



# NOTICE/AGENDA

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

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### **MEETING DETAILS:**

#### **PHYSICAL LOCATION**

SCDD HQ OFFICE  
3831 North Freeway Blvd., #125  
Sacramento, CA 95834

#### **REMOTE LOCATION(S):**

See last page

**ZOOM LINK:** [2023.EFC.Meeting.Link](#)

**MEETING ID:** 935 6684 7127

**PASSWORD:** 594468

**TELECONFERENCE:** 888-475-4499

**MEETING ID:** 935 6684 7127

**DATE:** July 13, 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 MAY AND JUNE 2023 MINUTES</b> 	Page 4
<b>Item 6.</b>	<b>APPROVE 2022 EMPLOYMENT FIRST REPORT</b>  <i>Presented by Robin Maitino-Erben and Veronica Bravo</i>	Page 13
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<b>Item 8.</b>	<b>CIE IMPLEMENTATION SUPPORTS UPDATE</b> <i>Presented by Tania Morawiec and Bridget Kolakosky</i>	Page 72
<b>Item 9.</b>	<b>TARGET PRIORITIES UPDATE</b> <i>Presented by: Robin Maitino-Erben and SMART Workgroup</i> a. SMART Goal Workgroup Update	Page 73
<b>Item 10.</b>	<b>UPDATE ON CIE BLUEPRINT IMPLEMENTATION</b> <i>Presented by: CDE, DOR and DDS</i>	Page 78
<b>Item 11.</b>	<b>DDS UPDATES</b> <i>Presented by: Michael Luna</i> A. Data Sharing Legislation B. DDS Employment Workgroup	Page 79
<b>Item 12.</b>	<b>MEMBER UPDATES</b> <i>Presented by: All</i>	Page 80
<b>Item 13.</b>	<b>FUTURE MEETINGS AND ADJOURNMENT</b> <i>October 12<sup>th</sup></i>	

**Accessibility:**

Pursuant to Government Code Sections 11123.1 and 11125(f), individuals with disabilities who require accessible alternative formats of the agenda and related meeting materials and/or auxiliary aids/services to participate in this meeting should contact Robin Maitino-Erben at (916) 263-8193 or [robin.maitino@scdd.ca.gov](mailto:robin.maitino@scdd.ca.gov). Please provide at least 3 business days prior to the meeting to allow adequate time to respond to all requests.

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

There are members of the public body who are participating in today's meeting that were granted a reasonable modification per the Americans with Disabilities Act (ADA). To protect their health and/or safety, they are participating remotely for this proceeding without providing their physical location.

In addition to Zoom and teleconference, the below addresses will be made available for public participation.

**REMOTE LOCATIONS:**

**DOR Central Office**

721 Capitol Mall  
Sacramento, 95814

**MIND Institute Resource Center**

2825 50th Street  
Sacramento, CA 95817

**SGPRC**

75 Rancho Camino Drive  
Pomona, CA 91766

**UCLA**

760 Westwood Plaza  
Los Angeles, CA 90095

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July 13, 2023

**AGENDA ITEM 5.**

**ACTION ITEM**

**STATE COUNCIL ON DEVELOPMENTAL DISABILITIES – EFC**

***Approval of May and June 2023 Minutes***

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Members will be presented with the draft minutes from the May and June meeting for consideration.

***Action Recommended***

Approve May and June 2023, minutes.

***Attachment(s)***

May 4, 2023, Meeting Minutes

***Handouts(s)***

June 19, 2023, Meeting Minutes



## **DRAFT**

### **Employment First Committee Meeting Minutes May 4, 2023**

#### **Attending Members**

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

#### **Members Absent**

Cathay Liu (FA)  
Sarah Issacs (DRC)

#### **Others Attending**

Aaron Carruthers  
Tania Morawiec  
Bridget Kolakosky  
Veronica Bravo  
Mary Ellen Stives  
Julie Gaona  
Robin Maitino-Erben  
Suza Szewiola  
Anne De Medeiros  
Michelle Cave  
Beth Hurn  
Tanesha Morris  
Lynne Powell  
Zak Ford  
Katherine Sanders

#### **1. CALL TO ORDER**

Chairperson Julie Gaona (SA) called the meeting to order.

#### **2. ESTABLISH QUORUM**

A quorum was established.

#### **3. WELCOME/INTRODUCTIONS**

Members and others introduced themselves.

#### **4. PUBLIC COMMENTS**

None.

#### **5. APPROVAL OF THE FEBRUARY 2023 MEETING MINUTES**

It was moved/seconded (Ruder/Luna) and carried to approve the February 2023 meeting minutes. All members present approved—Nancy Wentling

and Christine Moody had not yet arrived. (See page one for members in attendance.)

## 6. **APPROVE 2022 EMPLOYMENT FIRST REPORT**

Veronica Bravo reviewed the new structure/layout of the Employment First Report. Unlike previous years' reports, it will include:

- A brief background on the EFC and associated laws.
- Updates on laws and policies that affect Competitive Integrated Employment (CIE) and analysis on *how* they affect employment.
- Background on the employment process.
- EFC recommendations below each issue, to ensure legislative staff clearly understand the issue and the recommendation.
- Reiteration and highlighting of the recommendations from previous reports.

Due to its complexity and a delay in the submission of pertinent information, the report did not include all of the up-to-date content. This was of concern to some members (Mr. Ruder, Mr. Wavrin, Mr. Luna) who indicated it would be difficult to approve the report and/or its structure without the inclusion of the total content.

Ms. Morawiec suggested that the EFC hold an additional abbreviated meeting to review the document after Ms. Bravo receives and compiles all the information. Members would receive the document in advance of the meeting in order to review it. It was decided to hold a 90-minute meeting to review the document in June and to table the vote until after that meeting.

Members and staff thanked Ms. Bravo for her dedication and hard work on the report.

Bridget Kolakosky noted the ultimate goal of the restructured report is to clearly identify resources, challenges, and recommendations in such a way that the legislature can read, understand, and act on it.

Ms. Morawiec suggested that the EFC host a 90-minute community conversation to learn their specific barriers to gaining CIE and what, if anything, has helped them overcome those barriers. Information gathered from the conversation can be included in the next report.

A Doodle Poll will be sent out to members to determinate a date to review the more complete draft of the report.

## 7. **TARGET PRIORITIES UPDATES**

The SMART Goal Workgroup Update was postponed because the meeting was ahead of schedule and Christine Moody (who was out of the country) was not yet in attendance.

Robin Maitino-Erben provided a short history of the Data Workgroup. Ms. Morawiec and Ms. Kolakosky articulated the reasons why a “reboot” of the Data Workgroup is warranted. Although there is robust and relevant data coming from DDS, it would be beneficial for the Council to have additional information that meets SB 639 requirements to include in the transition plan and report.

A discussion ensued about additional data to include in the report as well as which agencies should have a representative in the Data Workgroup. It was decided that primary contributors would be DDS, DOR, CDE, and Children’s Hospital, Los Angeles. Other contributors suggested were EDD, ARCA (Association of Regional Center Agencies), and individual Regional Centers.

Lunch Break

## 8. **STATE LEGISLATIVE UPDATES**

The Legislative Update was postponed until Ms. Kolakosky recovered from allergic coughing.

## 9. **CIE IMPLEMENTATION SUPPORTS UPDATE**

Ms. Morawiec reviewed ODEP (Office of Disability Employment Policy – Federal Dept of Labor) NEON (National Expansion of Employment Opportunities Network) Grant activities through a PowerPoint presentation.

SCDD, partnering with DDS and DOR secured technical assistance (TA) through the NEON grant and the Administration for Community Living (ACL) /Administration on Disabilities (AoD) Disability Employment TA Center.

The grant activities have a two-part focus:

1. Transformation Support through a Community of Practice (CoP) headed by Rick McAllister.
2. Interagency Collaboration (looking at Systems Change and Values-Based Purchasing) headed by Lisa Mills and Bill Hudock.

The California CoP, led by national subject matter expert (SME) Rick McAllister, targets stakeholders involved in 14c transition. Stakeholders include employment providers, regional center employees, and direct service staff.

It will consist of weekly presentations on a specific topic held Wednesdays from 9 to 11:30 a.m. One hour will be devoted to didactic training and one and a half hours to stakeholder discussion, problem solving, and planning. The one hour of didactic training will be recorded for future review.

Ms. Morawiec briefly described the upcoming sessions which will cover topics such as benefits, customized employment/discovery, job development/customization/business bottom line, job retention coaching, mental health and co-occurring disabilities, accommodations, “ask me anything/ask the expert”, and transition planning and on-going needs.

Interagency collaboration will focus on leveraging State and Federal funding systems, unintentional consequences of design and incentives, and braiding and sequencing successfully.

Additionally, several SCDD employees are participating in the Results in Systems Excellence (RISE) Peer e-Learning Community in order to assist the CoP to engage with diverse and underserved communities in relation to CIE.

#### **10. TARGET PRIORITIES UPDATES (continued)**

Christine Moody presented The SMART Goal Workgroup Update. The Workgroup has met a few times since the last EFC meeting to advance the two goals selected:

- Expanding membership to include employers, service providers, more advocates, post-secondary education representatives, regional centers.
- Creating an EFC member role description.

The Workgroup—based on a suggestion from Robin Maitino—determined that utilizing a self-nomination survey would be the best way to expand membership. The survey would allow the EFC to invite potential members to submit an application for consideration. Furthermore, a link on the EFC webpage would allow the wider public to submit an application, increasing nominations and equity.



The Workgroup—consisting of Christine Moody, Michael Luna, and Steve Ruder—created a draft of survey questions for the EFC to consider. Ms. Moody gave an overview of the draft survey and asked for feedback from the entire EFC.

Ms. Maitino pointed out that final appointment of committee members require the approval of Council. The EFC will identify a pool of candidates from which The Chair of the State Council (working with SCDD’s Executive Director) will make appointments.

Mr. Ruder explained the rationale to allow candidates to answer questions in writing or by talking on Zoom. Since EFC members are not expected to be able to write, giving them the alternative of a live online session would provide a more equitable platform.

Mr. Luna said that one of the goals of the Workgroup is to make the self-nomination survey document as accessible as possible. He welcomed input from EFC members.

Next, Ms. Moody reviewed the draft EFC invitation letter which will be sent to those chosen as candidates. The letter includes a description of SCDD and the EFC, the tasks of EFC and the role of its members.

