diploma is needed to ensure job attainment and accepted by employers
- Ensure post-secondary education opportunities

SB 639 Update: Transitioning Out of Subminimum Wages - 2023 (Tania section- this could be for next year's report?)

DOR and DDS are creating implementation plans for SB 639 transition out of below minimum wage pay employment programs. Though, SB 639 focuses specifically on the 14-c sub minimum wage population, CIE services and supports are expanding for all individuals who have I/DD. Each Regional Center now has employment specialists and DDS created CIE focused incentives that pay for CIE obtainment, Paid Internship (PIP) placement and certification/credentialing in Customized Employment. Additionally, incentives are being developed that focus on job match.

### Creating Awareness of CIE - CIE Trainings for Persons with Developmental Disabilities and Service Providers 2022

To bring about awareness and encourage transition into competitive employment agencies collaborated on a training series. The 2022 Let's Work! training series, was a partnership launched between State Council Developmental Disabilities, Department of Rehabilitation, Alta California Regional Center and Far Northern Regional Center, and included teaching the CIE Roadmap. The CIE Roadmap is a step-by-step guide written in easy-to-understand language for persons with disabilities and their families to follow if they are interested in seeking employment. The CIE Roadmap was developed in partnership with California Department of Rehabilitation (DOR), California Department of Education (CDE), and California Department of Developmental Services (DDS) as a resource to transition persons with disabilities into competitive integrated employment.

The purpose of the Let's Work! series was to help educate self-advocates, family-advocates, primary/secondary/ post-secondary service providers about Competitive Integrated Employment and provide guidance on how to prepare for employment. (capitalize competitive integrated employment??)

These workshops were a six-part series that took place monthly via Zoom platform through June 2022 and consisted of the following:

Workshop #1: Learn about the Department of Rehabilitation and available services to help you prepare for and secure a job.

Workshop #2: Learn about the Regional Center System and the history of employment first legislation, policies, and services.

Workshop #3: Introduce the CIE Roadmap tool and provide information on what to expect as you prepare your 12–15-year-old for employment!

Workshop # 4: Review the CIE Roadmap Tool and provide information on what to expect as you prepare your 16-17 year old for employment!

Workshop #5: Review the CIE Roadmap Tool and provide information on what to expect as 18 - 21 year old individuals prepare for employment!

Workshop #6: Review the CIE Roadmap Tool and provide information on what to expect as 22 - 64-year-old individuals prepare for employment!

These workshops reached approximately 405 people including self-advocates, family-advocates, and other professionals and were made accessible in Spanish and American Sign Language interpretation.

### California Government 2022 Tania

In 2022, the legislature passed AB 1195 (Garcia) which requires the California Department of Human Resources (CalHR) to provide a LEAP (Define LEAP) employment referral list to a state agency upon the agency's request without combining the LEAP list with a standard state employment list (or provide two separate lists). The purpose of the bill is to increase employment of persons with disabilities in state government. (footnote: [AB 1195 \(Garcia, 2022\)](#).) The Limited Examination and Appointment Program (LEAP) is a state recruitment and hiring program to facilitate the hiring of persons with disabilities in the state civil service. Rather than taking the traditional state civil service exam, people with disabilities can show their knowledge and skills for a position through on-the-job testing. (Footnote: [CA LEAP Program GOVT Code §19240, 19241](#) and [2 CCR Title 2, §547.5 – 547.589](#).)

Governor Gavin Newsom set a goal that all state agencies employ at least 16% of individuals who have disabilities. In February of 2022 an important resource was developed by DOR to support this inclusive hiring goal by California State Government. The CalHHS hiring playbook *Including People with Disabilities Drives Innovation* focuses on three principles: helping CA government become a model employer,



creating a culture of inclusion, and supporting upward mobility for individuals who have disabilities.

Current Process for People to Receive Employment Services? (Use Roadmap? Agencies involved? How can we demonstrate that services are not streamlined or are disjointed??)

DDS

DOR

Regional Centers

Waiting lists, people are waiting to get services.

Different geographical areas offer different services.

Shortage of Qualified Employees- Update (Nick)

The option of paid community-based work experience is an integral component of the WorkAbility (WAI) grant, which is funded and administered by the California Department of Education (CDE) and provides comprehensive pre-employment skills training, employment placement and follow-up for high school students in special education who are making the transition from school to work, independent living, and postsecondary education or training. The local education agencies (LEA) placing students in WAI work-based experiences should be mindful of the employer's location and ensure that participating students are provided with opportunities for interaction with non-disabled peers and customers.

Recently, WAI grantees contacted the CDE to report that they were unable to consistently place students in community-based work experience placements due to a change in law that requires anyone having a contract with a LEA must have a criminal records summary or are fingerprinted for a criminal background review.<sup>1/2</sup> In response to this possible impact, the CDE is providing waivers for three WAI grant requirements in FY 2022–23. It is not clear how long the waivers will be provided.

(Footnote: [Require Criminal Background Education Code §45125.1\(a\).](#))

(Footnote: [Applicant Criminal Records Summary Education Code §44237.](#))

## Current Issues with Employment Services

### 1. Interagency Collaboration

Current efforts to promote cross-agency collaboration around competitive integrated employment (CIE) in California, such as the CIE Blueprint and the Employment First Committee, have proven insufficient to reach consensus around state-level goals or achieve alignment of CIE initiatives across departments. Instead, DDS, DOR, CDE, workforce development boards, and other stakeholders continue to develop and launch their own CIE initiatives with minimal coordination with other departments. As a result, and despite unprecedented workforce challenges across the state, a potential workforce that wants to work is going untapped due to misaligned efforts and missed opportunities to leverage resources. This fragmented approach has led to barriers that prevent people with disabilities who want to work from being able to access the opportunities and support they may need to do so.

The most requested and needed reforms from disabled individuals and service providers alike require major structural changes—such as fiscally responsible payment structures that support best practices and shifts in systemwide norms and expectations-- that cannot be addressed by one department alone. To truly advance CIE for people with intellectual/developmental and other disabilities, California must be able to align its cross-departmental work around a shared purpose and goals.

## EFC Recommendation

### Interagency Collaboration

Services from different agencies are not streamlined, making it difficult for persons with I/DD and their families to access services and know where to go for services. Currently data is not released until years after collection or not shared, and different types of data are collected by varying agencies. This delay impacts the field of practice's ability to identify trends and create targeted interventions. For example, we do not know how many persons with I/DD have not requested or accessed CIE employment, nor do we know if trainings and awareness of CIE are reaching most persons with I/DD. It would also help to track if staff at regional centers are encouraging CIE.

The EFC continues to recommend that agencies work collaboratively to streamline information sharing, service delivery planning, and have data sharing agreements to ensure that individuals with developmental disabilities, including those from ethnically and linguistically diverse communities, can access supports and services.

The EFC recommends creating a senior level position that is responsible for coordinating services and activities related to CIE across all agencies. Specifically, the EFC recommends the Labor and Workforce Development Agency should develop a senior level position reporting to both the Secretary of Labor and Health and Human Services Agency that is responsible for coordinating all services, including the activities of the various committees and taskforces with responsibility to improving CIE. (See

more about this recommendation in **Legislation 2023 - Employment Policy Priority** section for creation of a new CIE office as a solution to agency collaboration.)

## Issues with Employment

### 2. Education

At the post-secondary level, California is behind on creating inclusive college opportunities that can increase opportunities for family sustaining wages for people who have disabilities. At the high school level, there is a challenge to transition youth into employment after graduation.

