Employing Individuals with Intellectual Disabilities and Developmental Disabilities in California

**“Real Work for Real Pay in the Real World”**

California Competitive Integrated Employment Blueprint

Annual Report

Year 1

Reporting Period: May 2017 – June 2018

Prepared by

California Department of Education

California Department of Rehabilitation

California Department of Developmental Services

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# VISION

Providing opportunities for Californians   
with intellectual disabilities and developmental disabilities (ID/DD)   
to prepare for and participate in competitive integrated employment (CIE).

# CORE PRINCIPLES

Person-centered planning is the basis for decisions and actions affecting the lives of individuals with ID/DD.

Coordination across local educational agencies,   
Department of Rehabilitation districts, and regional centers   
to develop and implement person-centered plans   
is the responsibility of each respective agency, in collaboration with individuals with ID/DD and their families.

Outreach to and engagement of individuals with ID/DD and their families such that they understand the role of each agency and   
are included appropriately in planning and services.

All individuals with ID/DD seeking employment   
are afforded opportunities for career exploration, career development, and postsecondary education and training.

Career exploration and development activities include   
work experience in CIE settings in the community.

Individuals with ID/DD are connected with community resources and appropriate services and supports from transition to adulthood,   
including benefits planning to encourage employment.

Employment services focus on CIE and work to   
phase out the use of subminimum wage.

Continuous development and use of Triple E practices   
that support increased opportunities for individuals with ID/DD to prepare for and engage in CIE. Triple E practices are **E**xemplary, **E**ffective, **E**merging strategies to support systems change.

# EXECUTIVE SUMMARY

The California Department of Education (CDE), California Department of Rehabilitation (DOR), and California Department of Developmental Services (DDS) are pleased to present the Competitive Integrated Employment Blueprint Annual Report (“Annual Report”) for State Fiscal Year (SFY) 2017/2018.

Consistent with the California Employment First Policy, the Competitive Integrated Employment Blueprint (“Blueprint”) is a statewide initiative designed to increase employment for Californians with intellectual disabilities and developmental disabilities (ID/DD). It works by identifying specific goals and strategies, carried out by state and local leadership, to increase opportunities for individuals with ID/DD to prepare for and participate in competitive integrated employment (CIE).

The Blueprint is the result of the joint efforts of the three departments in consultation and collaboration with Disability Rights California (DRC) and with the support of the California Health and Human Services Agency (CHHSA). Each department contributes their own financial and human resources, demonstrating their commitment to the Blueprint’s sustainability and success.

Blueprint direction and administration includes the Steering Committee, which provides leadership on Blueprint implementation. An Interagency Leadership Workgroup oversees implementation and provides guidance and technical assistance to state and local partners. Local leadership is provided by the 14 DOR districts, 21 regional centers, and over 500 local educational agencies (LEAs). In developing the Blueprint, the departments sought input from stakeholders, including youth, students and adults with ID/DD, and parents, school officials, provider organizations, employers, advocates, advisory bodies, such as DDS Disability Advisory Committee and the State Council on Developmental Disabilities, and others.

The Blueprint is centered on the following three goals:

1. Improve collaboration and coordination between the three departments to prepare and support all individuals with ID/DD who choose CIE.
2. Increase opportunities for individuals with ID/DD who choose CIE to prepare for and participate in the California workforce development system and achieve CIE within existing resources.
3. Support the ability of individuals with ID/DD to make informed choices and adequately prepare for, transition to, and engage in CIE.

## Key Accomplishments

The CDE, DOR, and DDS completed Blueprint development in May 2017 and immediately began the five-year implementation period ending in June 2022.

During this first year of implementation, new relationships formed at both the state and local level, while existing relationships strengthened. Core partners worked together to better understand each other’s service delivery systems, identify barriers and challenges, pilot new methods, and conduct outreach to community partners.

Listed below and in [Appendix A - CIE Blueprint Targeted Outcome Data Tables](#_Appendix_A_–) are the key accomplishments for SFY 2017/2018:

1. Achieved the primary Blueprint outcome by increasing the number of individuals with ID/DD working in CIE from 780 to 1,152.
2. Developed and disseminated CIE Blueprint Written Guidance and an   
   LPA Template, also available on the [CHHSA CIE](https://www.chhs.ca.gov/home/cie/) webpage.
3. Developed 13 new Local Partnership Agreements (LPAs) between LEAs, DOR districts and regional centers.
4. Leveraged the Senate Bill (SB) 644 Limited Examination and Appointment Program (LEAP) Internship Program,[[1]](#footnote-1) resulting in five individuals with ID/DD hired as full-time permanent state employees.
5. Increased utilization of work opportunities including the following:
   1. 25,313 students participated in paid work experience and unpaid community-based vocational education with CDE WorkAbility I (WAI).
   2. 29 individuals participated in On-the-Job Training (OJT) through DOR.
   3. 647 individuals participated in a DDS Paid Internship Program (PIP).
6. Explored a customized employment model with sequenced funding structures.
7. Developed an interactive Employment Resources Map.
8. Provided Career Counseling & Information and Referral (CC&IR) services through DOR to 14,008 individuals working at subminimum wage to encourage CIE.
9. Hired dedicated regional center Employment Specialists, funded through DDS, to act as subject matter experts on employment.