Ms. Kolakosky suggested that, in order to provide context, the invitation letter should include the mandate or purpose of the EFC. Ms. Gaona stated she would like some time to review the letter with the idea of streamlining it. Approval of the letter was postponed until the July meeting so that these additions/edits can be made.

## **11. STATE LEGISLATIVE UPDATES**

Ms. Kolakosky and Ms. Bravo of SCDD shared a PowerPoint presentation: “Update of Employment and Education Priorities for 2023”.

Work on a budget proposal for the suggested Employment First Office (in the Department of Health and Human Services) continues. Weekly meetings with budget staff in both Houses are ongoing and Senator Durazo (the author of SB 639) has submitted a budget priority letter.

SCDD presented the SB 639 Transition Plan in both the Senate and Assembly budget committees. The Employment First office was proposed to assist in increasing employment efforts. Currently we are waiting to see if

either House will embrace the proposal and include it in the Governor's updated budget known as the "May Revise".

CIE-related bills the Council is supporting are as follows:

- AB 222 (Arambula) Employment Workgroup sponsored by Disability Rights California (DRC) proposes that the Californians with Disabilities Workgroup will be operated out of the Civil Rights Department in the Department of Social Services. This bill is currently in the Assembly Appropriations Suspense File.
- SB 483 (Cortese) Prohibiting Prone Restraint in Schools sponsored by DRC. This is a two-year bill and is not moving this year.
- AB 447 (Arambula) Inclusive College. Pilot program (same as AB 2920 last year) to establish inclusive college programs at UC and CSU campuses. Currently in Assembly Appropriations Suspense File.
- AB 87 (Quirk Silva) IEPs: Recording Section 504 Meetings sponsored by DRC. Extends authorization of audio recordings of individualized education program (IEP) team meetings by a parent, guardian, or local educational agency to team meetings for pupils with an adopted plan. Currently moved to the second house in the Senate and being referred to the Education and Judiciary Committee.

## 12. CIE BLUEPRINT IMPLEMENTATION

Mr. Luna stated that the CIE Blueprint Combined Annual Reports for 2020 and 2021 (Year 3 and 4) have been posted online. He shared the link in the Chat: [www.chhs.ca.gov/home/cie](http://www.chhs.ca.gov/home/cie).

The Year 5 report is currently being compiled. It will include conclusions and recommendations on how the Blueprint can move forward. Local Partnership Agreements (LPAs) will continue and the Department of Developmental Services (DDS) intends to make the CIE Roadmap more accessible.

Mr. Wavrin underscored that the Year 5 Report will recommend that permanent data sharing agreements between CDE, DDS, and DOR be established through legislation. Presently, there is considerable relevant data for advancing CIE, but it cannot be shared because the departments lack legal authority to share it. The hope is that the EFC and SCDD can leverage what is written in the Year 5 Report to sponsor such a data-sharing bill.

DDS final numbers for Fiscal Year 21-22 CIE Incentive Payment and Paid Internship Program (PIP) were:

- 1,678 consumers achieved an incentive payment milestone.
- 104 consumers received the PIP incentive payment.
- 180 individuals or 12% attained CIE as a result of the PIP.
- 1,527 consumers participated in the PIP.

The DDS Employment Grant was awarded to 45 projects. Full grantee summaries are posted on the DDS website. First quarterly reports have been submitted. DDS will review the reports and then meet with grantees to discuss their progress.

DDS Regional Center Performance Measures now include a goal, accompanied by a financial incentive, to increase CIE. Incentives will be paid to regional centers that meet the goal. Overall, the State's goal is for a 20% increase in CIE placements over the Fiscal Year of 2021-22.

The summary for a "Person-Centered Career Pathways Pilot Program" has been developed with the assistance of Dr. Olivia Raynor. DDS plans for this program to be developed through a service code. It's main purpose is as a "Career Pathway Navigator".

Mr. Wavrin stated that the April 19th and 20th meetings of the Advisory Commission on Special Education (ACSE) included several items of interest to the group including data collection on the New Individualized Education Program, the Special Education Director's Report, Legislative and Policy Committee Reports, an update on Universal Design for Learning, and Alternate Dispute Resolution. Two day meetings recordings are timestamped, so topics of interest can be easily located.

The National Technical Assistance Center on Transition is having their Capacity-Building Institute May 16th -18th. The Institute is an opportunity for States to collaborate and talk about key initiatives, ideas, and hot topics in Transition. It is where the California State Team develops the State Plan used in the California Community of Practice (CoP) on Secondary Transition. If you are interested in joining and contributing to this CoP, please email [CACOP@cde.ca.gov](mailto:CACOP@cde.ca.gov).

The Office of Special Education Programs (OSEP) Combined Leadership and Project Directors' Conference is scheduled for July 24th - July 25th. The CDE will make presentations on California's sizeable expansion of

Family Empowerment Centers and the WorkAbility 1 (WA1) Elementary School Connection grant which moves transition services to elementary school.

The next WorkAbility 1 Advisory Committee Meeting is scheduled for May 10th. Included on the agenda is Entrepreneurship and Student-Based Businesses with Stacy Williams presenting.

Ms. Morawiec added that she will be attending The Annual Supported Life Conference in Sacramento on October 26th and 27th to gather more information—specifically employment success stories—for Employment First Report.

### **13. UPDATE ON THE IMPLEMENTATION OF THE DATA SHARING LEGISLATION**

Mr. Luna said that, due to a contract change, the data that DDS receives from the Employment Development Department (EDD) has changed to non-aggregated. The numbers include all Regional Center consumers who are receiving wages, whether they are receiving employment services from DDS or not.

### **14. MEMBER UPDATE**

Wesley Witherspoon and others in the group complemented Ms. Gaona on today's chairing of the Committee.

### **15. 2023 MEETING DATES AND ADJOURNMENT**

Upcoming meetings for 2023 will occur on July 13th and October 12th.

The meeting adjourned at 2:52 p.m.

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July 13, 2023

**AGENDA ITEM 6.**

**ACTION ITEM**

**STATE COUNCIL ON DEVELOPMENTAL DISABILITIES – EFC**

***Approve 2022 Employment First Committee 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 approve the final draft of the report outline. Once approved, staff will copy-edit/proofread the report to correct any grammar, typos, etc. and place it into the SCDD standardized report template for submission and distribution.

***Action Recommended***

Approve the 2022 Employment First report text.

***Attachment(s)***

Final Draft 2022 EFC Report

***Handout(s)***

May be additional handouts the day of the meeting.

# The State of Employment for Persons with Intellectual and Developmental Disabilities in California

## Executive Summary (Christine's section)

*This is the 2022 annual report of the Employment First Committee (EFC) convened by the State Council on Developmental Disabilities. EFC is tasked with advancing competitive integrated employment (CIE) for people with developmental disabilities.*

*Currently, only about 17% of adults with developmental disabilities in the state of California make a living wage. Gainful employment contributes positively to quality of life, physical and mental health, and social inclusion for the individual. (Footnote: Almalky et al., 2020; Robertson et al., 2019). (Almalky, H. A. (2020). Employment outcomes for individuals with intellectual and developmental disabilities: A literature review. Children and Youth Services Review, 109, 104656). (Robertson, J., Beyer, S., Emerson, E., Baines, S., & Hatton, C. (2019). The association between employment and the health of people with intellectual disabilities: A systematic review. Journal of Applied Research in Intellectual Disabilities, 32(6), 1335-1348.) Beyond these benefits, competitive integrated employment of workers with disabilities is good for businesses. Hiring people with disabilities increases revenue, reduces turnover and recruiting costs, increases productivity and improves customer outreach. (Footnote: Accenture Report: Getting to Equal: The Disability Inclusion Advantage, 2018 p. 6.) Employees with developmental disabilities specifically are rated by their employers as particularly excelling in the areas of productivity, quality of work, dependability and attendance, engagement and motivation, and integration with coworkers. (Footnote: Employing People with Intellectual and Developmental Disabilities Report by i4cp Institute for Corporate Productivity. 2014, p.10.).*

*Overall, there are some indications of progress in achieving CIE and employment first for people with developmental disabilities, although progress is slow and uneven (across demographic groups, different outcome measures). The EFC is encouraged by increasing and ongoing attention to employment for people with developmental disabilities, which is driving legislative, service, training, and research related opportunities focused on solutions to this multifaceted problem. In the coming sections we will detail new policies, existing implementation progress, agency initiatives, and best practices that are contributing to moving the needle on competitive integrated employment for people with developmental disabilities in the state of California.*

*Notably, legislation to end subminimum wage in California by 2025 (SB 639, 2021) and to create an Alternate Pathway to a High School Diploma, (AB 181), for students with developmental disabilities will both be transformational in raising collective expectations and creating more equitable opportunities for individuals with developmental disabilities. The CIE Blueprint, in its final year in 2022, created a foundation of interagency collaboration in this work that must be leveraged moving forward. The principles of*



*customized employment, a best practice gaining traction in-California – highlight the unique abilities of jobseekers alongside benefits and advantages for employers. We are also excited by the growing recognition of the power of postsecondary education in enhancing employment and independent living outcomes for students with developmental disabilities (Ryan et al., 2019). (Ryan, J. B., Randall, K. N., Walters, E., & Morash-MacNeil, V. (2019). Employment and independent living outcomes of a mixed model post-secondary education program for young adults with intellectual disabilities. Journal of Vocational Rehabilitation, 50(1), 61-72.)*

*In this report, the Employment First Committee will also describe some of the most pressing barriers and challenges in achieving CIE for people with developmental disabilities. The themes of these challenges center around the lack of inter-agency collaboration, lack of funding and programs, workforce capacity, and business engagement. We present a set of recommendations aligned with these needs.*

## About Employment First Committee EFC

The Employment First Committee (EFC) is a State Council on Developmental Disabilities (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:

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 four 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, feedback from professionals that provide services, and people who have intellectual and

developmental disabilities and their family members. Past report 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. California Department of Education (CDE), Department of Rehabilitation (DOR), and Department of Developmental Services (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 prioritize 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.
- The California Legislature should increase funding for access to technology for people with disabilities who need to use it to enter or retain CIE.
- funding to create career pathways and training that provides direct support to professionals with career advancement and credentialing to increase competency, professionalism, and quality of support services and to improve retention.



- The California Legislature should create additional tax or other incentives, such as incorporating transportation solutions and supports for employers who hire people with developmental disabilities and retain them long-term.