#### *a. Alternatives to High School Diplomas 2022*

California created *Alternatives to High School Diplomas* (Alt-Pathways), a state initiative (Footnote:[https://www.cde.ca.gov/sp/se/lr/om030723.asp#:~:text=51225.31\(a\)\(1\)%20Notwithstanding,the%20local%20education%20agency%20that.](https://www.cde.ca.gov/sp/se/lr/om030723.asp#:~:text=51225.31(a)(1)%20Notwithstanding,the%20local%20education%20agency%20that.)) to support transition into employment by providing additional options for high school completion credits for students with I/DD. This initiative was meant to provide students with disabilities who do not graduate with a traditional high school diploma to receive “alternative” diplomas so that they could pursue employment that requires a high school diploma or equivalent.

#### *Certificates versus Diplomas*

The challenge has been that “alternative” diplomas are often times not recognized as “diplomas” by employers who require these for employment. Certificates versus Diplomas is an ongoing debate with differing opinions on either side of the aisle. Some argue that if you change requirements for a diploma, it is no longer a “diploma”. The argument against certificates is that they are not recognized by employers, limiting equal employment or equal pay opportunities.

#### *Alternate Pathways to High School Diploma Workgroup 2021 - Recommendations*

The Alternate Pathways to High School Diploma (Alt Pathways) Workgroup was created and charged with making recommendations to state policymakers to create alternate pathways to a high school diploma for students with developmental disabilities. (footnote: [https://www.scoe.net/news/library/2021/10/07workgroup\\_reports/](https://www.scoe.net/news/library/2021/10/07workgroup_reports/).) The workgroup concluded that instead of creating a set of new alternate pathways the state should increase access to the full range of pathway options already provided to all students. This includes better access and support for students with disabilities to meet existing state and local requirements for earning a regular diploma and warned against creating separate pathways that could perpetuate exclusion of students with disabilities in higher education. It is not clear how the recommendations will be used or when.

See also: [Alternative Pathways to High School Workgroup- Recommendations to the Legislature CA Alternative Pathways Workgroup Report 2021.](#)

## **b. Lack of Inclusive Higher Education and its Effect on Employment**

(Education Update (SB 639 Final Report p. 49))

There is an urgent need for inclusive college opportunities for students with intellectual and developmental disabilities in California. One in eight students in California public schools receive special education services (LAO 2019). There are 66,000 California transition-age students with intellectual disabilities that are currently waiting for inclusive post-secondary opportunities. We are over a decade behind in building inclusive college programs across our state and an Inclusive Higher Education Coordinating Center for our state. There are currently 18 Post Secondary Education (PSE) programs in CA, only 5 of which are at 4-year universities. Of those 5, only 2 have sustainable funding. Meanwhile, recognizing the value of these programs, other states—including Colorado, Tennessee, Georgia, Florida, South Carolina, and Maryland—have invested in inclusive opportunities at 4-year universities.

We know that graduates of inclusive post-secondary education programs are more likely to enter the workforce, earn higher wages and thus be less reliant on state benefit programs. Studies have found that:

- Higher education offers opportunities for social and intellectual exploration and builds capacity for future employment. With the advent of funding due to legislation and policy changes in the US, students with intellectual and developmental disabilities are beginning to reap these same benefits from higher education. (See Grigal et al, 2021; Think College Annual Report, 2020-21)
- Post-Secondary Education for people with Intellectual Disability is both cost-effective (cheaper than other services) and cost-efficient (pays for itself over time). (Cimera, et al., 2018)
- Vocational rehabilitation (VR) clients with Intellectual Disability who experienced PSE were more than twice as likely to be employed and had increased earnings compared to their counterparts who did not participate in post-secondary education while receiving vocational rehabilitation services. (Sannicandro, et al., 2018)
- Youth who received PSE services as part of their Individualized Plan for Employment (IPE) were 14% more likely to exit with paid integrated employment and earned 51% higher wages than those who did not access PSE services. (Smith, et al., 2018)
- Graduates of PSE use fewer government support services after exiting college. Graduates of PSE earned higher wages and thus used 31% fewer government services than people with only a high school education. (Cimera, et al., 2018)
- The odds of exiting VR with an employment outcome were 1.59 times higher for those who participated in a PSE. (Rast, et al., 2019)

Moreover, the US Department of Education Model Transition and Postsecondary Programs for Students with Intellectual Disabilities (TPSID) programs are a

proven predictor of employment success.

- As of September 30, 2020, 59% of students who completed a TPSID program had a paid job after exit in 1 year, 66% had a paid job after exit in 2 years, and 67% had a paid job after exit in 3 years.
- 65% of students who attend a TPSID receive paid employment as graduates compared to less than 20% of adults with Intellectual and Developmental Disabilities who do not attend a TPSID.

### Past Legislation for Inclusive Higher Education

AB 2920 (Arambula, 2022) purpose was to increase living wages and employment for people with intellectual and developmental disabilities through establishing and maintaining sustainable, high-quality inclusive post-secondary education programs at University of California (UC) and California State Universities (CSU). This bill failed in the Assembly Appropriations Committee.

## EFC Recommendation

### Equal College Opportunities Pathway to Employment

U.S. Bureau of Labor Statistics confirms that more education leads to better employment and better wages.<sup>1</sup> But to establish equal higher education opportunities for persons with I/DD, the California Legislature will need to fund and create inclusive college programs for students with developmental disabilities. Expanding post-secondary education opportunities within California's higher education systems (community college, state universities, the University of California, and College to Career programs) will assist persons with I/DD obtain equal employment. (See more in **Legislation 2023 – Education Priority** section.)

(footnote: <https://www.bls.gov/careeroutlook/2016/data-on-display/education-matters.htm#:~:text=Even%20if%20your%20career%20path,decreases%20as%20educational%20attainment%20rises.>)

## Legislative 2023 **Bridget**

In the past several reports to the California Legislature, EFC has recommended:

- more collaboration and data sharing between agencies to ensure streamlining of CIE employment services and supports and the creation of a leadership office position to coordinate all CIE activities
- funding and development of inclusive college programs on state college campuses to provide equal education opportunities

The following SCDD 2023 Legislative Priorities are recommendations from both EFC and SB 639 Report:

### Employment Priority

In 2023, advocating for CIE and equal employment opportunities for people with intellectual and developmental disabilities is a policy focus for SCDD. To coordinate transitioning out of subminimum wages, SCDD is prioritizing employment policy this year through a budget proposal for an Employment 1st Office via the legislature.

SB 639 by Senator Durazo (2021)--which ended below minimum wage for persons with disabilities--also required SCDD to release a report with recommendations on how to transition approximately six thousand individuals with disabilities out of the day programs (aka 14c waiver program.) That report was released January 2023.

The number one recommendation in the 2023 SB 639 Report is the creation of an **Employment 1st Office**. The current challenge is the big number of efforts underway and the lack of adequate coordination among agencies-causing employment services to be disjointed and inefficient. The Employment 1<sup>st</sup> Office would be tasked with coordinating and facilitating the implementation of the many goals, projects, priorities, programs, and workgroups focused on improving employment for PWD across multiple departments and agencies. The Employment 1<sup>st</sup> Office can also function as a go-to clearinghouse for all these efforts and be a resource for the community/public.

SCDD has selected the Employment 1<sup>st</sup> Office recommendation as the legislative priority for 2023. The Employment 1<sup>st</sup> Office legislative packet proposal consists of:

- Request for \$750,000 in fiscal year 2023-24 to coordinate planning and implementation of Employment 1<sup>st</sup> Office efforts across CalHHS agencies through:
  - (1) the development of an agency-wide **Master Plan for Employment First**; and
  - (2) the creation of an agency-level **Employment First Office**, led by a Chief Employment First Officer.