## Next Steps

In SFY 2018/2019, the departments will begin implementation of training and communication plans according to the Blueprint and set a new target for the number of individuals with ID/DD in CIE, the primary outcome of the Blueprint, for SFY 2019/2020. The departments will focus on state and local collaboration and coordination, continuing to build system capacity, and supporting an individual’s right to informed choice through the methods below.

To advance Goal 1,the departments will conduct the following:

1. Support LPAs to integrate new core partners into new or existing agreements and to engage parent and family organizations.
2. Post new or updated LPAs and Triple E practices that can be replicated and implemented statewide. Triple E practices are exemplary, effective, emerging strategies to support systems change.
3. Schedule five teleconferences with LEAs, DOR districts, and regional centers to provide technical assistance and obtain feedback on best practices for LPA implementation.
4. Continue developing the Interagency Data Sharing Agreement, including strategies to resolve barriers to individual data sharing.

To advance Goal 2,the departments will conduct the following:

1. Initiate planning of a Business Partner Initiative Workgroup to develop strategies for outreach and to engage local business partners.
2. Continue to share information on benefits planning to support transition from school to employment preparation services and CIE through technical assistance, in-person meetings, and the CIE webpage.
3. Leverage an interagency data sharing agreement between the DDS and the Employment Development Department to assess the statewide need for pre-employment foundational skills and employment services.

To advance Goal 3,the departments will conduct the following:

1. Expand the Service Delivery System Change Taskforce through nominations of staff from each department and invitations to key stakeholders.
2. Deliver the new CIE webinar to individuals and families to increase awareness of the tools and resources available to achieve CIE career goals.
3. Continue to provide CC&IR services regarding CIE opportunities.
4. Support Blueprint strategies to increase CIE goals and awareness of employment preparation services.

As the departments look toward the future, through the implementation of the Blueprint, individuals with ID/DD will have increased opportunities to receive the services they need across all three systems to achieve CIE, especially during the transition years to adulthood.

# BLUEPRINT OUTCOMES FOR 2017-2018

## Primary Outcome

The primary outcome of the Blueprint is to increase the number of individuals who have ID/DD in CIE. Beginning SFY 2017/2018, the three departments had a targeted outcome to collectively increase the number of individuals with ID/DD in CIE by at least 300, from 780 to 1,080.

**Outcome**: Between July 1, 2017 and June 30, 2018, **1,152** individuals with ID/DD participated in CIE.

This includes 1,056 individuals with ID/DD who achieved CIE through DOR and 96 through non-traditional regional center employment programs, such as Community Integration Services and Day Program Services.

## Goals and Evaluation Measures

This section outlines the strategies, actions, and accomplishments of the three departments in the first year of implementation, from May 2017 to June 2018. It includes targeted outcomes, actions initiated or completed, and next steps. All tools, resources, and webinars will be posted on the CHHSA CIE webpage at <https://www.chhs.ca.gov/home/cie/>.

## **Goal 1**

Improve collaboration and coordination between the three departments to prepare and support all individuals with ID/DD who choose CIE.

### Targeted Outcomes

#### **Written Guidance**

**Targeted Outcome**: By the end of the calendar year 2017, the departments will develop and distribute joint written guidance outlining coordination and collaboration at the state and local level.

**Result**: The departments developed and disseminated the CIE Blueprint Written Guidance to 137 Special Education Local Plan Areas (SELPAs) that cover over 500 LEAs, all 14 DOR districts, all 21 regional centers, and posted it on the [CHHSA CIE](https://www.chhs.ca.gov/home/cie/) webpage. The guidance provides managers and staff from LEAs, DOR districts, and regional centers with useful and current information on what is possible within policies and statutory requirements, along with roles and responsibilities.

#### **Sharing of LPAs and Triple E Practices**

**Targeted Outcome**: By the end of the first quarter of SFY 2017/2018 and each following year of implementation, the departments will post the LPAs, and identify and post Triple E practices that were implemented in the prior year on a California CIE webpage.

#### **Result**: Completed LPAs are posted on the [CHHSA CIE](https://www.chhs.ca.gov/home/cie/) webpage. Additional LPAs will be posted throughout the five-year implementation period. Triple E practices are posted as they become available. Refer to [Goal 2, Strategy 1](#_Goal_2,_Strategy) for more information on Triple E practices.

#### **CIE Annual Report**

**Targeted Outcome**: By December 31, 2018, and each following year of implementation, the departments will publish an Annual Report.

**Result**: The departments completed this CIE Blueprint Annual Report, which is available to view on the California Health and Human Services Agency (CHHSA) webpage. View at [[CHHSA CIE](https://www.chhs.ca.gov/home/cie/)](http://www.chhs.ca.gov/Pages/Competitive-Integrated-Employment-(CIE).aspx).