## 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 statewide multi-media campaign to create awareness, education, and incentives for people to make transition to CIE:

- Some families are concerned on how pursuing employment might affect their benefits. Transition planning (from subminimum wage work to competitive integrated employment) 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.
- CDE, DOR, DDS and the Council should work collaboratively to promote a statewide multi-media public service campaign in traditional and social media with the goal of reducing the stigma around hiring individuals with developmental disabilities. The campaign should also highlight the impact and benefits to businesses when they hire a person with a developmental disability and highlight the accomplishments of people with developmental disabilities in CIE.
- 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 via work-based learning gained through paid internships, PIP information and data on how many CIE placements evolve out of it must be shared broadly across workforce development partners, employers, educators, family members, and people who have disabilities.

## EFC 2022 Activities (Robins Section with VB Edits)

In October 2021, the Committee began its annual strategic planning process to identify goals and activities. They identified 6 priorities for 2022 that include:

- the implementation of SB 639 (end of subminimum wage in California)
- data collection
- tailored day services
- preventing people from falling through the cracks

- staff shortages
- impact of COVID-19 pandemic

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.

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 was to also 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

Historically, persons with intellectual and developmental disabilities have had less employment and education opportunities than people without disabilities. There are several federal and state policies that assist in improving employment opportunities via services for persons with intellectual and developmental disabilities I/DD:

### The Lanterman Developmental Disabilities Services Act- Rights to Services 1969

The Lanterman Act is the California law that states 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. (add footnote source)

### What is Competitive Integrated Employment?

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

## Policies Working to Increase Competitive Integrated Employment (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.

### 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/.](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 about 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 released the combined Year 3 and Year 4 Annual Report in April 2023. Accomplishments include:

### **Y3 Accomplishments**

1. 1,401 individuals with ID/DD attained CIE.
2. Demonstrated increasing partnership and cross-system collaborations by developing 22 new Local Partnership Agreements (LPAs) between LEAs, DOR districts, and regional centers for a cumulative total of 50 LPAs statewide.
3. Continued discussions and planning for the development of Interagency Agreements, including exploration of data sharing mechanisms.
4. Increased work opportunities in the community through the following career exploration and work experiences activities:
  - 27,028 students with ID/DD participated in paid work experience and unpaid community-based vocational education with CDE WAI.
  - 35 individuals with ID/DD participated in an OJT, SJP, or work experience through DOR.
  - 1,812 individuals with ID/DD participated in a DDS PIP.
5. Engaged with employers and business partners:
  - DOR districts conducted a Virtual Career Fair with 11 employers, 119 consumers, and a “Virtual Smart Recruiter Roundtable.” Recruiters, job developers, and community partners came together on a virtual platform to discuss ways of organizing events for job seekers.
  - In partnership with Amazon, a career event was held with 67 participants that indicated that they were interested in working at Amazon. Within three days of the event, ten job seekers made an

- appointment to start the hiring process through The Arc SF, an employment services provider committed to improving the lives of people with ID/DD.
- Contracted with the Employer Training Panel (ETP) to work with America's Job Center of California<sup>SM</sup> (AJCC) to provide work experience opportunities to students with disabilities, including those with ID/DD, through the Summer Training and Work Experience Program for Students (STEPS).
6. Provided technical assistance and training to LPA core partners through five regional teleconferences.
  7. Conducted an LPA Core Partner Self-Assessment Survey in June 2020 and posted results on the CalHHS CIE Website <https://www.chhs.ca.gov/home/cie/> to guide future CIE enhancement.
  8. Followed the U.S. Department of Labor, Office of Disability Employment Policy, "Employment First State Leadership Mentoring Program." Initiated in SFY 2018–19, and continued with quarterly meetings in Y3, a Service Delivery System Change Task Force focused on providing training and technical assistance to LPAs, with the intention to increase the quality and quantity of CIE outcomes.
  9. DDS approved the allocation of \$15 million to service providers who submitted a plan to come into compliance with the Home and Community-Based Services (HCBS) final rule. In Y3, 35 non-integrated employment programs were approved to use funding to modify their services to come into compliance with the HCBS final rule. For example, modifications to these programs included individuals with ID/DD who were working in non-integrated settings being provided with options for community competitive integrated employment opportunities by participating in volunteer settings, work observations, job clubs, job fairs, local adult education services, as well as CIE placements.
    - Another example of a modification is the use of the funds for training employment vendor's staff in customized or micro employment options. All-together, since SFY 2016–17, 142 non-integrated employment programs have received funding for this purpose. These non-integrated work programs consist of Work Activity Programs and Supported Employment Group Programs. The goal of these systems-change funds is to develop community-based programming that complies with the HCBS settings rule, which will improve the CIE opportunities of individuals within these programs.
  10. Supported service provider capacity through approval of DDS time-limited funding to provide rate increases for specified service codes, including supported employment, effective January 1, 2020, through December 31, 2021.
  11. Conducted a statewide webinar on CIE to over 300 employment service providers and staff. The webinar included information on benefits and Triple E practices, COVID-19 updates, and information on tools and resources available to achieve CIE.

12. Expanded on the CalHHS CIE Webpage, including an updated CIE Toolkit for individuals with ID/DD and their families.
13. For Y3, DOR's Achieving Community Employment (ACE) Team provided nearly 8,000 Career Counseling Information and Referral (CC&IR) services to over 7,000 recipients to provide them with information on CIE and available employment and supportive resources. This was accomplished by coordinating with 79 California employers holding U.S. Dept. of Labor (DOL) 14(c) SMW certificates to pay individuals below federal minimum wage, including over 72 CRPs.

#### **Y4 Accomplishments**

1. 1,184 individuals with ID/DD attained CIE.
2. Expanded partnership and cross-system collaborations by developing 7 additional LPAs for a cumulative total of 57 LPAs statewide.
3. Initiated development and formal review of a Data Sharing Agreement between the CDE and DOR, as a part of the two agencies' non-monetary Interagency Agreement.
4. Increased work opportunities in the community through the following career exploration and work experiences activities:
  - 22,809 students with ID/DD participated in paid work experience and unpaid community-based vocational education with CDE WAI.
  - 87 individuals with ID/DD participated in an OJT, SIP, or work experience through DOR.
  - 875 individuals with ID/DD participated in a DDS PIP
5. Development and recording of technical assistance webinars in May 2021 for LPAs on key areas identified for training. Training topic selection was based on results from the LPA Core Partner Self-Assessment Survey and addressed several strategies within this report. The webinars were delivered to DOR District Offices, WAI grantees, and Regional Centers statewide in June 2020.
6. Continued to convene regular meetings with the Service Delivery System Change Task Force focused on providing training and technical assistance to LPAs resulting in increasing the quality and quantity of CIE outcomes.
7. DDS approved the allocation of \$15 million to service providers who submitted a plan to come into compliance with the HCBS final rule. In Y4, 25 non-integrated employment programs were approved to use funding to modify their services to come into compliance with the HCBS final rule, bring the cumulative total of 167 employment programs receiving funding since 2016–17.
8. Developed the CIE Roadmap for Consumers resource and made available in English and Spanish on the CalHHS Website. The Roadmap for Consumers was designed to assist individuals with ID/DD, ages 12 and above, and their families to navigate the service delivery systems of the three departments and locate available employment resources.

9. Directors from the CDE, DOR, and DDS participated in a panel discussion on the topic of state-level efforts to improve CIE outcomes during the “Building Back Better for Diversity, Equity, and Inclusion Summit.” The Summit took place over three days in May 2021, and featured leaders from the federal and state government, as well as business and youth communities. The Summit focused on improving employment outcomes for individuals with disabilities, specifically those with ID/DD.
10. To provide other options in lieu of community-based work experience, the CDE provided temporary flexibility during COVID-19 school closures. WAI grantees offered increased remote or virtual-work experiences. The CDE also provided guidance regarding expanded on-campus work opportunities for students enrolled in the WAI program. This would apply for any upcoming situation wherein work experience opportunities are scarce due to safety measures, yet LEAs remain open. Through these remote and on-campus options, students were provided with additional work experience opportunities to prepare for CIE.
11. DOR and DDS made progress toward finalizing the data sharing agreement aligning with new cross-agency data sharing recommendations from CalHHS.
12. The Vocational Rehabilitation Employment Division Districts developed and piloted the Virtual Service Delivery Project (VSDP), which provides individuals with training, paid work-based learning experiences, and opportunities for employment in a remote setting. The VSDP presented this information to the State Rehabilitation Council in March 2021.

The CIE Blueprint ended its initial 5-year program run on June 30, 2022, and the Blueprint Team is currently writing the Year 5 final report. There is no anticipated release date for the final report. As the Blueprint nears completion, DOR, DDS and CDE are currently evaluating the effectiveness of the Blueprint to ensure that lessons learned can be applied to future efforts so that people with I/DD are engaged in CIE.

### 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 not only provide employment services but to also transition individuals with disabilities currently still employed through subminimum wage programs into minimum wage or above paying jobs, i.e. competitive integrated employment. Transition to CIE will be a challenging task. The size of our population and the complex demographic characteristics of



California's 14(c) population creates uniquely complex challenges. This diverse group includes people that have different types of disabilities, support needs, intersectional identities, and unique cultural influences. However, the majority working in subminimum wage jobs are people with intellectual/developmental disabilities.

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 six thousand individuals out of the 14c waiver program and to increase CIE opportunities for people with disabilities. Some of those recommendations include:

- Ensure collaboration between agencies so that services are easy to locate and navigate.
- Ensure there is enough trained staff so there are no delays in services delivery including job developers, coaches, services providers
- Reduce stigma around hiring individuals with developmental disabilities. Private sector employers will need to change their hiring practices and become more inclusive.
- Collect and share data among agencies to measure success of services

(To view the report visit the [SB 639 Report Home Section](https://scdd.ca.gov/) of our website at <https://scdd.ca.gov/>.)

### SB 639 Update: Transitioning Out of Subminimum Wages - 2023 (Tania section)

Currently, DOR and DDS are working collaboratively to create pathways to CIE for individuals currently in subminimum wage settings or who would have been traditionally prepared for such setting. 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.

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. Despite these workshops, most parents and individuals trying to navigate employment services are frustrated and confused. (see ***Current Employment Issues*** section.)