The Employment First Office would be located within CalHHS, and the Chief Employment First Officer would work closely with people with IDD and family members, service providers, employers, community-based organizations, and other state and local partners.

SCDD is currently advocating for the development of the Employment 1<sup>st</sup> Office in the legislature, as well as advocating to agencies including Department of Health and Human Services, Department of Developmental Services, Department of Rehabilitation, and the Governor's office to raise awareness of the need for a single leadership office to streamline employment services. We are presenting the proposal in the Assembly and

Senate Budget Sub-committees on Human Services and cultivating champions in both houses.

As of February 2023, the coalition supporting the proposal is growing and includes agencies such as Disability Rights California, California APSE, Integrated Community Coalition, Disability Voices United, PathPoint, and Progressive Employment Concepts.

### Education Priority

Though last year AB 2920 (2022) failed in the legislature, this year SCDD is again supporting **AB 447 (Arambula) Public postsecondary education: students with disabilities: inclusive college programs**. Currently, persons with developmental and intellectual (I/DD) do not have the same opportunities after high school as other students. AB 447 will provide equitable and inclusive access to higher education for I/DD students.

This bill will establish and expand existing inclusive college programs for students with I/DD on public 4-year university campuses, increasing the wage-earning capacity of persons with I/DD throughout the state. By offering a sustainable funding source, AB 447 will enhance post-secondary programs for persons with I/DD, supporting their goals of obtaining both a college education and increased opportunities to gain competitive, integrated employment.

The purpose of AB 447 is to increase post-secondary opportunities for students with I/DD. The bill is in line with SCDD's mission to represent and advocate for people with I/DD in California through systems-change advocacy, including 1) policy initiatives, 2) outreach, training, and technical assistance, and 3) monitoring of important supports and services that ensure independence and inclusive access to public services.

If we expect the IDD community to transition successfully into competitive integrated employment, availability of higher education opportunities must be a part of the equation to transition them.



## Data Trends in Competitive Integrated Employment (CIE) **Larry Yin** (footnotes on Larry Doc)

National and state-level data is vital to monitoring progress in Competitive Integrated Employment (CIE). Highlighting the ongoing gaps in employment and wages occurring between individuals with disabilities and people without disabilities helps us to understand the challenges and barriers to achieving CIE. It is also important to understand the surveys being used and the population represented to better understand if we are improving in CIE.

Trends in the U.S. suggest improvement but gaps between people with and without disabilities in employment, wages, and levels of poverty continue. In 2021, these differences continue. It was estimated that 40.7% of the population of people with disabilities were employed compared to 76.6% of the population of people without disabilities. The gap of 35.4% has improved between 2019 and 2021 but continues to be substantial. When analyzing the median earnings of full-time/full-year workers, the gap decreased from 2019 to 2021 by an estimated \$2200 annually.<sup>1</sup> Of continued concern is the ongoing disparities that exist within the intellectual and developmental disabilities (IDD) population. Black individuals with IDD had fewer annual earnings, were less likely to work in integrated jobs and were less likely to have a successful outcome when receiving vocational rehabilitation services than whites. Women with intellectual disabilities had similar rates of employment but earned almost 1/3 less than men with intellectual disabilities.

California, like the rest of the United States, continues to see gaps in employment participation and unemployment rates for people with disabilities. People with disabilities continue to be much more likely to be unemployed or underemployed than people without disabilities. A secondary analysis of the American Community Survey for California reported in 2022, the employment rate of working-aged people with disabilities was 38% compared to 74% of working-age people without disabilities.[2] A gap of 36-37% continues from 2017 to 2019. The rates of employment for persons with intellectual disabilities increased by 2% to 27% in 2019 compared to 2018. Also, in 2019, 22% of working-aged people with disabilities were living in poverty compared to 10% of working-age people without disabilities. ~~A gap of 12%.~~ That gap increases to 16% when comparing working-aged people with intellectual disabilities compared to people without disabilities. In 2020, only 13% of persons with IDD were in integrated employment settings.<sup>3</sup> The percentage of working-aged people with disabilities who were not working but actively looking for work was 7.9% compared to 16.6% of working-age people without disabilities.<sup>4</sup>

In 2020, the Department of Developmental Services reported that 19.6% percent of working-aged people with developmental disabilities who are receiving services through the Regional Centers were working compared to 17.9% in 2019. The average monthly Regional Center clients' wage was \$816 compared to \$747 in 2019.<sup>5</sup> California has also continued to expand the number of Regional Center clients receiving Supported



Employment Program services and the amount of Supported Employment Program expenditures.

As more states including California are moving away from subminimum wage and into CIE, federal officials are beginning to support a new “push” to support people with disabilities in CIE. Grant funding to the California Department of Rehabilitation (almost 14 million dollars) will support new innovations to support people with disabilities to be employed alongside persons without disabilities. <sup>6</sup> The *Subminimum Wage to Competitive Integrated Employment Project* will expand the college-to-career programs in North Orange County and San Diego County allowing participants to pursue academic or career technical education that can lead to CIE.<sup>7</sup>

## EFC Recommendation

Overall, data trends suggest some movement toward improving CIE in California. Outcomes can improve with greater collaboration between state agencies and increases in funding supporting CIE. (See more in **2023 Legislation Priorities** section)

## Internship and Employment Success Stories (Steve to add 1 more story focusing on challenges)

### Employment Story #1 Brennan Cable (Insert Image- in email)

My name is Brennan Cable. I live in Fair Oaks, California with my mom, dad, and older brother. In June of 2022 I started working at Grateful Bread, a local bakery that provides their products to grocery stores and restaurants in the area, as well as customers that purchase directly from our store. My job coach, Storm, started working with me through Progressive Employment Concepts in March of 2022 when I was finishing a Paid Internship Program at a senior living facility. I am very outgoing and love to help people, but the senior living facility did not give me many opportunities to share my personality with my coworkers and the residents I was servicing. Storm and I worked together to look for different opportunities in my community that matched my skill set and also allowed me to express myself and interact with people freely. After a few months of searching for employment, Storm supported me to speak with the manager at Grateful Bread and we connected instantly. My manager, Ryan, was really helpful in training me and working with me to find which tasks in the bakery I was good at. When I first started working at Grateful Bread, I spent my shifts packaging different types of breads. Storm supported me to learn what techniques worked best for me and how I could work fastest and most effectively. It only took about a month before I was able to be completely independent at work and felt comfortable asking my coworkers and supervisors for help instead of my job coach. I became close friends with many of my coworkers, and they even taught me how to use Snapchat so I could text and talk to them outside of work. Over the past few months, I've been expanding my job duties with support from my

supervisor, Rebecca. She gave me the opportunity to work at the register, which is what I really love doing at work. I'm very good at counting and handling money, and it gives me the ability to talk to all of the customers that come in. I enjoy leaving an impact on people and making them smile. There are several regular customers now that come in just because they like to talk to me and I'm so happy that I can be helpful to them. I had been looking for a job that I feel is a perfect fit for me for about five years before I found Grateful Bread. Unlike some of the other jobs I've had, I always feel welcome and accepted by the people at Grateful Bread. I've been given the same opportunities as my coworkers, I've been able to increase the amount of hours I work each week from nine to fifteen in just a few months, and I feel accomplished when I clock out each day. Being employed and enjoying the work that I do has made a positive impact on my personal life as well. The confidence I've gained from my experience at Grateful Bread has carried over into how I interact with my family and friends. I see myself working for Grateful Bread for a very long time and I'm excited to see what opportunities lie ahead for me in this company!