#### **Establishing LPAs**

**Targeted Outcome**: By the end of SFY 2017/2018, the departments will jointly enable and encourage the establishment of at least 13 new LPAs between LEAs, DOR districts, and regional centers including linkages to the workforce development system, and other key partners and stakeholders.

**Result**: Thirteen (13) LPAs were developed between LEAs, DOR districts, and regional centers.

“The LPA brought focused collaboration, an expansion of community employers and additional district goals to provide increased employment opportunities to students.”

*LEA Representative - LPA Core Partner*

### Goal 1, Strategy 1

Jointly develop and communicate written guidance. Seven actions contributed to the achievement of Strategy 1.

#### California CIE Website

In April 2015, the departments developed a California CIE webpage hosted by CHHSA. Each department offers a link to the CIE site on their webpage and widely communicates and shares about this joint resource. The CIE webpage provides links for Blueprint work products, resources, and stakeholder updates.

To view, please visit the [CHHSA](https://www.chhs.ca.gov/) website and select the tab at the top titled [CIE](https://www.chhs.ca.gov/home/cie/).

#### Employment Data Dashboard

The [Employment Data Dashboard](https://scdd.ca.gov/employment_data_dashboard/) is a collection of data on the employment of individuals with ID/DD, available through the [State Council on Developmental Disabilities](https://scdd.ca.gov/). The departments linked their websites to this dashboard.

* CDE – [Employment First Policy](https://www.cde.ca.gov/sp/se/st/employmentfirstpolicy.asp)
* DOR – [California CIE Blueprint](https://www.dor.ca.gov/Home/CieBlueprintforChange)
* DDS – [Work Services Home](https://www.dds.ca.gov/WorkServices/index.cfm)

#### Initial Statewide Written Guidance

The departments jointly developed Written Guidance for the implementation of the Blueprint. The final document incorporated all elements specified in the Blueprint, including a description of recommended effective strategies. It was distributed throughout the state in April 2018.

#### State Department / Partner Written Guidance

Each department developed operational requirements for local implementation.

**DOR**: Distributed Guidance Circulars, including:

* Youth Seeking Subminimum Wage Employment
* Determining Integrated Work Settings

**CDE**: Updated the statement of assurances for the 2018–2019 WAI Grants. The revisions include language requiring grant recipients to enter into LPAs with the local DOR districts and regional centers.

**DDS**: Welfare and Institutions Code Section 4629[[2]](#footnote-2) added employment-related measures to regional center contracts, effective calendar year 2018. This requires annual performance objectives that measure progress and report outcomes for implementing the Employment First Policy.[[3]](#footnote-3)

#### Stakeholder Meetings and Forums

The departments convened public forums, meetings, presentations, and conferences to gather stakeholder input on the Blueprint. A complete list of these events, and meetings subsequent to the Blueprint, is available in [Appendix B – CIE Blueprint Communication and Training Events](#_Appendix_B_–_1). This appendix will be updated annually with additional stakeholder meetings.

#### Information Sharing

The departments collectively gathered relevant information and resources and continue to do so. Resources are available on the [CIE](http://www.chhs.ca.gov/Pages/Competitive-Integrated-Employment-(CIE).aspx) webpage and are shared at meetings with department staff and stakeholders, including advisory committee meetings and SELPA Director meetings.

#### Local Commitments

The departments encouraged local commitments through the establishment of LPAs. The Interagency Leadership Workgroup presented to the Advisory Commission on Special Education and gained support for CIE. The DOR additionally received support for CIE from the State Rehabilitation Council. The DDS initiated discussions with the Regional Center Board Members at the Association of Regional Center Agencies.

### Goal 1, Strategy 2

Promote local level collaboration and the development of LPAs that address CIE. Seven actions contributed to the achievement of Strategy 2.

#### State Interagency Agreements Timeline

The departments established a timeframe to update existing agreements, including agreements between CDE and DOR, and DOR and DDS. Refer to [Goal 1, Strategy 2, Action 5](#_State_Level_Interagency) for more information on the CDE and DOR agreement.

#### Local LPA Template and LPA Focus Areas

In June 2017, the departments developed an LPA Template to help guide LEAs, DOR districts, and regional centers in establishing their agreements. To view the LPA Template, please visit the [CHHSA CIE](https://www.chhs.ca.gov/home/cie/) webpage.

#### Local Collaboration

For the purpose of supporting local collaboration, regional center Employment Specialists, DOR Supported Employment Liaisons, and WAI project representatives act as the local level subject matter experts; they provide training and tools to local staff. Each department holds regular meetings with their respective subject matter experts to disseminate information and resources.

#### Local Area LPAs

The departments directed LEAs, DOR districts, and regional centers to participate in LPAs as follows:

* The DORdirected all of its 13 geographical districts to enter into LPAs.
* The DDSadded LPA development, and other CIE related outcomes, to the 21 regional center performance contracts.
* The CDE directed all WAI projects (currently 270) to enter into LPAs by revising the WAI statement of assurances to include LPA participation.