### California Government 2022 (Tania's section)

In 2022, the legislature passed AB 1195 (Garcia) which requires the California Department of Human Resources (CalHR) to provide a 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 voluntary and optional employment pathway to state civil service for persons with disabilities. LEAP provides an alternative to the traditional testing process and allows applicants with disabilities to demonstrate competencies in the workplace. LEAP provides opportunities for more individuals with disabilities to become employed with state jobs that also provide health, retirement, and other benefits, thus decreasing the number of individuals relying on state public benefits and services and strengthening the State's economy in the long run. (Footnote: [CA LEAP Program GOVT Code §19240, 19241](#) and [2 CCR Title 2, §547.5 – 547.589](#).)

In addition, under direction from Governor Newsom's office to support job seekers with I/DD to achieve full time employment in state civil service, DOR and DDS established the State Employment Initiative (SEI) program. The intent of SEI is to provide an alternate pathway to state civil service by way of Governor-appointed exempt positions. This highly successful program has demonstrated to state entities that individuals with I/DD can be productive and valued members of the state workforce. Since its inception in 2020, the Departments participating in this program have included Department of Finance, California Department of Corrections and Rehabilitation, CalVet, Department of Managed Health Care, California Department of Military (CalGuard), California Department of Tax and Fee Administration, Cal Recycle, CalTrans, Department of Real Estate, Department of Food and Agriculture, Office of Planning and Research, Natural Resource Agency, Labor and Workforce Development, and Office of Emergency Services

Governor 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 the 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.

The LEAP program assists persons with disabilities, including persons with intellectual and developmental disabilities.

### **Department of Rehabilitation (DOR)**

All DOR vocational rehabilitation services are designed to achieve CIE, including supported employment and customized employment services for people with the most significant disabilities including ID/DD. DOR is investing heavily in paid work experiences, including internships, to prepare job seekers for CIE with opportunities for advancement. DOR has incorporated paid work experience as a fundamental service for our consumers. Increasing the opportunities for paid work experience as part of the service delivery model is instrumental in supporting CIE outcomes.

Historically, persons with I/DD have not been well represented in state civil service. Increasing the opportunities for paid work experience is instrumental in supporting CIE

outcomes. DOR provides paid work experience, including internships, to prepare job seekers for CIE with opportunities for advancement. DOR partners with CalHR in support of the administration of the LEAP program. DOR Rehabilitation Counselors certify that an applicant is a person with a disability for purposes of verifying LEAP eligibility. Afterwards, the individual takes a LEAP examination to confirm minimum qualifications, applies for job openings, and completes a job examination period (JEP), if selected. Successful completion of the JEP qualifies the individual with disabilities for civil service classification and transition to the position for which they tested. Candidates who transition to a permanent civil service appointment after the JEP are not required to serve a probation period.

The State Internship Program (SIP) is an interdepartmental effort that provides an alternate path for people with significant disabilities to become LEAP certified and eligible for state service. The SIP allows the implementation of a more extensive and assistive "on-the-job-certification" approach compared to the standard LEAP certification and exam methods. DOR, Department of Human Resources, and DDS work collaboratively to implement SIP. SIP interns receive wages during their internship through DDS and on-the-job-supports from a Community Rehabilitation Program funded by DOR. The SIP provides opportunities for individuals with significant disabilities to fully participate in their community of choice, including integrated employment with competitive wages and benefits.

DOR also collaborates with the Community College Chancellor's Office on the College to Career (C2C) Program, currently available on eight community college campuses. C2Cs serve adults with ID/DD by providing support and opportunities for a degree or certificate, work experience, internships, and placement services. In addition, DOR has long-standing partnerships with community colleges through WorkAbility III cooperative programs, which provide job placement services for DOR consumers.

One of the newest initiatives being implemented in California is the *California Subminimum Wage to Competitive Integrated Employment Project (CSP)*. This demonstration innovation research project supports the development of a pilot to serve Californians with the most significant disabilities, currently, previously in, or at risk of being placed into a subminimum wage employment setting, or who have tried and have been unsuccessful in attaining CIE. The CSP is a \$13.9 million federal grant running from October 2022 to September 2027. The project will provide a comprehensive set of interventions and support to increase competitive integrated employment outcomes, economic self-sufficiency, independence, and inclusion for individuals with the most significant disabilities currently in, or contemplating entering, subminimum wage employment. Some of these interventions include:

- Job and Career Exploration, including information and hands-on experience with career technical education and apprenticeship in integrated settings on community college campuses.

- Self-Advocacy, independent living skills and workplace readiness training in on-campus classroom settings.
- Access to community college coursework.
- Peer support training.
- Family Supports and mentoring through Exceptional Family Resource Centers.
- Work incentives planning and benefits counseling.
- Work-based learning through volunteer and paid work experience.
- Exploration of Self-Employment, including micro-enterprises.
- Customized Employment discovery and placement (evidence-based practice).

In this initiative, the Department's partnerships leveraging the existing framework of the College-to-Career programs at two community colleges will offer integrated supports for successful development of and support of the demonstration project activities. Project partners will collaborate to establish and support on-campus instruction and employment preparation, including education in integrated settings, and on and off-campus instruction in self-employment as well as customized employment for individuals with the most significant disabilities.

The ACE Team provides Career Counseling & Information and Referral (CC&IR) services to individuals with disabilities earning subminimum wages (SMW) to encourage competitive integrated employment (CIE) consistent with WIOA Section 511 - Limitations on Use of Subminimum Wage requirements, CA CIE Blueprint goals, the Home and Community-Based Services Rule for Integration, and the recently passed CA Senate Bill 639 Elimination of Subminimum Wages.

Since October 2016, the ACE Team has provided WIOA Section 511 CC&IR services to more than 23,500 individuals working at subminimum wage to encourage them and their families to pursue competitive integrated employment. Since 2016, 1607 CC&IR recipients have applied for DOR services, and a total of 470 have obtained CIE.

## Current Challenges in CIE in California

### Accessing Employment Supports is Confusing

Navigating the process to obtain employment services can be a source of confusion and frustration for clients seeking employment services and their families.

There are different paths, via different agencies, to access employment services. Department of Rehabilitation (DOR), California Department of Education (CDE) and Department of Developmental Services (DDS) all provide case management for employment services. Knowing which agencies to access for services and at what point is confusing and stressful for parents and individuals with I/DD to navigate. It can also be confusing to learn for the new service coordinators in agencies who provide authorization for these services.

The first steps in assessing where the person will go for employment services will depend on the following factors:

- If they are in a student in high school
- If they are transitioning out of high school
- Adults – depending on how much support they need during employment
- Additionally – which agency/program (s) will be accessed for employment services will depend on the level of support the individual will need to be employed.

### California Department of Education (CDE)

If the student with I/DD is still in high school, they are assisted by their school district to find employment. School districts use employment programs such as WorkAbility I (WAI) a program through CDE or Transition Partnership Program (TPP), a program via DOR. (footnote: WorkAbility WAI) (footnote: TTP)

### Department of Rehabilitation (DOR)

High school students with disabilities, including I/DD, can access pre-employment services to prepare for work or employment services through DOR. Out of school youth can also receive employment services at DOR.

### Department of Developmental Services – Regional Centers

If a person with I/DD is not in high school but needs support during employment, they are referred to and assisted by their regional center, which is assigned by geographical area.

## DDS- Regional Center Issues

### Lack of Standardization for 21 Regional Centers

There are 21 independent, non-profit, regional centers in the state that provide services to families and people with I/DD under DDS. The regional centers use various vendors (or service providers) to provide certain employment services. Each regional center is allowed flexibility in determining how services are provided and each can establish its own processes to assess individuals for services and to determine the services they will provide. Lack of standardization means that services are not consistent across the 21 regional centers. Essentially, depending on where clients live, they may not get the same employment services as other clients—causing inequity in delivery of services.

### Staff Retention Issues - Regional Center Coordinators

Feedback from professionals, as well as the State Auditor June 2022 Report, gleaned service coordinators at regional centers have a high turnover rate and are experiencing a shortage in service coordinator staff. Learning the different employment paths and services takes time, this means new service coordinators simply cannot provide the level of support that families and individuals (clients) need. The high turnover rate and staff shortage means clients can wait a very long time before their case is even assigned a service coordinator. It also affects the quality of service, as service coordinators cannot dedicate an adequate amount of time to understand families' unique needs nor assist them in navigating the complex process of obtaining employment services. (Footnote: Insufficient Staff. State Auditor Report June 2022.)

One of the factors affecting service coordinator shortage is pay. The staffing formula used to pay staff is outdated. The current formula funds regional centers for old and new positions at salaries that are approximately 50% of the actual cost.

#### **Service Providers (Vendors) for Supported Employment and Customized Employment**

The 21 regional centers and DOR work with contracted agencies and service providers (vendors) who can provide employment services to clients with support needs. The regional centers struggle with finding and retaining vendors that provide job coaching or job development for persons with support needs that require customized solutions for employment. Lack of vendors limits the employment services available to clients looking for employment and results in clients being added to waiting lists. Factors affecting shortage of Supported Employment/Customized Employment vendors and their services are:

1. **Rates**. Supported Employment vendors provide services that require a lot of time, detailed and careful assessment of skills and strengths, network building and follow up. But the rates to pay Supported Employment vendors do not reflect the amount of work or costs of work. The rate to pay vendors does not match the level of work provided and does not incentivize vendors to provide services under Supported Employment.

2. **Direct Service Staff Turnover**: Due to the low payment rates that Supported Employment vendors receive, the direct service staff responsible for developing new jobs and supporting people with disabilities are severely underpaid. As a result, agencies have difficulty retaining, training and professionalizing staff to do the complex work of supporting people with a variety of disabilities, with various support needs and work experience.

3. **No Standardized Process for Vendors**. Both the current policies to provide contracts to vendors and lack of standardized process to provide employment services across the 21 regional centers create challenges and causes delays for vendors who are interested in providing services. Vendors do not have the time and resources to navigate the confusing process to obtain a contract and must complete a different process with each individual regional center. Additionally, vendors must also separately get vendorized by DOR to provide services through their agency.

4. **No Rates for Customized Employment**. Customized Employment is not a vendorized service of the regional centers, though some vendors provide these services under other service codes such as Tailored Day Services (TDS) and Independent Living Skills (ILS). Rates used to pay Supported Employment are a huge issue and there are no rates at all for Customized Employment. Every regional center navigates lack of rates for customized employment differently, hence the inequity in services provided. To cope with lack of rates to pay for Customized Employment vendor services, some regional centers have figured out ways to braid services with DOR, that is costs are shared between regional centers and DOR. But not all regional centers have figured out ways to provide customized employment services without rates. Lack of rates for

Customized Employment forces regional centers to find different ways to provide this service, causing inequity in services or differences in providing/not providing Customized Employment. It is also important to note that while there are no rates for Customized Employment at regional centers, the *Roadmap to CIE* created to provide guidance on how to find employment, tells clients to seek Customized Employment at regional centers.