#### [Employment Story #2 - Jean-Michel Corbier \(Insert Image, in email\)](#)

"I currently work full-time for the Mullen & Filippi law firm as a Document Specialist. Essentially, my job is to validate legal documents such as workers compensation cases, as well as scan and review other legal documents such as medical reports and civil cases that come to our firm. I also sort and scan the mail, as well as work on projects such as indexing new files and emailing attorneys about materials related to cases. I first started this job position on Monday, April 25, 2022.

I like that I can take on very important responsibilities such as dealing with confidential legal documents and checking for accuracy when validating legal documents.

I got my job when I was searching for new, more professional careers in my area in Sacramento. I actually got this position through Indeed, which is very cool. It actually took me only a week to get this position at Mullen & Filippi, LLP.

This work is important to me because it prepares me to take on my complex roles in a professional setting. I also want to feel that my work is making a difference in someone's life other than my own.

I first created my online store, Storeology, at storeology.shop on Monday October 17, 2022. I created my store after publishing my Facebook group, Mythical Creatures of the World on Friday, November 26, 2021. I created Mythical Creatures of the World because I loved the fascinating lore of mythical and fantasy creatures and wanted to make an entire website or social media channel just dedicated to those concepts. Storeology was my urge to see if I could make a profit off of my passion for mythical creatures. There have been some ups and downs when publishing and managing my group, but it has all been worth it to finally start my own business."

**Side Note:** Jean-Michel was supported by a Job Developer at InAlliance in earning the position at Mullen & Filippi. He is also supported through the Paid Internship Program

to assist him in his self-employment venture. He meets weekly with Job Developer at InAlliance to collaborate on his business, provide feedback, give advice, and help him connect to community resources such as the Small Business Association. Jean-Michel has full control of his business and makes all the final decisions.

InAlliance is a nonprofit organization that provides individualized support to individuals with intellectual and developmental disabilities within the greater Sacramento area. (footnote: <https://www.inallianceinc.com/about/>).

## DDS Incentives and Grants (Michael- Still Need)

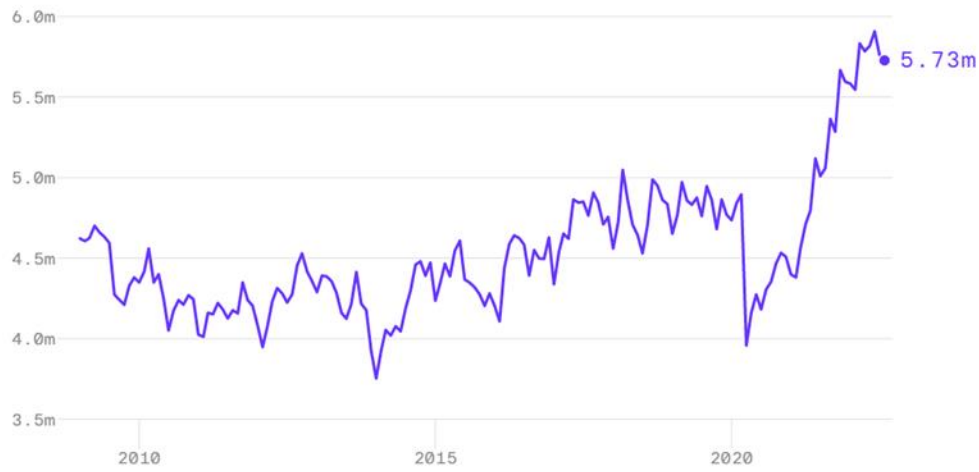
### Data Shows Disparity in Employment for Persons with Disabilities (Tania's federal section)

According to the Centers for Disease Control and Prevention, 26 percent of adults in the United States have a disability. (footnote: <https://www.cdc.gov/ncbddd/disabilityandhealth/infographic-disability-impacts-all.html#:~:text=Up%20to%201%20in%204,and%20people%20with%20no%20disability> . ) In 2022, only 22.5 percent of people with a disability participated in the workforce compared to 67.8 percent of people without a disability. (22.5% footnote: <https://data.bls.gov/timeseries/LNU01374597> . ) (67.85 footnote: <https://data.bls.gov/timeseries/LNU01374593> . )

(footnote for chart: [https://www.axios.com/2022/10/26/disabled-workers-long-covid-work-from-home?utm\\_medium=partner&utm\\_source=microsoft-start&utm\\_content=link&utm\\_campaign=subs-partner-msfot-businesssuite](https://www.axios.com/2022/10/26/disabled-workers-long-covid-work-from-home?utm_medium=partner&utm_source=microsoft-start&utm_content=link&utm_campaign=subs-partner-msfot-businesssuite) . )

## Number of disabled Americans in the workforce

Monthly; January 2009 to August 2022



Data: NYFed analysis of the Current Population Survey; Chart: Axios Visuals

## Number of Americans reporting disabilities

Monthly; January 2009 to August 2022; Among those ages 16 to 65



Data: NYFed analysis of the Current Population Survey; Chart: Axios Visuals

We can expect the number of employees with disabilities to grow because of COVID-19. The pandemic created a new disability: long Covid. Many people experiencing long Covid are not working. According to the Brookings Institute approximately 2 to 4 million people are unable to work due to long COVID. (footnote:

[https://www.brookings.edu/research/new-data-shows-long-covid-is-keeping-as-many-as-4-million-people-out-of-work/.](https://www.brookings.edu/research/new-data-shows-long-covid-is-keeping-as-many-as-4-million-people-out-of-work/))

PWD were also disproportionately impacted by COVID. Workers with a disability who were in service occupations accounted for the largest share of the total decline in employment.

#### Fear of Disability Disclosure During Federal Employment Hiring Process

In 2022, the U. S. Equal Opportunity Employment Commission released the report “*The EEO Status of Workers with Disabilities in the Federal Sector* (footnote:

<https://www.eeoc.gov/federal-sector/reports/eeo-status-workers-disabilities-federal-sector>. ) that identifies current trends for workers with disabilities in federal employment sector. Among its findings is that a large percentage of federal employees did not identify their disability status, the federal government agencies failed to meet the 12% hiring goal for PWD, and PWD were less likely than persons with no disabilities to be in federal leadership positions. It also found harassment (non-sexual) and reasonable accommodations were the most commonly alleged issues in disability-based complaints.

The report makes several recommendations on how to achieve an equitable workforce including: that federal agencies should ensure confidentiality of disability disclosure to increase the number of employees who identify their disability status, as well as recruit people with a broad range of disabilities to improve hiring rates.

Reducing stigma and creating a culture of inclusion at any employer are important elements of making disclosure of a disability feel safe. Some employees who have “invisible disabilities” report that they hesitate to reveal their disability because they fear being treated differently. Many people with disabilities, invisible and other, do not disclose at the recruitment and interview phase due to fear of assumptions about their capabilities. (need footnote from Tania- didn’t see on her doc.)

#### Use of Technology Can Contribute to Unfair Hiring Practices

The EEOC found that using technology during its hiring/interview process can cause unfair hiring practices. The EEOC created guidance on how an employer can inadvertently violate the ADA and Equal Opportunity laws via use of software during the different stages of the hiring process. Employers use a variety of application software, algorithms, or artificial intelligence to help with the hiring process to save money and time. The EEOC warns employers that the practice of relying on algorithms can lead to intentionally or unintentionally screening out an individual with a disability and breaking ADA laws by not providing reasonable accommodations to job applicants who are asked to use or be evaluated by an algorithmic decision-making tool.

(footnote: <https://www.eeoc.gov/laws/guidance/americans-disabilities-act-and-use-software-algorithms-and-artificial-intelligence>.)