Next steps will be continued support for LEAs and regional centers to participate in new or existing LPAs through training and technical assistance.

#### State Level Interagency Agreements

The CDE and DOR renegotiated an existing interagency agreement to include the Workforce Innovation and Opportunity Act (WIOA) Section 511 requirements for youth seeking subminimum wage employment, DOR Student Services, and student outreach and referral procedures. Next steps are to renew the interagency agreement between DDS and DOR.

#### Local Partnership Agreement Tracking

The departments gathered information on the frequency and occurrence of local partner collaboration meetings, as documented in each LPA. Most regions agreed to meet at least quarterly or semi-annually, and more frequently as needed. Next steps will include an exploration of strategies to report individual meetings.

#### Jointly Sponsored Training and Technical Assistance

The departments provided training and technical assistance to local core partners for the development of LPAs through the following methods:

* In June 2017, the CDE, DOR, and DDS held a statewide teleconference, which provided instructions and resources to assist in establishing LPAs.
* In October 2017, the CIE Interagency Leadership Workgroup conducted thirteen technical assistance teleconferences with local educational agencies, SELPAs, WAI projects, DOR districts, and regional centers.
* The Written Guidance, distributed in April 2018, included examples of specific steps local communities could take to establish their LPAs.
* In June 2018, the CDE arranged for a webinar through the California Services for Technical Assistance and Training to WAI staff statewide. This webinar provided technical assistance for developing LPAs, addressed concerns for initiating LPAs, and highlighted a real-life example of how one project initiated the development of an LPA.
* Additional ongoing technical assistance was provided through various means, including DOR District Administrator meetings, WAI Advisory Committee meetings, and regional center Employment Specialist meetings.

“One of our students with a certificate of completion that recently completed our Project SEARCH program was very ready for employment. She had demonstrated her employability skills in the program and was ready for the world of work. She was not yet 22 however, she didn’t want to continue on with her education in K12. She had worked part time through WAI during the summer at a local café and the employer was interested to hire her. Working with the DOR counselor and regional center counselor we were able to put together a support plan for her to work at the café while her service record was transferred to a Supported Employment vendor. We are currently in the process of making this transition and so far, so good. While this is still a work in progress, it is great that we are able to work together to support this student so that she can have an opportunity to be competitively employed in her community.”

*LEA Representative*

### **Goal 1, Strategy 3**

Jointly improve data collection and sharing. Two actions contributed to the achievement of Strategy 3.

#### Interagency Data Sharing Agreement

The departments established a Data Sharing Agreement workgroup to begin development of an agreement. The goal is to better identify and track CIE outcomes for individuals with ID/DD. The workgroup’s initial discussions included types of data needed, types of data available, and the means to transmit data.

#### Research Funding Alternatives

Each department conducted preliminary research on resources and costs associated with developing an enhanced data system which would allow regional centers, DOR districts, and LEAs to share individual-level data. Next steps include researching state and local program funding resources to support data sharing system development. For example, leveraging co-enrollment efforts through the California Workforce Association within the America’s Job Center of California (AJCC).

## **Goal 2**

Increase opportunities for individuals with ID/DD who choose CIE to prepare for and participate in the California workforce development system and achieve CIE within existing resources.

### Targeted Outcomes

#### **Increase Students in Work Experience**

**Targeted Outcome**: By the end of SFY 2017/2018, and as a result of the efforts of the three departments, increase the number of students with ID/DD who participate in paid work experience and/or unpaid community-based vocational education, with supports as needed, by 10% over current WAI data contingent upon the allocation of additional or redirected funding.[[4]](#footnote-4)

**Result**: As of June 30, 2018, 6,406 students with ID/DD participated in paid work experience, along with 18,907 who participated in unpaid community-based vocational education through WAI, for a total of 25,313 participants. This equates to a 13% increase from the 2014/2015 baseline. WAI has not received additional or redirected funding.

“A high school junior with intellectual disabilities from one of the WAI programs had a dream job to become a gardener. This year, because of expansion of DOR and their Student Services program, the WAI Specialist reached out to create a partnership where WAI would secure a job site, and DOR would subsidize the pay with their vendor. WAI reached out to the school district’s Department of Sustainability, Maintenance, and Operations, and set up a job where he would work with the maintenance staff in the raking and gathering of leaves, in addition to gardening and planting around campus as needed. The best part is, he is now working alongside two staff members who remember him as an elementary school boy. He is loving every minute of it!”

*LEA Representative - LPA Core Partner*

#### **Information and Technical Assistance to Supported Employment Group Providers**

**Targeted Outcome**: By the end of SFY 2017/2018, provide information and technical assistance for CIE placements to 100% of supported employment group providers to help increase individual placements.[[5]](#footnote-5)

**Result**: As of June 30, 2018, 100% of supported employment group providers were provided information and technical assistance for CIE placement.