### EFC Recommendation

The California Legislature should allocate funding to create career pathways and training that provides direct support to professionals with career advancement and credentialing to increase competency, professionalism, and quality of support services and to improve retention.

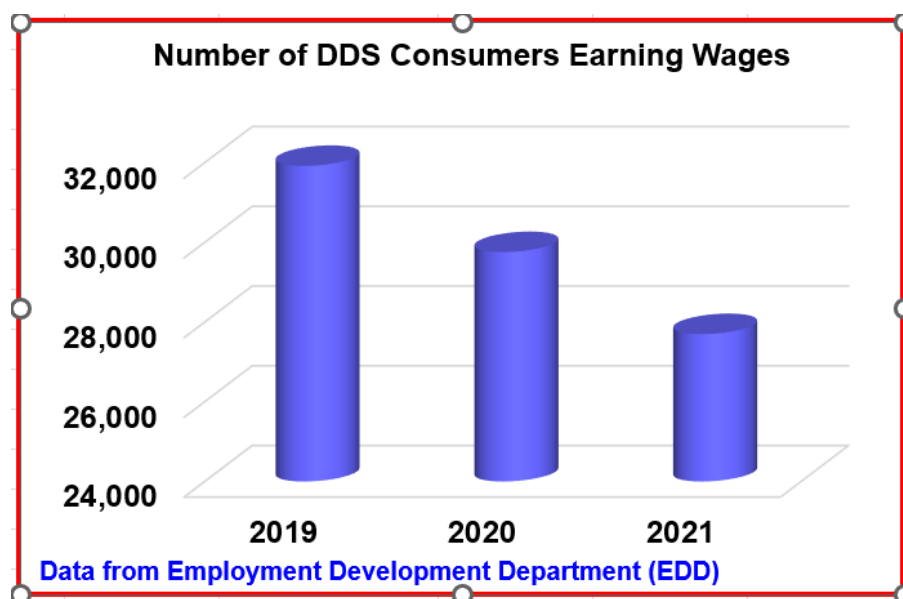
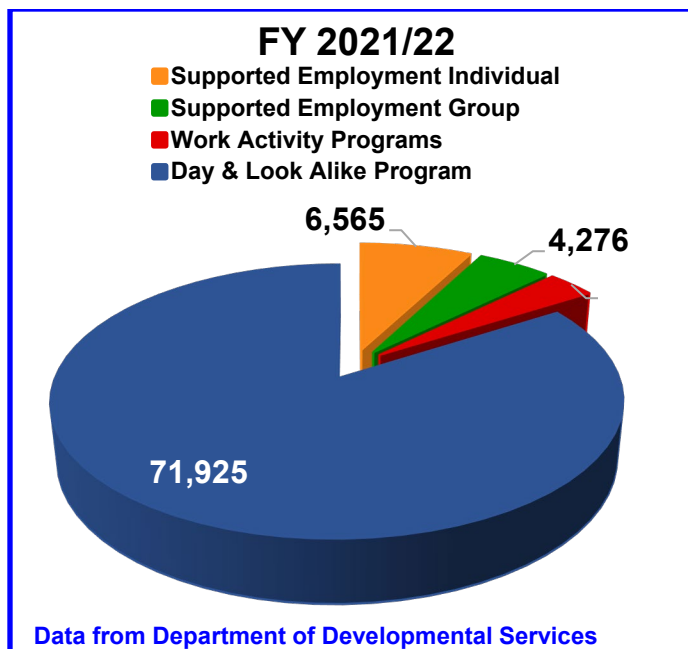
### Creating and Retaining Partnerships Employers in Regional Centers

Regional Centers need partnerships with employers to help clients transition into CIE, and to gain meaningful job experience. But because regional centers are short staffed and have high turnover rates, adequate time is not spent on establishing and retaining partnerships with different employers who are interested in partnering with the regional centers. These are lost opportunities for individuals with I/DD looking for CIE employment. There are few cases where different employers have created their own programs to hire individuals with I/DD.

### Referrals to Employment Programs Inconsistent

Not all regional centers are referring clients to employment programs. And there is no tracking or oversight to ensure clients are being referred to employment programs. Feedback from professionals, families, and self-advocates has gleaned that some working aged individuals with developmental disabilities are not consistently referred to employment services. Educators in the K-12 system as well as and Regional Center staff are likely contributing to this challenge, perhaps due to a lack of awareness of other options, low capacity for employment services, or persistence of low expectations for young people with ID/DD. The most current data available by Department of Developmental Services (DDS) indicates that 71,925 individuals with developmental disabilities are still participating in day group programs, with only 6565 individuals participating in Individual Supported Employment. (footnote: [https://scdd.ca.gov/employment\\_data\\_dashboard/](https://scdd.ca.gov/employment_data_dashboard/).) These numbers do not yet reflect the goal of Employment First. Although there is much room to grow, this data indicates that not much has changed since 2017 where 72,005 individuals were participating in day group programs and only 5064 individuals were participating in individual supported employment.









#### Shortage of Work Experience Opportunities (Nick's Section)

Effective January 1, 2022, California Education Code Section 45125.1(a) requires any entity that has a contract with an LEA to ensure that any employee of that contractor who interacts with students outside the immediate supervision and control of the student's parent or guardian or a school employee, is required to have a criminal records summary as described in EC Section 44237. The law specifically states:

(a) Any entity that has a contract with a local educational agency shall ensure that any employee who interacts with pupils, outside of the immediate supervision and control of the pupil's parent or guardian or a school employee, has a valid criminal records summary as described in Section 44237. When the contracting entity performs the criminal background check, it shall immediately provide any subsequent arrest and conviction information it receives to any local educational agency that it is contracting with pursuant to the subsequent arrest service.

The option of paid community-based work experience is an integral component of the WorkAbility I (WAI) grant, which is funded and administered by the 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. Recently, WAI grantees contacted the CDE to report that they were unable to consistently place students in community-based work experience placements due to the change to EC Section 45125.1(a). In response to this possible impact, the CDE is providing waivers for three WAI grant requirements in FY 2022–23.

The employment portion of transition services under the Individuals with Disabilities Education Act help facilitate movement towards competitive integrated employment and should be provided in the Least Restrictive Environment. The LEAs 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.

For more information regarding the above waiver for the WAI grant, please refer to the following guidance from the CDE: <https://www.cde.ca.gov/sp/se/lr/om012423.asp>

Any WAI grantee or LEA seeking clarification or interpretation of EC Section 45125.1(a) should consult their local counsel.

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

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

## Interagency Collaboration Issues

Current efforts to promote cross-agency collaboration around competitive integrated employment (CIE) in California, such as the CIE Blueprint and the Employment First Committee, continue with common goals to achieve alignment of CIE initiatives and state-level goals across departments. Workforce and disability service programs like DDS, DOR, Local education agencies, and the general workforce development system have implemented projects and initiatives that support CIE. However, not all these programs are coordinated resulting in fragmentation and missed opportunities to leverage resources to maximize service delivery. As a result, and despite unprecedented workforce talent shortages across the state, a potential workforce that wants to work is going untapped due to some parallel efforts and missed opportunities to coordinate. 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 individuals with disabilities 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 I/DD and other disabilities, California must be able to align its cross-departmental work around a shared purpose and goals. Currently there is no central agency or leadership to oversee outcomes and accountability, which limits responsiveness to employment services.

## EFC Recommendation- Interagency Data Collaboration

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 to-date not requested or accessed employment services, nor do we know if trainings and awareness of competitive

integrated employment are reaching most persons with I/DD. It would also help to track if staff at regional centers are encouraging employment.

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.

## Challenges in Education and its Effect on Employment

At the college level, California lacks inclusive college opportunities that can increase opportunities for family sustaining wages for people who have developmental and intellectual disabilities. At the high school level, there is a challenge to transition youth into employment after graduation.

### High School

#### *a. Alternative Pathway to a High School Diploma 2022 (Nicks Section)*

From Website: <https://www.cde.ca.gov/sp/se/lr/om030723.asp>

The addition of California Education Code (EC) Section 51225.31, which was included in Assembly Bill (AB) 181, the 2021–22 education omnibus budget trailer bill, provides a new pathway to a high school diploma for students with disabilities.

Students with exceptional needs attending a school district, county office of education, charter school, or state special school can graduate from high school through a newly defined diploma pathway by meeting the following criteria as referenced in the student's individualized education program:

1. The student is required to take the California alternate assessment, and
2. The student is required to complete state standards-aligned coursework to meet statewide coursework requirements.

Local educational agencies (LEAs) must exempt students who meet the above criteria from all local coursework and other requirements that are in addition to statewide coursework requirements, as defined in EC 51225.3.

Through the completion of the statewide coursework requirements, the LEA must award the qualifying student a diploma of graduation from high school. Furthermore, through this newly defined diploma pathway, the qualifying student may participate in any graduation ceremony and any school activity related to graduation in which a student of similar age would be eligible to participate. The award of this diploma of graduation under EC 51225.31 does not change or terminate an LEA's obligation to provide a free appropriate public education to an eligible special education student, and does not constitute a change in placement. This is consistent with Section 7801(23)(A)(ii)(I)(bb) of Title 20 of the United States Code and Section 300.102(a)(3) of Title 34 of the Code of Federal Regulations.

This law went into effect June 30, 2022, and all LEAs should be offering this pathway for all students who qualify. For more information, please refer to the following guidance from the CDE: <https://www.cde.ca.gov/sp/se/lr/om030723.asp>.

(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.))

For background information, please see the report created by a workgroup who studied high school diploma achievement and provided recommendations to the legislature. [https://www.scoe.net/news/library/2021/10/07workgroup\\_reports/](https://www.scoe.net/news/library/2021/10/07workgroup_reports/).

## College

### b. Lack of Inclusive Opportunities in Colleges (Source: 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). 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. Redwood SEED Scholars Program is the only four-year, residential inclusive college program in the UC system and, sadly, in the state of California.