## Education and Training for Employers and Employees (Steve's Section)

### Employment Hiring Practices Have Embedded Barriers for Hiring People with Disabilities

The standard hiring process for businesses which includes advertising, reviewing resumes and interviewing potential candidates, is a time and labor-intensive process that can have embedded barriers to fair selection of qualified candidates and can potentially deny large sectors of the workforce an opportunity to be considered for employment. Employers began using technology to cope with the large amounts of job applicants and to reduce hiring process costs. The creation of the internet also provided employers access to a larger number of applicants.

(source slide #7)

However, use of technology and widespread management practices are limiting applicants that are considered for jobs.

Other reports agree with EEOC's findings that use of software applications can screen out persons with disabilities during the application process. According to the 2021 Accenture report, people with disabilities make up a large sector of "hidden workforce" applicants who often have less opportunity to learn about, apply or be considered for job openings. The report found that 75% of employers in the United States use automated recruitment management systems (RMS) to filter or rank job seekers, many of whom are filtered out from the beginning of the application process based on many factors with little to no bearing on ability to perform the job. Some business leaders are aware of the inequity of the current screening system; 78% of business leaders estimate that half or more of qualified middle-skilled candidates never have an opportunity to be considered because they are filtered out during automated screening.

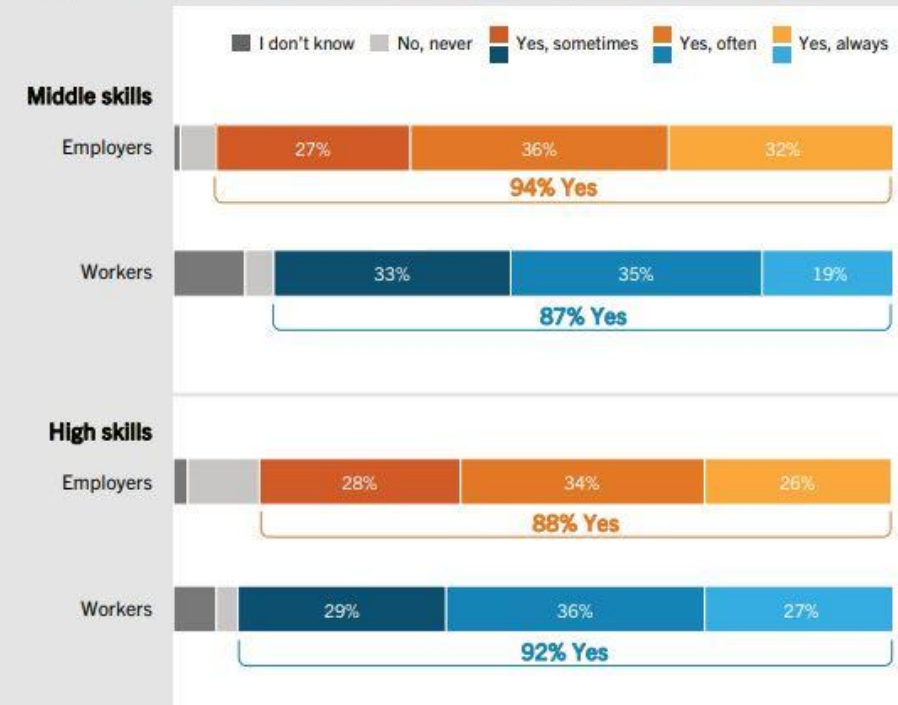
### Employers Have Misconceptions About Hiring Persons with Disabilities

Many businesses that have not actively engaged with employees who have disabilities often have unrealistic concerns about the risk to their business and the performance levels they can expect. Accenture found 40% of businesses believed that hiring employees filtered by traditional strategies would make their business significantly less competitive, 50% believed that they would significantly increase the risk to the business and 41% of businesses believed that hidden employees would decrease profitability. A 2014 Institute for Corporate Productivity Report (i4cp) found that employers significantly overestimated concerns related to hiring

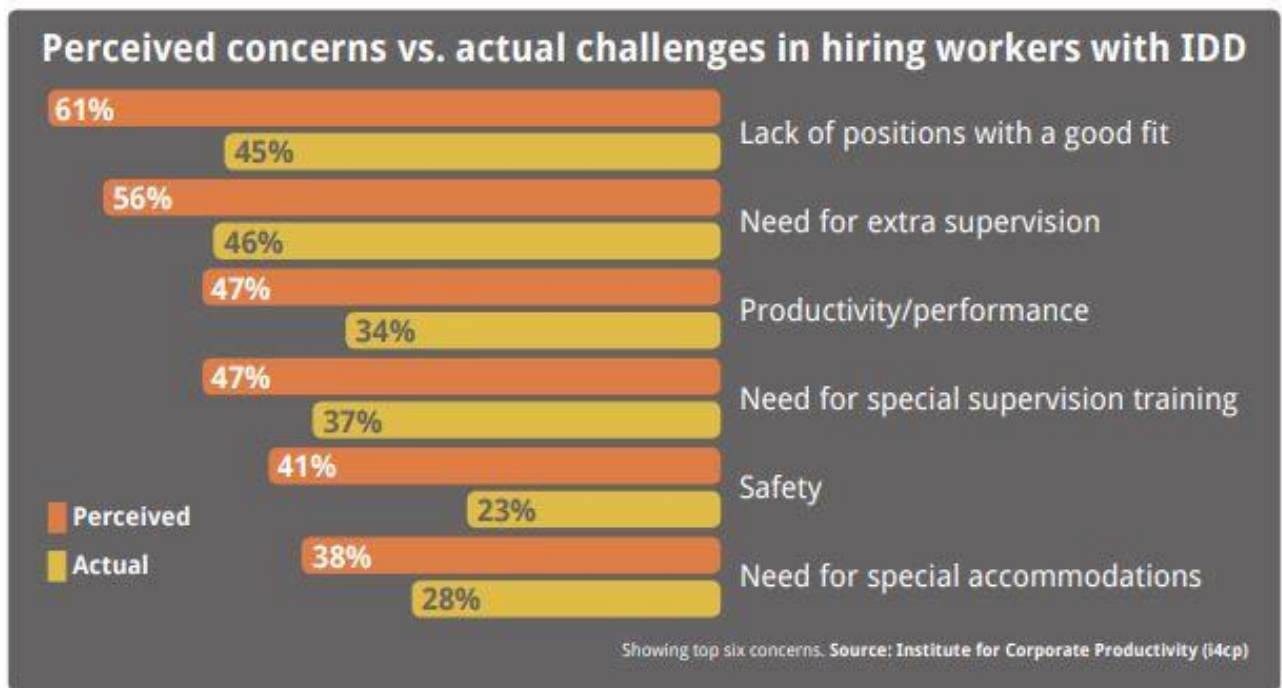
workers with intellectual and developmental disabilities, overestimating the possibility of workers with IDD to be a fit for their jobs by 21%, overestimating productivity concerns by 13% and concerns about safety by 13%.

**Figure 10: Employers and hidden workers agree that employer hiring processes often filter out qualified candidates**

Do you think employers' hiring processes filter out potential candidates who could successfully perform the job, but don't fit the exact criteria in the job description (e.g., lacks professional experience)?







Businesses that create new pathways for people with disabilities to be considered and hired, ~~they~~ report very high satisfaction with their performance in key areas.

#### Benefits of Inclusive Hiring (from PP Tania)

Companies that successfully incorporate employees with disabilities have 28% higher revenue and 2x higher net income, according to Accenture.

They also experienced reduced turnover, lower recruiting costs, increased productivity, and improved customer outreach.

i4cp has found that when businesses hire people with developmental and intellectual disabilities,  $\frac{3}{4}$  of those businesses report that it has been a positive experience.

.