DOR Community Resources Development (CRD) Specialists provided information and technical assistance to supported employment group providers on WIOA and CIE at various meetings, including local work services meetings, task force meetings, and individual provider meetings.

#### **Increase “Earn and Learn” or On-the-Job Training Participation**

**Targeted Outcome**: By the end of SFY 2017/2018, increase the number of individuals statewide participating in “Earn and Learn” or OJT with business partners by at least 25 annually.

**Result**: Between July 1, 2017 and June 30, 2018, a total of 676 individuals with ID/DD participated in an “Earn and Learn” program, currently including PIP and OJT.

* 647 individuals participated in PIP, a paid internship program through DDS.
* 29 individuals participated in an OJT, a non-binding agreement between an individual with a disability, the DOR, and a business, designed to result in permanent CIE.

“Last year, a family advocated for their son to get a full-time job rather than work in the part-time retail position where he had previously worked. The DOR assisted him in finding a full-time position as a shipping and receiving clerk in a small machine shop in Southern California and funded an On-the-Job Training opportunity for the consumer. He is now working full-time, and the consumer and family are very happy with the outcome of this employment.”

*DOR Rehabilitation Counselor*

### **Goal 2, Strategy 1**

Jointly identify and improve Triple E practices. Three actions contributed to the achievement of Strategy 1.

#### Strategies on Providing CIE Services

Triple E practices are exemplary, effective, and emerging strategies to support systems change in providing CIE services, collected from programs that have proven successful in achieving CIE outcomes. Each practice is a program design element that can be replicated in other programs.

The departments collected several Triple E practices from local programs and will continue to do so in the next steps of Blueprint implementation. These program designs are described below, with samples on the [[CHHSA CIE](https://www.chhs.ca.gov/home/cie/)](http://www.chhs.ca.gov/Pages/Competitive-Integrated-Employment-(CIE).aspx) webpage:

1. **CIE Incentive Payments Program Design**   
   Utilizing a program model that enables service providers to access CIE incentive payments when regional center consumers retain CIE per the Individual Program Plan (IPP).
2. **PIP Program Design**  
   Accessing PIP dollars to develop opportunities for individuals with ID/DD to participate in a paid internship program.
3. **Vendorization of Schools Program Design**  
   Vendorizing LEAs through the local regional center to become an employer of record for the purpose of developing a PIP.
   1. A school must prepare a program design in order to be vendorized.

#### CIE Provider Webinar

The departments initiated the development of a webinar for supported employment providers on Triple E practices.

#### Training Development

The departments identified and shared Triple E practices and resources through meetings, teleconferences, and the CIE webpage.

### Goal 2, Strategy 2

Determine and encourage statewide supported employment provider capacity to support CIE. Five actions contributed to the achievement of Strategy 2.

#### Community Resource Mapping

In 2017, the departments developed an interactive Employment Resources Map, available on the [CHHSA CIE](http://www.chhs.ca.gov/Pages/Competitive-Integrated-Employment-(CIE).aspx) webpage, that allows users to identify the number and location of existing programs for individuals with ID/DD. It includes all Supported Employment Individual Placement Providers, WAI Projects, College to Career Programs, Transition Partnership Programs (TPPs), We Can Work Contracts, AJCC offices, Family Resource Centers, and 21 regional centers throughout California.

#### Adult Work Experience

The departments shared information on the services listed below to assist service providers and individuals to shift from non-integrated to integrated employment.

1. The PIP, funded by DDS[[6]](#footnote-6), is designed to increase the vocational skills of individuals with ID/DD to create a pathway to CIE, who have a goal of CIE in their IPP. Pathways to CIE can include self-employment enterprises, apprenticeships, and other business opportunities that can lead to future paid employment. Goals of this program include the acquisition of experience and skills for future paid employment, or for the internship itself to lead to full or part-time paid employment in the same job. Notably, the Lanterman Act was amended to afford individuals ages 18-22 the opportunity to participate in a PIP.
2. Tailored Day Services[[7]](#footnote-7) is funded by DDS and made available to all regional centers statewide. It allows individuals with ID/DD to opt out of traditional day program services to receive individualized services. Tailored Day Services allow postsecondary education and technical or vocational training in the community, among other services. The expected outcome is to increase the individual’s ability to lead an integrated and inclusive life, including the achievement of CIE. The scope, type, and duration of services are determined through the person-centered planning process and specified in the IPP.

“I always wanted my daughter to work and believed that she could hold down a job. I thought I would have to go out and knock on doors myself to find someone to give her a chance. Through the new opportunities provided to our district she was given an internship. She was an intern at a local retail store, since she loves fashion. She worked there for an entire year building her skills. At the end of the internship she was offered a job! She exited the public-school system at 22 and went to work. She has continued to work all year and recently learned to take public transportation to work, which was growth for both my daughter and myself. My daughter continues to have goals to own an on-line clothing business, work in other departments of the store, take art classes, meet up with new friends. I am forever grateful.”