**Beth Foraker**, Co-Director of SEED at UC Davis says “*The Redwood SEED Scholars Program admits 12 students with intellectual disabilities each year...only 12. Imagine how many other incredible people with intellectual disabilities are sitting on the sidelines waiting for a chance...*”

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

post-secondary education (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) that can assist persons with I/DD obtain equal employment. (See also section **SCDD Legislative Priorities 2023 – Education Priority.**)

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

## 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. 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.

(Footnote CDC: <https://www.cdc.gov/ncbddd/disabilityandhealth/infographic-disability-impacts-all.html#:~:text=Up%20to%201%20in%204,and%20people%20with%20no%20disability>

(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

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/>.)

Persons with disabilities 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 - Federal Employment Hiring Process

### 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

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 the 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 persons with disabilities, and they were less likely than persons with no disabilities to be in federal leadership positions. It also found harassment (non-sexual) and reasonable accommodation 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.

### Use of Technology and Current Hiring Practices Have Embedded Barriers

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 EEOC found that use of technology such as software, algorithms, and artificial intelligence, during its hiring process can intentionally or unintentionally lead to screening out an individual with a disability and break ADA and Equal Opportunity laws. (footnote: [https://www.eeoc.gov/laws/guidance/americans-disabilities-act-and-use-software-algorithms-and-artificial-intelligence.](https://www.eeoc.gov/laws/guidance/americans-disabilities-act-and-use-software-algorithms-and-artificial-intelligence)) (footnote: [https://www.eeoc.gov/laws/guidance/americans-disabilities-act-and-use-software-algorithms-and-artificial-intelligence.](https://www.eeoc.gov/laws/guidance/americans-disabilities-act-and-use-software-algorithms-and-artificial-intelligence))

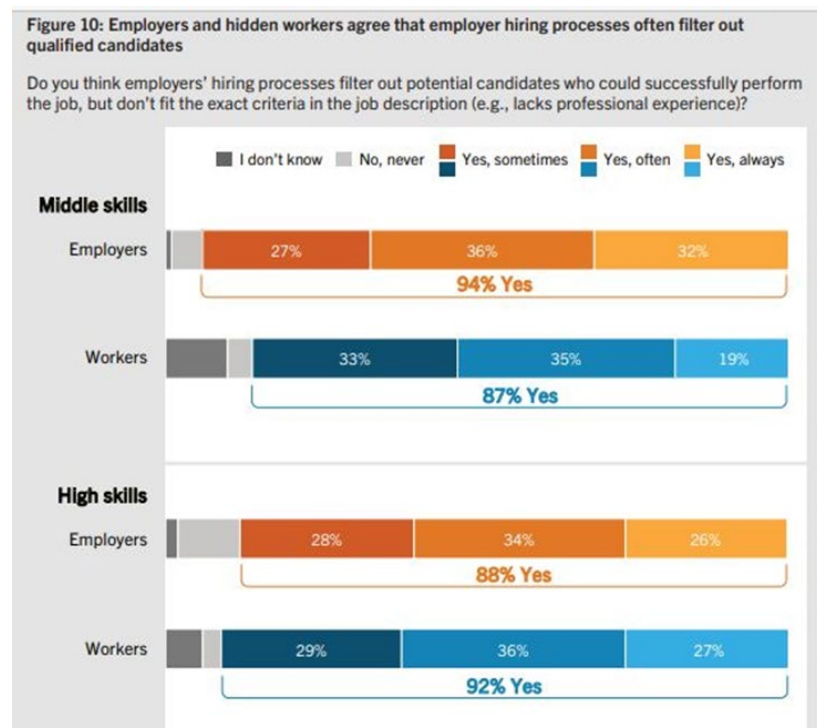
Use of technology and widespread management practices are limiting applicants that are considered for jobs. The standard business pipeline of advertising, reviewing resumes and interviewing potential candidates is a time and labor-intensive process, which at best can have embedded barriers to hiring managers selecting the most qualified candidates and at worst can deny large sectors of the workforce an opportunity to be considered for employment. Businesses are often unaware of the obstacles to keeping qualified applicants from being considered or the extent of the potential workforce who are unable to navigate the process. According to the 2021 Accenture report, women, people of color, applicants with non-standard work qualifications and 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 Accenture report found that 75% of employers in the US 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. Of the average 250 job seekers applying for a position, only 4 people are actually interviewed. This process favors a select pool of workers, leaving a large “hidden workforce” that employers are unaware exists because recruitment efforts rarely reach them and, when they do apply, are filtered out from the very beginning of the job application process. (Accenture). Many 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. Furthermore, the same report found that 94% of employers estimated that middle-skilled employees were filtered out because they did not match the exact qualifications stated within the job description.

Unfortunately, many businesses that have not yet 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 i4cp report 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%.

Further, despite having the skills and ability to perform job duties, traditional job interview practices often disadvantage people with developmental disabilities, such as autism, who have social communication differences. (Footnote: Maras, K., Norris, J. E., Nicholson, J., Heasman, B., Remington, A., & Crane, L. (2021). Ameliorating the disadvantage for autistic job seekers: An initial evaluation of adapted employment interview questions. *Autism*, 25(4), 1060-1075.)



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

Businesses that create new pathways for people with disabilities to be considered and hired, report very high satisfaction with their performance in key areas. Companies that successfully incorporate employees with disabilities have 28% higher revenue and 2x higher net income, according to Accenture. (Footnote: Accenture Report: *Getting to Equal: The Disability Inclusion Advantage*, 2018 p. 6) 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.



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.

## EFC Recommendations for Employers Hiring Persons with I/DD

1. Business to Business Trainings: 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. 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.

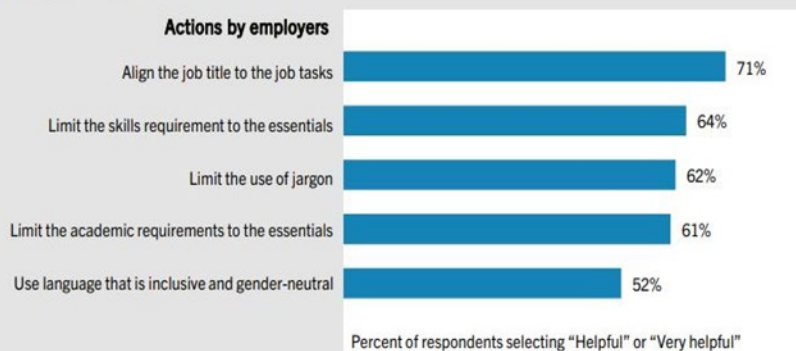
- How to reduce technology barriers that automatically filter out qualified applicants from the beginning of the application process.
- Identifying job requirements that are unnecessary to perform the essential functions of a job and not setting up barriers to employment, such as requiring:
  - high school diplomas
  - certifications
  - college degrees
  - experience

3. Trainings to support businesses with understanding 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

**Figure 9: Employer actions that hidden workers cite as helpful in finding work**

When creating job descriptions, which of the following actions by employers do you think would help you find a job?



Source: "Hidden Worker – Worker Survey," Accenture and Harvard Business School's Project on Managing the Future of Work, May-June 2020.

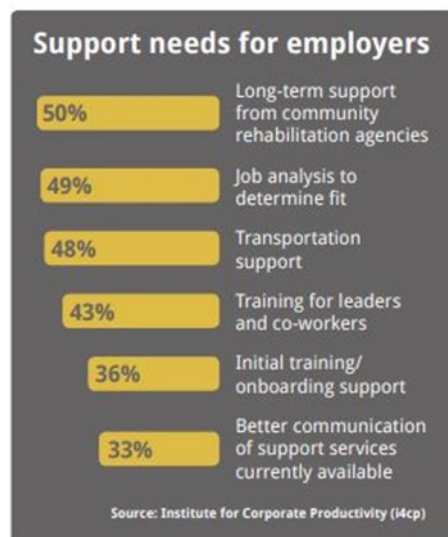
!!!!!!!  
Excellent  
graphic  
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4. Outreach and Recruitment: Efforts to actively recruit persons with disabilities are the first step to employers simply considering qualified applicants with disabilities.

5. Employers should require training in 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.

Additionally, the i4cp Report found that employers who hired applicants with intellectual and developmental disabilities identified the following needs from supported employment agencies:

- long-term support, 50%
- job analysis to ensure 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 PIP- Route to Employment

A business-friendly opportunity to explore hiring people with disabilities in state service 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. In addition to PIP and paid work experiences, DOR supports on-the-job training at state and other types of employers. Regional Centers have a PIP program that allows businesses to have a paid intern with a developmental disability for 1040 hours per year per internship. 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. **(See also: *Issues Creating and Retaining Partnerships Employers in Regional Centers* section.)**

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.

#### DOR Employer Efforts (DOR added)

DOR is implementing a variety of efforts to address unmet needs and enhance communication through services to employers. One such project is the Demand Side Employment Initiative (DSEI), an employer incentive program that provides resources and retention practices for employers who hire people with disabilities. DOR is engaging more directly with the business community to change attitudes and provide resources that will normalize the inclusion of individuals with disabilities in the workforce. To date, DOR has given more than \$1.5 million in grants to small businesses that are committed to hiring people with disabilities, worked with the Society for Human Resources Managers on developing disability hiring training, and partnered with three organizations to provide paid training apprenticeships in high-demand fields.

#### EFC Recommendations for Reducing Stigma Among Employers

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)

##### 1. Reduce Stigma – Multi-Media Campaign (2021 EFC Report)

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 I/DD. The campaign should highlight the impact and benefits to businesses when they hire a person with I/DD and highlight the accomplishments of people with I/DD 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.

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

The State Legislature should 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.

#### SCDD Legislative Priorities 2023 (Bridget section)

In past reports to the California Legislature, Employment First Committee (EFC) has recommended:

- more collaboration and data sharing between agencies to ensure streamlining of Competitive Integrated Employment (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 Employment First Committee (EFC) and SB 639 Report:

## 1. Evolution of Employment First Policy and Need for an Employment First Office

In 2023, advocating for CIE and equal employment opportunities for people with intellectual and developmental disabilities is a policy focus for SCDD.

Since becoming an “*Employment First*” state in 2013 (AB 1041 (Chesboro, Chapter 677)) progress has been slow in assisting persons with I/DD attain competitive and integrated employment. In 2017 DOR, CDE and DDS came together to develop the *CIE Blueprint for Change*, a 5-year inter-agency project designed to make employment in an integrated setting, at a competitive wage, for individuals with intellectual disabilities and developmental disabilities (ID/DD). The interagency work ended in 2022 and a final report is pending. In 2021 SB 639 (Durazo) ended below minimum wage pay for workers with disabilities. In 2022 implementation of SB 639 and the CIE Blueprint resulted in significant employment investments across agencies that have developed in relative silos, resulting in an incomplete and fragmented roll-out of employment opportunities.