# 3/4 or more

**of employers** rate workers with  
IDD as **good to very good** on  
most performance factors.

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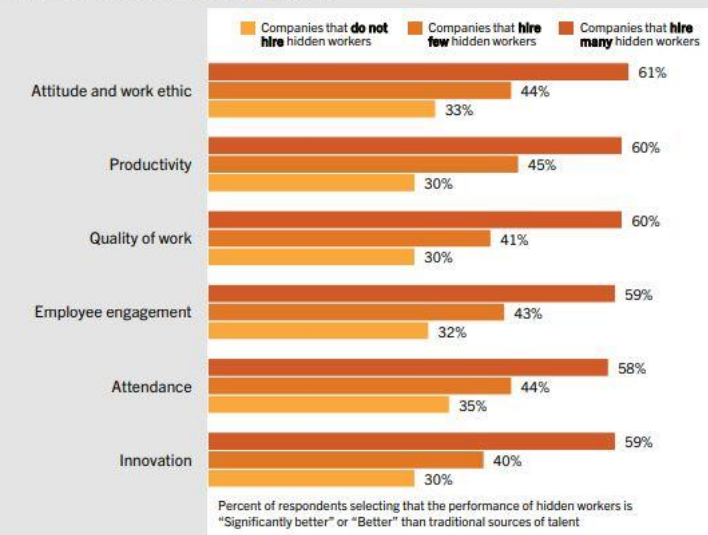
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The i4cp report mirrors the findings of the Accenture report that people with developmental disabilities excel when compared to the general workforce in the areas of attitude and work ethic, productivity, quality of work, employee engagement, attendance and innovation.

Figure 13: Employers rate hidden worker performance higher than traditional talent

Relative to traditional sources of talent, how would you compare the performance of workers from untapped talent pools on the following factors?

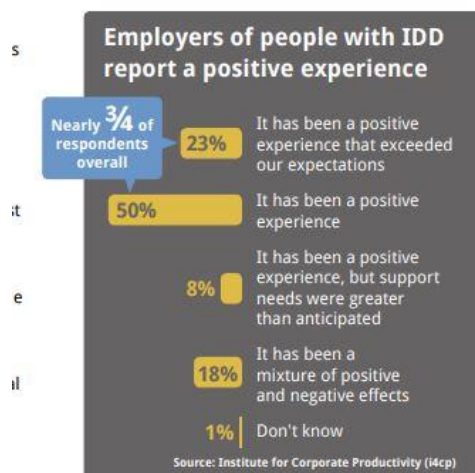


Note: "Companies that do not hire hidden workers" are companies who reported that they hired 0 hidden workers over the past year.  
 "Companies that hire few hidden workers" are companies who reported that they hired between 1 and 10 hidden workers over the past year.  
 "Companies that hire many hidden workers" are companies who reported that they hired more than 40 hidden workers over the past year.  
 Source: "Hidden Worker – Employer Survey," Accenture and Harvard Business School's Project on Managing the Future of Work, January-February 2019.

Among high-performance organizations

fully  $\frac{1}{3}$

said the experience of hiring workers with IDD exceeded expectations.



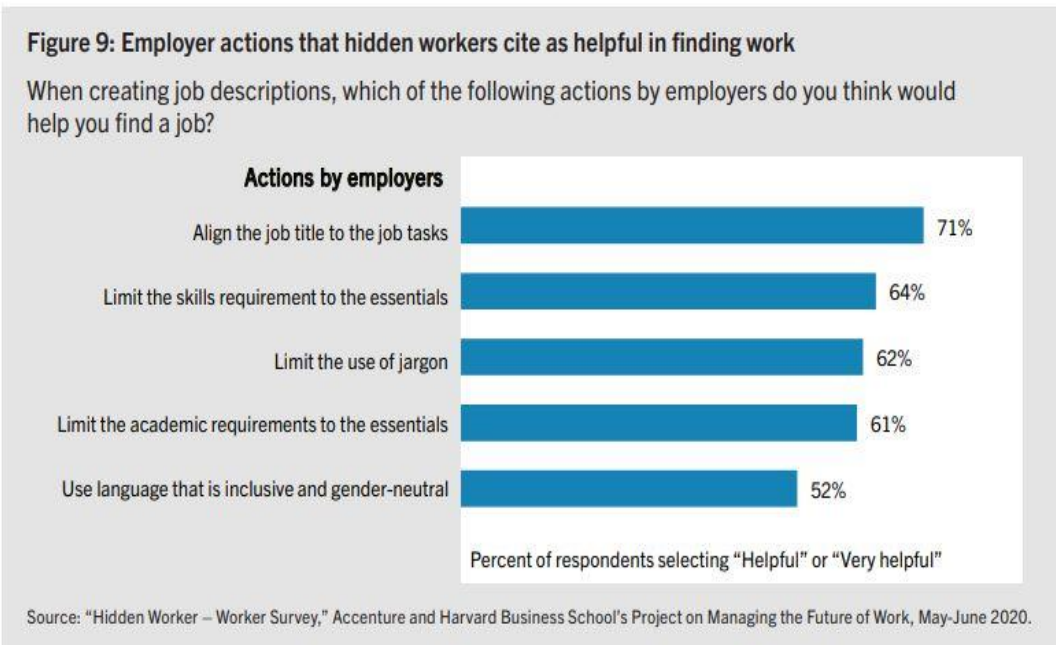
## EFC Recommendations for Employer Practices

1. Business to Business Learning: Businesses distrust vendors and outside consultants but are very open to peers within their business community

sharing innovations that are practical and proved to be effective. Businesses are eager to share these experiences and to be recognized for their leadership and innovation. Within the disability employment sector, business to business trainings exist where managers who have hired applicants with disabilities showcase the:

- Path the business found to consider and hire people with disabilities.
  - Work performance of their employees with disabilities surpassed expectations.
  - Supports employers received from disability support agencies.
  - Barriers the employer discovered that were previously preventing them from previously meeting and considering employees with disabilities for open positions.
  - Increase in customer loyalty to businesses with a workforce that reflects the community, including people with disabilities.
2. Research to identify the inefficiency and inequity of current outreach and recruitment practices. And trainings to support them with:
- How to connect to supported employment, DOR services and other job development and support agencies that serve people with disabilities that can screen applicants who are qualified and motivated but are unable to overcome systemic barriers that block employers from considering them.
  - How to reduce technology barriers that automatically filter out qualified applicants from the beginning of the application process.
  - ⊖ Identifying job requirements that are unnecessary for the specified job duties, such as
    - high school diplomas
    - certifications
    - college degrees
    - experience
3. Use identified strategies to support businesses with understanding strategies identified by people with disabilities that allow them to overcome systemic barriers. These are identified in the Accenture Report as:
- Simplified and clarified job descriptions
  - Aligning job title to job tasks

- Removing unnecessary skills and academic requirements
- Limiting jargon
- Using language that is inclusive and gender-neutral



!!!!!!!  
Excellent  
graphic  
!!!!!!!

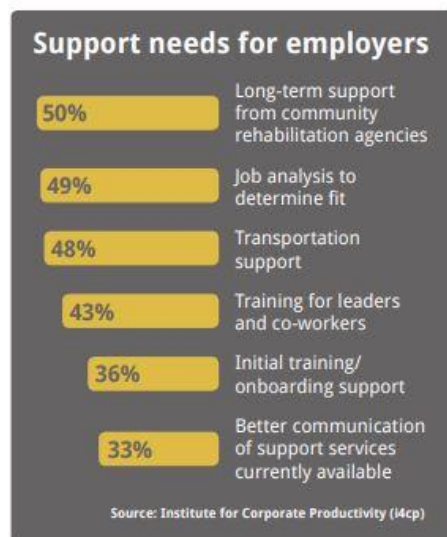
4. Outreach and Recruitment: Efforts to actively recruit persons with disabilities are the first step to employers simply considering qualified applicants with disabilities.
5. Employers should require training on successfully onboarding employees with disabilities and helping them achieve a sense of belonging by adopting a User Experience lens. The Accenture report makes the following recommendations:
  - Becoming familiar with the challenges that current employees with disabilities faced when onboarding and how the employees overcame those challenges.
  - Addressing the concerns and challenges identified through the intentional engagement with current employees with disabilities related to challenges during both onboarding and throughout their employment at the business.
  - Learning about and engaging in the disability community and services that support the community.
  - Educating the current workforce about myths regarding employees with disabilities and the data showing employees with disabilities are high performing, qualified and productive

when properly supported.