*Parent*

#### Partnership Opportunities for Sequenced Funding

Within the LPAs, the departments encouraged core partners to conduct outreach to local community partners (e.g., local workforce development, providers, Family Resource Centers), contributing to the implementation of new funding and support strategies for employment.

#### Supported Employment and Customized Employment Funding

The DOR job coaching rates were increased by 19 percent, from $30.82 per hour to $36.57 per hour, in July 2016 to align with the service rate increases implemented by the DDS per Assembly Bill X2-1 (Chapter 3, Statutes of 2016). A next step for supported employment funding includes a DDS rate study[[8]](#footnote-8) of supported employment providers.

The departments additionally explored customized employment funding structures. In June 2018, DOR established a new customized employment service description and rates to be piloted. The DOR initiated pilot programs of the new service in July 2018 that will continue through June 30, 2019, in the DOR districts of San Diego, Inland Empire, and Van Nuys Foothill.

The new customized employment model includes a sequenced funding between the DOR district and regional center, in which the regional center funds the first two components of the service (Discovery Process and Creating Discovery Document and Planning), and DOR funds the last two components (Business Negotiation and Job Site Analysis and Systematic Instruction and Ongoing Supports). At the conclusion of the last component, and if the individual is stable on the job, they are transferred back to regional center who will fund additional support as necessary.

#### Statewide Needs Assessment

The departments identified steps to develop a statewide needs assessment of the demand for pre-employment foundational skills and employment services. The next steps are to leverage an interagency data sharing agreement between the DDS and Employment Development Department. The goal is to utilize earnings reports by region[[9]](#footnote-9) to build upon the Employment Resources Map, identifying areas where more employment resources may be needed.

### Goal 2, Strategy 3

Support transition from school to employment preparation services and CIE. Two actions contributed to the achievement of Strategy 3.

#### Communication to Facilitate Increases in System Capacity for CIE

1. **Employment-Career Preparation Webpage**  
   The CDE offers information and resources to LEAs through the Employment Career Preparation webpage, located on the Secondary Transition Planning section of the CDE Website. The webpage provides information for students and parents on transition from school to employment preparation and CIE. One of the resources is the reference guide entitled, “Transition Planning: The Basics.” Included is a link to the DOR webpage for DOR Student Services. Also offered are resources and information on career readiness skills, exploration and preparation and employment resources. <https://www.cde.ca.gov/sp/se/st/careerprep.asp>
2. **Parent Training and Information Centers (PTICs)**  
   The CDE met with statewide representatives from PTICs to discuss the role of parent and family organizations in LPAs and opportunities to partner with local LEAs, DOR districts, and regional centers and contribute to the implementation of new strategies for employment. The CDE is developing resources for PTICs and Family Empowerment Centers to inform parents about opportunities with the Blueprint and LPAs.
3. **Regional Center Employment Specialists**  
   The DDS provided information to regional centers regarding Tailored Day Services and other employment preparation services through quarterly teleconferences and webinars with regional center Employment Specialists.
4. **Benefits Planning**  
   The DOR Work Incentive Planners (WIPs) provide DOR Supplemental Security Income (SSI)/Social Security Disability Insurance (SSDI) consumers the knowledge, tools, and resources to effectively utilize all available work incentives to obtain and maintain CIE while decreasing poverty and reliance on Social Security benefits.

The DDS provided information on benefits and work incentives through a webinar to regional center Employment Specialists, including Impairment Related Work Expenses (IRWE), Plan to Achieve Self-Support (PASS), Ticket to Work, and California Achieving Better Life Experiences (CalABLE).

“A junior college student with autism dedicatedly met with a DOR Business Specialist on a weekly basis to pursue job search and internship opportunities. He also met with a DOR Work Incentives Planner (WIP) to address his concerns related to his SSI and Medi-Cal and discussed work scenarios showing different ways his SSI would be adjusted. In March 2018, he obtained employment with an IT company as a Computer Numerically Controlled (CNC) machinist working 40 hours per week and making $17.41 per hour. He told the WIP and Business Specialist that he will continue school on his own to finish his AA degree as he only needs one more semester to finish. His father told the WIP that DOR has immensely changed his son’s life positively in which he is forever grateful for the DOR and services it provides.”

*DOR Vocational Rehabilitation Team*

#### Oversight Responsibility

The CDE's Focused Monitoring and Technical Assistance Education Programs Consultants are responsible for coordinating all monitoring and technical assistance activities for the LEAs and SELPAs in their assigned counties. This includes ongoing special education program reviews related to the IDEA transition requirements. Program reviews include the following question:

* “Does the LEA reconvene the Individualized Education Program (IEP) team to identify alternative strategies to meet the transition objectives when a participating agency other than the LEA fails to provide the transition services in the IEP?”

### Goal 2, Strategy 4

Develop business partner initiatives. Strategy 4 actions are scheduled beyond the first year of implementation and will included in future Annual Reports.

### Goal 2, Strategy 5

Develop tools and resources. One action contributed to the progress in achieving Strategy 5.