The current challenge in providing employment services for person with intellectual and developmental disabilities is the significant number of efforts underway and the lack of adequate coordination across state agencies-causing employment services to be disjointed and inefficient. At a time when California employers are desperate for workers and when people with disabilities want to work but can’t find a job, the state would benefit from the Employment 1<sup>st</sup> Office facilitating a better roll out of employment first programming. The Office’s role would include ending agency and department silo’s on employment first efforts, improving coordination across the many employment programs and facilitating an accurate, streamlined interpretation and implementation of employment first policy across the state. The Office may also function as a go-to clearinghouse for all the state’s employment first efforts and function as a resource for the public.

SCDD is currently advocating the Employment 1<sup>st</sup> Office in the legislature, and with the administration including the state Health and Human Services Agency, Department of Developmental Services, and Department of Rehabilitation to raise awareness of the need for a single leadership office to streamline employment services.



As of June 2023, the coalition supporting the proposal includes Disability Rights California, California APSE, Inland Regional Center Integrated Community Coalition, Disability Voices United, PathPoint, and Progressive Employment Concepts.

## 2. Education Priority

Though last year [AB 2920](#) (Arambula, 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. 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. (See also ***Current Issues- Challenges in Education and its Effect on Employment*** section.)

## 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. 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 ***Interagency Data Collaboration*** section section)

## Internship and Employment Stories

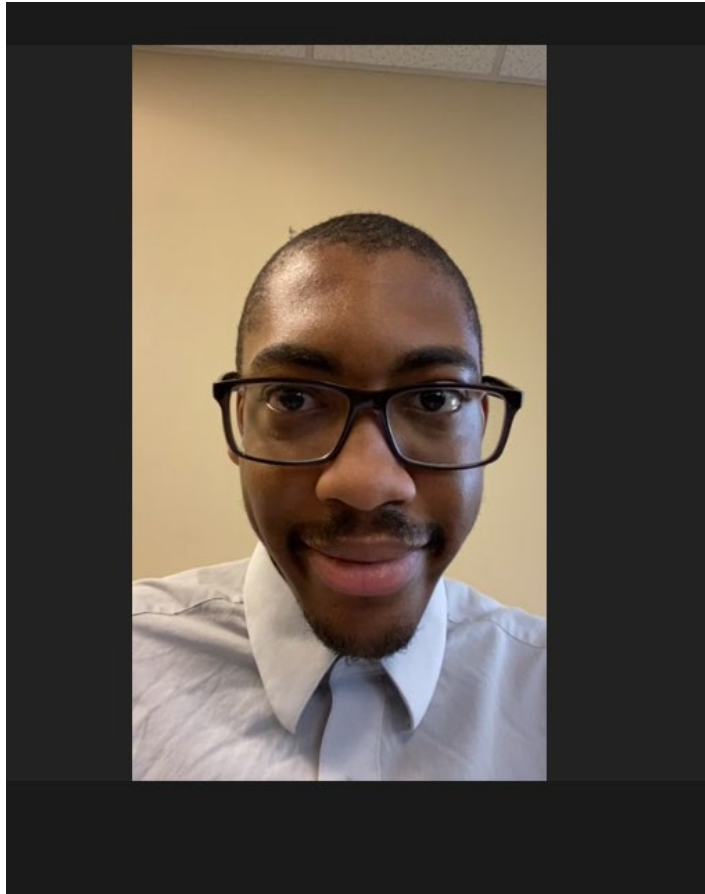
Sharing the lived experience of people with I/DD helps us to connect to the personal impact of employment initiatives and supports, while also continuing to highlight the real-world effect of employment barriers. These stories can break harmful stereotypes for employers and inspire others with I/DD to pursue work, through seeing themselves represented in positions and careers from which they have been historically excluded. Below, we have included multiple narratives describing the individual experiences of people with I/DD in pursuing employment goals. Through these individuals' perspectives, it is exciting to see the benefits of programs in action, such as Regional Center's Paid Internship Program and DOR's College to Career inclusive postsecondary education programs. While other stories depict the challenges and the reality that much work remains to be done to help persons with I/DD gain meaningful employment.

### Employment Story #1 Brennan Cable



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



"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](https://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 & Fillippi. 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/>).

### Employment Story #3 – Maribel, Family Advocate



My son Chris, who is autistic, is 20 years old and participates in a transition to adulthood program where he practices independent living skills, some work skills at a community

grocery store, and experiences going out into the community to order food or make a purchase. Sounds good, but the reality is that they still working on some academic assignments that are not at he's reading level, he is a kid with a high school reading level and his assignments are still at the first grade level; he is still practicing mathematics, I imagine that at the level of most of his classmates, because I remember seeing 3 or 4 digit multiplications to solve, with a calculator, but he could do it, he learned 2 or 3 digit addition and subtraction in his elementary years when he participated in regular education; and in addition to this, for me as a mother, it is too much and I respect the decisions of my adult son, I have to consent that he go to the community college to pick up recyclables, they cannot go with him to register him for a class, but they can take him to take the sun and pick up trash; so it's really unclear what the expectation is for Chris's future.

The offer of a day program for him is not something real for me as a mother and responsible for his well-being, my idea of an opportunity is very different: he should have access to other opportunities closer to the things he likes or his abilities. For example, he is a very skilled sculptor, he reads music, plays the piano and none of this is considered to create a plan for his adult life, this is further complicated when they take away the opportunity to continue supporting us because they are adults and as parents, we can go to register them at the community college because their presence is necessary, and the school staff cannot do it, they cannot support their students to find a class at the community college.

And so we enter into the dilemma of who is responsible for providing these supports and looking for these services, at the end...is the family!! not the regional center, not the rehabilitation department, not the transition to adult life program that from their best intentions share with us that everything is fine, that our student is doing very well at school, that there are no concerns and that day program is waiting for them!!

It would be nice if you could help us realize that when our child with a disability enters the workforce, they will be 4 years behind, plus a disability, compared to most Americans who began their work experience at age 16 or 18; It would help us if they mentioned that waiting lists also exist for paid work opportunities for people with disabilities. It would help us if they clarified that it is the family who should contact the rehabilitation department and create a work integration plan with accommodations, with a job coach or some other service that is necessary, because although DOR has the tools for a job, it can also cover other services related to education or routines of our student.

#### Employment Story #4 - Miriam

Miriam has been taking DSS classes at North Orange Continuing Education (NOCE) since 2018. She learned about DSS classes from her Adult Transition Program teacher, and she thought the classes sounded interesting. She simultaneously took DSS classes and Early Childhood Education classes through NOCE. Miriam is an extremely hard worker and very positive to everyone around her. She shared that she doubted herself



and whether she could pass her ECE classes. She had previously not had to write long papers, so this was something new. Miriam often utilized tools, such as speech-to-text to write these papers. She also taught other students how to use these tools to help with success. Miriam received support from College to Career (C2C) and not only did she pass her classes, but she excelled in them. While in ECE, she began volunteering at a preschool. We could see Miriam apply her knowledge gained from her hands-on experience to her Early Childhood classes. She gained confidence and insight into working with kids. After she completed her ECE certificate in Spring 2022, she worked with C2C's Job Developer and was hired at a preschool. She continues to work at the preschool while finishing up her remaining DSS classes, which she will finish in 2024. She enjoys the independence she gets from working and having her own money. She wondered whether she could do the job and noted previously being shy. She has been doing very well at work and has been more outgoing. Miriam shared that her favorite things about NOCE are learning new things and meeting new people.

### Employment Story #5 – Adrian Arroyo

My name is Adrian Arroyo and I am a student at Fresno City College. I am a part of the College to Career (C2C) program at DSPS. I have been doing this for three years and I am about to graduate this year in May 2023. I aim to become a special education teacher assistant to help students with special needs. In 2019, I signed up for the College to Career program and my counselor was Tiffany Myers, I told her that I wanted to be a special education teacher assistant and she put me into the Paraeducator major classes. I have taken four education classes and one English class. I told Tiffany I am not letting her or my family down because I told myself I am going to pass all my classes. I met a lot of wonderful educational coaches and C2C students, I was a little bit shy talking to them. I got good experience with this program because I learned a lot from them and they provided the support I needed to accomplish my goals. I was part of volunteer work at the Terry House where I was a housekeeper and donated food, movies, and clothing to people who needed them. I have done volunteer work at the two elementary schools I was a part of as yard duty aide and paraeducator. I met a lot of students at the elementary school during my time and build a good relationship with them. I loved working with my fifth-grade students while doing my yard duty and TK spent time in the classroom helping with classwork. In 2020, I used to work at Walmart as a personal shopper during the pandemic, I was doing part-time and seasonal only. I had a good experience there. I was going through a lot during the pandemic to find a way to pass all my classes, but I overcame that because I worked so hard, studied every day, and asked for help when needed. It took me three years to pass and reach my goal to become a special educator. I won't give up because I put in a lot of hard work, and I scored a good GPA of 3.15. I met two amazing instructors at Fresno city College – Mr. Tackett and Mrs. Marquez who helped me so much because they gave good feedback and time with my homework and assignments. Mr. Tackett was so cool with me; we had a lot in common together; we are huge fans of superheroes. Bobbie

Wells was another instructor who changed my life when I was going through personal issues. Sage Talbot, my counselor, selected me as a guest speaker for a C2C program about my classes and my time at the volunteering site. Also, my family, friends, education coaches, peers, counselors, and job developers are so happy for me seeing me accomplish my goals and be successful. I am currently working at the Clovis Campus Club Aide for an afterschool program showing me I can have good skills to become a paraeducator. When I told my wife the news I got a good job, she was so happy for me. Now I am on my way to graduating from Fresno City College to earn my certificate of achievement.

### Employment Story #6 – Jackie Armstrong

Going from a sheltered workplace to a competitive employment setting has been absolutely life changing. I wouldn't change it for the world. I'd say the biggest recommendation is to provide individualized or customized service. i.e., Scott may love working outdoors but Fiona wants to work at an office, it wouldn't make much sense to have them both doing janitorial at Walmart in a group for minimum wage now, would it? It makes more sense to find Scott an outdoor job while helping Fiona find clerical work. They'd be much happier, and the office and outside work productivity goes way up by their presence. This can best be done by the process of discovery. By thinking about the individual, the organization begins to shift as they stop thinking of people as a group or a cog in the machine and the de-institutionalize the company can begin.