- Providing opportunities for current employees with disabilities to educate their coworkers about challenges they face and how people with disabilities can be better supported.
- Involving supervisors and coworkers during onboarding of new colleagues with disabilities.
- Involving senior leadership throughout the process of changing policy and processes to recruit and onboard people with disabilities.
- Ensuring that any new policies and support changes adopted for new employees with disabilities are also granted to existing employees with the same needs
- Ensuring employees with disabilities are afforded opportunities for training and opportunities for employee development and advancement.
- Engaging in improving policies related to employment of people with disabilities to help reduce structural barrier.

According to i4cp, when employers hired applicants with intellectual and developmental disabilities, they identified the following needs from supported employment agencies:

- long-term support, 50%
- job analysis to ensure to the person was a good fit for the job, 49%
- transportation, 48%
- training for supervisors and co-workers, 43%
- onboarding and initial job training, 36%
- better communication with supported employment agencies was identified by 33% of employers



### Paid Internship Programs- Route to Employment

A business-friendly opportunity to explore hiring people with disabilities is the paid internship program (PIP) model. The Department of Rehabilitation, American Job Centers and Regional Centers all have paid internship programs for business exploring hiring people with disabilities. Regional Centers have a particularly generous PIP program that allows businesses to have a paid intern with a developmental disability full time for 6 months or an intern working 20 hours a week for an entire year. This is an excellent opportunity for a business to observe a person performing the job with support from a job coach and overcome initial hesitations about productivity ability of people to do complex tasks and other concerns while also becoming familiar with how job coaching services work. Many businesses have tested the viability of hiring employees with developmental disabilities through the paid internship model and quickly become convinced that inclusive hiring is a smart business decision. Businesses, including SMUD and Franklin Templeton, have found that converting people from paid internships to employment is a viable path for large businesses with fixed HR processes, rely heavily on AI to screen potential applicants, and have rigid competitive hiring processes, to meet and onboard people with disabilities who would have been screened out by their traditional processes.

While a general training on paid internships raises awareness of the opportunity, business to business trainings are effective testaments to the benefits, ease and how to connect with supported employment services that support paid interns. Business to business trainings are especially important for large businesses that have the additional hurdle of shepherding a paid internship process through their HR, payroll and other departments.

## EFC Recommendations for Employer Education & Awareness

The first step to any change is awareness that a problem exists and then creating a pathway to possible solutions. Small businesses are often able to quickly adopt new strategies with a minimum of effort. Large businesses and corporations often require additional strategies and support with navigating changes to embedded HR policies and layers of bureaucracies. But the more employers hire persons with disabilities, the more they are exposed to what being inclusive is and eventually become more inclusive.

(source: Accenture, slide #2)

### Reduce Stigma – Multi-Media Campaign (from 2021 EFC Report Section Media Campaign/Awareness p. 19)

CDE, DOR, DDS, and the Council should work collaboratively to launch and promote a statewide multi-media public service campaign in traditional and social media with the goal of reducing the stigma to hiring individuals with developmental disabilities. The campaign should 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. Increase outreach to local businesses through employer partnerships such as chambers of commerce. Departments will need to request funding from the legislature to create an impactful awareness campaign.

### Creating Incentives for Employers- (from 2021 EFC Report)

The State Legislature should ~~pass legislation~~ to create a budget to make resources (tax) or incentives available to employers to provide supports for employers who hire people with developmental disabilities and retain them long-term.

(This was taken from previous year recommendation and edited, but we need to hone in the solution. Technically here we would be able to say how much/amount of funds we would need. we should also probably add here any updates? Have there been any incentives?)



## Appendix

### EFC Membership for 2022

- Alexis Deavenport-Saman, UCEDD, University of Southern California
- 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
- Michael Luna, Department of Developmental Services
- Christine T. Moody, UCEDD, Tarjan Center at University of California, Los Angeles
- Kara Ponton, Self-Advocate, State Council on Developmental Disabilities
- Steve Ruder, UCEDD, University of California, Davis MIND Institute
- Nancy Wentling, Department of Rehabilitation
- Wesley Witherspoon, Chair, State Council on Developmental Disabilities
- Nick Wavrin, California Department of Education
- Larry Yin, UCEDD, University of Southern California

## 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:





The local areas listed below 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. CCEPD partners attempted 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

Madera's local plan utilizes numerous 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. 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 also a 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.

The Pacific Gateway local plan includes many references to addressing trauma and homelessness and utilizes 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 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, comprised of disability services navigators, and 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. SETA takes 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, including 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 completed upgrades to 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

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 have created a community partnership with the Solano LPA. Partners have come together to learn about strategies for creating employment opportunities for individuals with disabilities as part of a DEA grant for customized work. 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 Tulare plan was raised as a best practice by a CCEPD partner for its strong use of 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 with 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 Verdugo local plan 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 six other 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 31

The CIE Toolkit 31

Career research resources 31

The Employment Development Department Toolbox for Job Seekers 31

California Career Zone 31

Career One Stop 31

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SSI, SSDI, and Medi-Cal Information and Supports 32

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## 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)**

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)**

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>

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May 4, 2023

**AGENDA ITEM 7.**

**ACTION ITEM**

**STATE COUNCIL ON DEVELOPMENTAL DISABILITIES – EFC**

***Target Priorities Update***

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**Background**

Historically, Committee members have struggled to achieve outcomes on targeted priorities and annual report recommendations. At the February 2023 meeting, Committee members were shown an approach to make meaningful progress on these priorities/recommendations. The approach agreed upon is called a SMART Goal.

Members asked that the first SMART Goal be to expand the membership of the Committee to increase insights and expertise.

**Call to Action**

At this meeting, members will be asked to approve the member invitation letter and adopt the application survey questions. Both were developed by the SMART Goal Workgroup.

Committee members will also be asked to choose the next SMART Goal to begin work on. To help guide this discussion, a summary of previously identified priorities is included.

As a reminder, the following are definitions of what a SMART Goal, Targeted Priority and Report Recommendation is.

**What is a SMART Goal?**

**SMART Goal = Specific, Measurable, Achievable, Realistic, and Timely Goals.** SMART goals incorporate this criteria to help focus efforts and increase the chances of achieving goals.

**What is a Targeted Priority?**

A targeted priority is a priority that has been previously discussed and agreed upon by the Committee as something that needs to happen before another priority can be addressed.

*What's the difference between a report recommendation and a targeted priority?*

A report recommendation is something that is listed in a current or past EFC report. An EFC report recommendation and a targeted priority may or may not overlap.

**Staff Recommendation**

Approve draft member invitation letter and adopt application survey questions.

**Attachments**

Two-Page Summary of Previously Identified Targeted Priorities.

**Handout(s)**

There will be additional handouts the day of the meeting.

## EFC Priorities and Recommendations to Create SMART Goals 2023

**Targeted Priorities:** Data, Service Delivery System, Emerging Practices, Education and Training, Phasing out 14c, SB 639 and not letting people fall through the cracks, Ensure CIE Blueprint Implementation of Recommendations.