#### CIE Resource Virtual Toolbox

The departments began development of CIE roadmaps and a CIE toolbox, which will be finalized in the next steps of implementation. Links to national programs are available on the CHHSA CIE webpage.

## **Goal 3**

Support the ability of individuals with ID/DD to make informed choices and adequately prepare for, transition to, and engage in CIE.

### Targeted Outcomes

#### **Reducing Subminimum Wage Placements**

**Targeted Outcome**: By July 22, 2016, the DOR and DDS will not place any individual age 24 or younger in a job earning subminimum wage or lower, unless all regulatory requirements have been met.[[10]](#footnote-10)

**Result**: As of July 22, 2016, DOR has not placed any individual with ID/DD age 24 or younger in a job earning subminimum wage or lower.

The DDS has approximately 157 individuals, ages 24 and under, earning subminimum wage in Supported Employment-Groups and Work Activity Programs. DDS continues to promote CIE and the CA Employment First Policy, and has created the CIE incentive payment program and the PIP to provide more opportunities for individuals to pursue and obtain CIE. The DDS works with regional centers to ensure individuals have IPP goals in place to support their choice to engage in CIE or activities that may lead to CIE.

#### **Increasing Competitive Integrated Employment Goals**

**Targeted Outcome**: Of the individuals with ID/DD who say they want a job, work to increase the numbers who have a goal of CIE in their IPP by 10% annually beginning SFY 2017/2018.[[11]](#footnote-11)

**Result**: As of June 30, 2018, consistent with the California Employment First Policy, the DDS is collecting triennial National Core Indicators (NCI) data to measure the goal of CIE in the individual’s IPP. The next NCI report is anticipated in March 2019.

#### **Increasing Awareness of Employment Preparation Services**

**Targeted Outcome**: Increase consumer awareness, through the IPP process, of employment preparation services available to support CIE by 10% annually beginning SFY 2017/2018.[[12]](#footnote-12)

**Result**: As of June 30, 2018, 14 regional centers have Employment First Policies that are consistent with the California State Employment First Policy.

Currently, regional centers report data on a triennial basis. Next steps will be to develop strategies to measure annual increases in consumer awareness of CIE and the number of consumers who indicate CIE as a goal in their IPP.

#### **Increased Counseling, Information and Referral Services**

**Targeted Outcome**: By the end of SFY 2017/2018, the DOR and DDS will provide counseling, information, and referral services regarding CIE opportunities to 400 employed individuals currently working at subminimum wage.[[13]](#footnote-13)

**Result**: From July 1, 2017 through June 30, 2018, a total of 14,008 individuals with ID/DD working at subminimum wage were provided Career Counseling & Information and Referral (CC&IR) services.

### Goal 3, Strategy 1

Increase individual awareness of tools and resources available to support the achievement of their career goals toward CIE. Twelve actions contributed to the achievement of Strategy 1.

#### Communication Plan

The departments developed a Communication Plan, including strategies to reach individuals and families with information, tools, and resources for CIE. Strategies include, but are not limited to:

* Talking points, PowerPoint presentations, webinars and roadmaps.
* Outreach to parent and family organizations.

#### CIE Webinar

The departments developed a CIE Webinar for individuals with ID/DD and their families, including key areas of concern for individuals with ID/DD and their families, such as understanding CIE, services and supports, benefits, and transportation. It also includes real-life success stories of individuals with ID/DD who achieved CIE. Next steps include statewide delivery of the CIE Webinar.

#### Pre-Employment Transition Services

The DOR implemented statewide WIOA pre-employment transition services,[[14]](#footnote-14) known in California as DOR Student Services. These are job exploration and job preparation services, including job exploration counseling, work-based learning experiences, postsecondary education counseling, workplace readiness training, and instruction in self-advocacy.

The LEAs and local DOR offices have begun collaborating to provide transition services, including DOR Student Services to students with disabilities ages 16 through 21, and proactively coordinating information sharing at Individual Program Plan (IEP) and IPP meetings. The DOR implementation activities between January and June 2018 included the following:

* Launching a new [Student Services](http://www.dor.ca.gov/Home/StudentServices) webpage. (<http://www.dor.ca.gov/Home/StudentServices>)
* Redirecting 210 staff to work primarily with Student Services.
* Providing comprehensive training to Student Services staff on how to provide DOR Student Services.
* Delivering information, in partnership with CDE, to over 500 LEAs encouraging them to coordinate with DOR districts for transition services, including DOR Student Services.

#### CIE Information

The DOR established the Achieving Community Employment (ACE) Team. The ACE counselors provided CC&IR services to 14,008 individuals working in subminimum wage employment, to provide them with information and resources on CIE and Employment First. This was accomplished by coordinating with 107 California employers who hold Fair Labor and Standards Act 14(c) subminimum wage certificates, including over 95 CRP service providers. The number of employers with 14(c) certificates decreased from 139 to 107 during SFY 2017/2018.