Lastly, I have several friends that are walking examples of what needs to change. I'll give you two examples: (1) One just graduated from San Jose state with her bachelor's. She's eager to get a state job. She's also part of the regional center system. I gave her a list of supported employment agencies that offer individualized discovery and job development. The regional center service coordinator said not to go to those and to go to Department of Rehabilitation instead. It's been months, and she hasn't heard a thing from the department of rehab despite several phone calls and emails. (2) The other one is even sadder and more worrisome. She wants to work with dogs and was very excited about the micro-enterprise presentation that was held at my people first group. She said all this at her IPP and the reply from her worker was to put her on the waitlist for a segregated art day program. She tried giving out resumes by herself but eventually gave up as nobody called back to hire her. Both these scenarios are current--not past--scenarios. With all the employment first policies and PIP available in California it still boggles my mind that people have to fight so hard just to get the available services that they are entitled. I fear that more people will get told ""there is nothing for you"" when the segregated day programs like my latter friend who is currently on the waitlist for close next March with HCBS.

Let me be clear, both friends are at similar ""functioning levels"" that I am. The only difference between them and I is my family got educated and went to trainings and I'm on multiple advocacy boards, so I knew how to fight. Again, it shouldn't be this hard for people WANTING to work to be able to work and get services to work. I've heard of

people being told they're too severe to work and thank God there's places like Progressive that have a zero-exclusion policy and so many ways around that, but I fear too many people that are ""high functioning"" like the two friends I mentioned will continue to fall through the cracks into unemployment and isolation if something doesn't shift soon.

## DDS Incentives and Grants (Michael's Section)

In FY 2021/2022 DDS received \$10M to develop the Employment Grant with the purpose to increase CIE opportunities for individuals served by regional centers. Grantees were to utilize new, innovative, best, or promising practices to support career pathways for youth and adults with intellectual and developmental disabilities and provide opportunities for competitive integrated employment. Forty-five projects were awarded the Employment Grant and began work in January 2023.

In FY 2022/2023 DDS received \$8.3M in funding to develop a pilot in response to SB 639 and the phaseout of subminimum wages. Still in development, the DDS has initiated the development of a Career Pathways to Competitive Integrated Employment (CPCIE) service. A new service option specifically designed for individuals with developmental disabilities who are exiting secondary education or work activity programs to prepare to achieve competitive integrated employment. The pilot program focuses on improving equitable access to services and supports to achieve the goals established by the individual through person centered career planning. The service option is for anyone regardless of where they are on their career path, including participants who (1) may have a job and would like a better one or to move up; (2) want a job but need help to find one; (3) are unsure about work and need help to learn more; or (4) do not think they want to work but may not know enough about it. More importantly, DDS states the pilot program will include services to individuals with high support needs. All consumers, regardless of I/DD level will be included in this service. The service establishes a Career Pathway Navigator who assists and trains consumers and their family on career options and navigating regional center and generic services and supports (including the Department of Rehabilitation and local school district) that are tailored to overcome barriers and meet their unique needs. Individual participants will be able to customize a flexible support system of community integration and employment services that reflects their individual preferences, skills and goals for career preparedness and employment. All participants will receive benefits planning, and information and resources for financial empowerment. Training, and technical assistance will be provided to the regional center, providers, and community agencies to strengthen organizational capacity, and the coordination and delivery of evidence based, promising or best practices in employment services to the participants of the program.

Additionally, in FY 2022/2023 DDS released two new Quality Incentive Program opportunities for vendors focused on employment.

**Quality Incentive Program-Employment Capacity** – Incentive payments to providers to increase the number of employees who are certified as trained employment specialists through the Association of Community Rehabilitation Educators (ACRE) Basic Employment Services, ACRE Basic Customized Employment Services, or as Certified Employment Support Professionals (CESP).

**Quality Incentive Program-Employment Access** – Incentive payments to providers to increase the number of consumers entering CIE. Providers can qualify for incentive payments for consumers who achieve CIE and maintain employment for 30 days and 6 months, CIE placements as a result of a PIP, and CIE placements for individuals exiting subminimum wage settings.

## 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:
  - (I) Self-care.
  - (II) Receptive and expressive language.
  - (III) Learning.
  - (IV) Mobility.

(V) Self-direction.

(VI) Capacity for independent living.

(VII) Economic self-sufficiency; and

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

## CCEPD Sharing of Best Practices

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

Today's Law As Amended - AB-133 Health. (ca.gov)

## Best Practices in 2021-2024 WOIA Local Plans

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

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

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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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July 13, 2023

**AGENDA ITEM 7.  
INFORMATIONAL ITEM**

**STATE COUNCIL ON DEVELOPMENTAL DISABILITIES – EFC**

***Updates on CIE Related Legislation***

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Deputy Director Bridget Kolakosky and Policy Analyst Veronica Bravo will provide an update on state legislative issues relating to employment for people with disabilities, which will include the status on the Employment First Office.

***Attachments***

None – there may be handouts the day of the meeting.

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July 13, 2023

**AGENDA ITEM 8.  
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 the NEON grant.

***Attachment(s)***

None – there may be handouts the day of the meeting.

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July 13, 2023

**AGENDA ITEM 9.  
INFORMATIONAL ITEM**

**STATE COUNCIL ON DEVELOPMENTAL DISABILITIES – EFC**

***Target Priorities Update***

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At this meeting, members will review and finalize the updated EFC invitation letter and application survey questions that were updated by using the feedback provided at the May meeting.

Committee members will then begin work to achieve their next SMART Goal that was identified as Updating the Data Dashboard.

As a reminder, the following defines what a SMART Goal and a Targeted Priority is.

***What is a SMART Goal?***

**SMART Goal = Specific, Measurable, Achievable, Realistic, and Timely Goals.** SMART goals incorporate these 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.

**Attachments**

EFC Invitation Letter

EFC Application Survey Questions

**Handout(s)**

There will be additional handouts the day of the meeting.

Dear NAME:

The State Council on Developmental Disabilities (SCDD) is committed to help people with developmental disabilities and their families improve the services and supports that they need so they have choices of where and how they live, work and are involved in their communities. The SCDD has different committees so people with can help us to learn about what is working and what needs to be changed in our services so people with developmental disabilities can live full and meaningful lives.

We thank you for your interest in joining the Employment First Committee (EFC). We are pleased to invite you to join the SCDD's EFC. The EFC works to help people with disabilities get good jobs that pay well in their community.

To do this, the EFC:

- Works with state and local agencies, including Regional Centers, Department of Rehabilitation, and the Department of Education to increase the number of people with disabilities who are working
- Recommends ways that youth with disabilities can start working earlier
- Reviews data about employment rates for people with disabilities and changes that would let more people with disabilities get good jobs
- Learn about problems that people from different backgrounds and communities are having getting services and jobs
- Sets goals to measure how many people are working, how much they earn and their satisfaction with their jobs
- Recommends changes to laws and policies that could help more people with disabilities have good jobs that pay well

The entire EFC meets four times per year, with smaller workgroup meetings in between to work on goals and initiatives. We think that your experiences and passion in employment for people with disabilities will support our work. Please note the below responsibilities and expectations of committee members:

- Attend EFC quarterly meetings. Meetings occur four times per year, and schedules are announced at the beginning of the year. Meetings are usually on Thursdays from about 10:00 am to 4:00 pm Pacific time, with a lunch break.
- Review meeting packets and prepare for meetings. Before meetings, an agenda with information about what we will be talking about will be shared with committee members. It is important to review the packet ahead of time so we can have a good conversation and make decisions as a team.
- Do work outside of quarterly meetings. Participants will be asked to help work on tasks and initiatives in between meetings.
- Assist in planning and writing the EFC annual report. The EFC annual report is where we talk about progress made, challenges people are experiencing, and ways to make things better in employment for people with disabilities.

- Committee members are asked to help think about what is important to say and to help draft the report for the legislature to read.
- Follow rules on how committee members can communicate with each other. You will be given training on rules and laws about this if you agree to be part of the EFC.

Please think about whether this seems like a good fit for you. With new laws, this is an exciting time to be supporting employment for people with disabilities. We hope you will join us.

Thank you for your consideration,

The Employment First Committee



Thank you for your interest in the Employment First Committee. We look forward to learning more about you!

1. Name:
2. Your role (check all that apply):
  - Person with a disability
  - Family member of person with a disability
  - Employer
  - Service Provider (e.g., job coach)
  - College/University staff
  - Regional Center staff
  - Other, please describe:
3. We hope to have our committee represent the diversity of California, including diversity in geography (e.g., Northern/Southern California, communities in cities, rural communities), disability status, race/ethnicity, LGBTQIA+ identity, and religion. If comfortable, please share what communities you belong to or identify with.
4. Please upload your resume or CV. (optional)

The EFC works to help people with disabilities get good jobs that pay well in their community. To do this, the EFC works with state and local agencies, reviews data about employment for people with disabilities, learns about problems and needs, and makes recommendations for change. Please note the below responsibilities and expectations of committee members:

- Attend EFC quarterly meetings four times per year. Meetings are usually on Thursdays from about 10:00 am to 4:00 pm Pacific time, with a lunch break.
  - Review meeting packets and prepare for meetings.
  - Do work outside of quarterly meetings to support EFC goals and recommendations.
  - Assist in planning and writing the EFC annual report.
5. Do you have the time and ability to do the activities described above? (e.g., attend EFC meetings)
    - Yes
    - No
    - Maybe

We would like to ask you a few questions to get to know you better. You can choose to answer these questions below, in writing, or you can choose to answer these questions by talking to someone on Zoom. What do you prefer?

- Answer in writing
  - Talk on Zoom
6. Tell us a little about your experience with employment for people with disabilities.

- This could include challenges in employment, successes in employment, supports that you're involved with toward employment.
- 7. What are your hopes and ideas for change(s) related to people with disabilities getting good jobs that pay well?
- 8. Are you involved in advocacy or committee work? If yes, please describe. *This is a not a requirement to join the EFC.*

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July 13, 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 prior to the meeting.

***Attachments***

None – may be handouts the day of meeting.

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**July 13, 2023**

**AGENDA ITEM 11.  
INFORMATIONAL ITEM**

**STATE COUNCIL ON DEVELOPMENTAL DISABILITIES – EFC**

***DDS Updates***

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

***Attachments***

None.

***Handout(s)***

May be additional handouts the day of the meeting.

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**July 13, 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.