### Recommendations by Categories:

#### **Data: Need to track trends and success of transition and implementation of CIE**

**(Category: Identifying sources of employment data and recommend approach for measuring progress/Identify demographic data that can be matched to employment outcomes)** **Note: this work was delegated to a Data Workgroup to work on alongside the Data Dashboard.**

- Identify **type of data/from where** needed to track outcomes and to inform on participation of people transitioning/participating in CIE
- Identify **how data can be gathered**/collected across all departments, including regional centers
- Identify **how data can be timely shared** across all departments, including employers, regional centers, and job coaches
- Identify how can we get **immediate input** from participants during transition and in CIE

#### **Transition into CIE: (Category: Identifying strategies and best practices for increasing CIE)**

- Identify transition plan and challenges
  - How to reorient families from day programs to CIE?
    - ❖ Using media- success stories
    - ❖ Warning against transitioning to what some call “day wasting” programs
- Identify best practices and how to implement those practices to increase CIE
  - Customized Employment Service Model: how to fully integrate this into service delivery

#### **State Collaboration for Planning CIE: (Category: Identifying roles and responsibilities of agencies that can enhance employment opportunities for I/DD)**

- How to ensure delivery of services are unified? (Including through transition time)
- How to ensure unified/comprehensive implementation (delivery of services) and evaluation of CIE?

#### **Workforce: Identify Solution to Challenges from Lack of Professionalization of Work Force (Category: Identifying strategies and best practices for increasing employment including transition practices)**

- Direct Service Providers are under skilled in Vocational Rehabilitation. The focus/expectation is more on living skills-not employment- Needs system change
- Too much reliance of volunteering as a means of job training
- Difficult to adapt group services to individual needs. Need individualized/customized employment plans

- What it should look like: Vocational Rehabilitation Training includes: Assessment, Training, Career Search, Career Coaching, Placement, Modifications, Case management, Benefits and Work Incentives, etc.
- A shortage of staff exists:
  - There is no clear quality assessment around training and/or skills for supported employment professionals in the state of CA.
  - There is no career path to support retention
  - Job coaches: retention and professionalism
  - PIP Paid Internships
- Create higher incentive payments for placing people with more complex needs

**Media Campaign and Outreach: (Category: Identifying strategies and best practices for increasing employment including transition practices)**

1. **Family Outreach and Engagement to Encourage Transition Among Persons with I/DD:**
  - Build awareness of CIE- People need to learn about CIE and need information about CIE. How can we get this information to families?
  - Education on benefits of working in competitive integrated employment
  - Create incentives to encourage people to make transition (types of incentives?)
  - Information must be made available regarding how CIE can impact SS/other benefits. People are afraid of losing benefits and is the primary reason people don't pursue employment.
  - All information needs to be the same/consistent and shared comprehensively across all agencies- need strategic plan across multiple agencies to undertake this campaign- how would that plan look?
2. **CIE Campaign for Employers and Consumers:**
  - Outreach geared towards eliminating stigma of hiring people with I/DD
  - Create incentives for employers to hire I/DD or participate in CIE
  - EFC members recommend 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.

**Identify Transportation Barriers/Solutions (Category: Identifying strategies and best practices for increasing employment including transition practices)**

- Develop case studies and solutions

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**May 4, 2023**

**AGENDA ITEM 8.  
INFORMATIONAL ITEM**

**STATE COUNCIL ON DEVELOPMENTAL DISABILITIES – EFC**

***State Legislative Updates***

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Deputy Director Bridget Kolakosky and Policy Analyst Veronica Bravo will provide an update on state legislative issues relating to education and employment for people with disabilities.

***Attachments***

May 2023 Bill Chart

***Handout(s)***

There will be handouts the day of the meeting.

Bill Number	Author	Intro	Bill Summary	Current Status/Notes	Position	Policy Category
<a href="#">SB 483</a>	Cortese	2/14/23	<b>Pupils Rights: Prone Restraint.</b> Bill would prohibit the use of “prone restraint”, which physically or mechanically restrains students in a face down position. Unfortunately, prone restraint is often used on students with special needs ( <a href="#">DRC Sponsor</a> ).	Per DRC, this bill does not have language yet and is to become a 2yr bill.	Support	Education
<a href="#">AB 447</a>	Arambula	2/6/23	<b>Public postsecondary education: students with disabilities: inclusive college programs.</b> (AB 2920 in 2022) creates inclusive college opportunities, creates pilot program in CSU/UC.	A-Suspense File	Support	Education
<a href="#">AB 87</a>	Quirk-Silva	1/4/23	<b>Pupils: Section 504 plans: meetings and team meetings.</b> Bill extends the authorization of audio recordings of individualized education program team meetings by a parent, guardian, or local educational agency to team meetings for pupils with an adopted plan ( <a href="#">DRC Sponsor</a> )	S- Rules Comm.	Support	Education
<a href="#">AB 222</a>	Arambula	1/10/23	<b>Civil Rights Department: Californians with disabilities workgroup.</b> Bill creates a workgroup to ensure civil rights and services in regional centers. (DRC Sponsor)	A-Suspense File	Support	Employment
<a href="#">AB 1568</a>	Wood	2/17/23	<b>Developmental services: independent living skills services: rates.</b> Bill would require that independent living skills services have functional skills training components, including, cooking, money management, use of medical and dental services, and community resource awareness, and would prohibit those services from being conducted in a center-based environment. The bill would require the department, on or before August 1, 2023, to revise and implement an equitable and cost-effective ratesetting procedure for state payment for independent living skills services, including that independent living skills services shall not be categorized as a community-based day program or adult day program and the ratesetting procedure shall reflect the reasonable cost of independent living skills services.	A- APPROP	Support	Hum. Serv



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**May 4, 2023**

**AGENDA ITEM 9.  
INFORMATIONAL ITEM**

**STATE COUNCIL ON DEVELOPMENTAL DISABILITIES – EFC**

***CIE Implementation Supports Update***

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Deputy Director Tania Morawiec will provide members with an update on a variety of CIE implementation activities including 639 implementation activities and the NEON grant. As part of the NEON grant project, Committee members will be asked to gather success stories. Deputy Director Morawiec will provide examples of success stories.

***Attachments***

None.

***Handout(s)***

There will be handouts the day of the meeting.

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**May 4, 2023**

**AGENDA ITEM 10.  
INFORMATIONAL ITEM**

**STATE COUNCIL ON DEVELOPMENTAL DISABILITIES – EFC**

***Update on CIE Blueprint Implementation***

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Michael Luna with the Department of Developmental Services, Nick Wavrin with the Department of Education, and Robert Loeun from the Department of Rehabilitation will be asked to provide a report on the progress of the Blueprint Implementation across the Departments.

Members will also discuss ways to use the blueprint in the future.

***Attachments***

None – may be handouts the day of meeting.

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**May 4, 2023**

**AGENDA ITEM 11.  
INFORMATIONAL ITEM**

**STATE COUNCIL ON DEVELOPMENTAL DISABILITIES – EFC**

***Update on the Implementation of the Data Sharing Legislation***

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Michael Luna with DDS will be asked to provide a report on the implementation of the data sharing legislation.

Members will also discuss the barriers to timely data sharing.

***Attachments***

None.

***Handout(s)***

May be additional handouts the day of the meeting.

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**May 4, 2023**

**AGENDA ITEM 12.  
INFORMATIONAL ITEM**

**STATE COUNCIL ON DEVELOPMENTAL DISABILITIES – EFC**

***Member Updates***

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Members will provide updates on local and/or agency activities related to the employment of people with developmental disabilities.

***Attachments***

None – May be handouts the day of the meeting.