The CDE offered technical assistance to LEAs on Employment First and began developing resources on CIE that will be provided to students and families during IEP meetings.

The DDS offered technical assistance to regional centers on Employment First and supports to achieve CIE in the IPP process. Technical assistance was provided through quarterly teleconferences and webinars with regional center Employment Specialists.

#### Transition Services

The CDE monitors LEA compliance with transition requirements on an ongoing basis, including that beginning at age 16, the IEP shall include appropriate measurable postsecondary goals based upon age-appropriate transition assessments, as well as the transition services necessary to assist the student in reaching those goals.

The CDE monitors compliance in this area through special education program review items, conducted by the Focused Monitoring and Technical Assistance Education Programs Consultants, including specific questions about IEP goals and transition services.

The DOR provides a vocational assessment, as needed, as part of the vocational rehabilitation process, for all eligible students who choose to have an Individualized Plan for Employment (IPE).

#### Accommodations and Supports

Through the Written Guidance, the departments encouraged discussions to ensure continuity of accommodations and supports across the departments’ person-centered plans and service delivery systems.

#### Grant and Contract Requirements

The WAI program is a grant, funded and administered by the CDE. The program provides comprehensive pre-employment foundational services, work experience, skills training, and employment placement for high school students in special education. The CDE requires, as a condition of the WAI grant, that grantees provide information regarding Employment First, opportunities for employment, and supports to achieve CIE to WAI students with ID/DD ages 16 and above.

The DOR is incorporating the following language into the TPP Scope of Work Introduction as contracts renew or amend over the course of the next 3 years:

* The TPP contractor will provide information to the TPP students with ID/DD ages 16-21 regarding Employment First, opportunities for employment, and supports to achieve Competitive Integrated Employment.

#### Systems Change Funding

In SFY 2017/2018, the DDS provided $15 million in grants to providers to shift their services from non-integrated settings to integrated settings. This included providers of various programs, including Work Activity Programs and day programs.

The goal of these systems-change funds was to develop community-based programming to comply with the Home and Community-Based Services (HCBS) settings rule, which will improve the CIE opportunities of individuals within these programs.

“The DDS HCBS Compliance Grant has been invaluable towards The Arc of San Diego’s efforts to improve the quality of person-centered planning and assist clients in identifying new person-center tools to help identify communities of interest and create specific choice and integration Individual Service Plan goals for themselves. The funding allows us to create an organizational knowledge base on HCBS principals and educate staff and external stakeholders on HCBS rules and upcoming changes to services.”

*Service Provider*

#### CIE Incentive Funding

Through DDS, regional centers offer CIE Incentive Payments to provider agencies for placement and retention in CIE. In SFY 2016/2017, a total of 344 individuals participated in the CIE incentive payment program. In SFY 2017/2018, 964 individuals participated in the CIE incentive payment program; and increase of 180 percent. Also, in SFY 2016/2017, the DDS developed and implemented the PIP as another pathway to CIE.

#### Transition Virtual Tools and Resources

The CDE developed a fact sheet on CIE and a checklist on the secondary transition process that will be made available on the CIE webpage.

#### Career Development Tools and Resources

The departments initiated the development of roadmaps and a fact sheet for individuals with ID/DD and their families that will outline the employment services offered by each department and how to access these services. Next steps include finalizing the roadmaps, sharing them with the DDS Advisory Council for feedback, and disseminating them statewide.

#### Strategies to Limit Use of Subminimum Wage

In addition to the actions described in [CIE Information](#_CIE_Information), the departments supported person-centered planning to limit the use of subminimum wage as follows:

* CDE offered technical assistance to LEAs on the IEP process, for all students with ID/DD ages 16 and above, to achieve CIE.
* DOR offered technical assistance to Supported Employment Liaisons regarding the alignment and sequencing of the IEP, IPE, and IPP.
* DDS offered technical assistance to regional centers to support consumers efforts to achieve CIE through the IPP process.

Next steps will include the identification of additional person-centered strategies to assist individuals who participate in subminimum wage on a long-term basis to consider and work towards CIE.

### Goal 3, Strategy 2

Support the development of system knowledge, skill, and ability to deliver CIE. Three actions contributed to the achievement of Strategy 2.

#### Staff Development and Training Plan Outline

The departments began development of a training plan outline, intended to build knowledge and skills on services that lead to CIE, the transition process, benefits planning, and engaging employers. Next steps will be to complete a comprehensive training plan for core partner staff, individuals and families, and other stakeholders.

#### Subminimum Wage

The departments provided guidance to employers and individuals about the legal requirements for limiting the use of subminimum wage, and ways to maximize opportunities for CIE.

* CDE continued to direct LEAs not to use WAI funds for supporting work in subminimum wage settings.
* The DOR created a webpage on [CC&IR](https://www.dor.ca.gov/Home/CareerCounselingInformationandReferral) for employers and employees, including WIOA Section 511 restrictions on the payment of subminimum wage to youth and a fact sheet for youth seeking subminimum wage employment.
* The DDS provided information to regional centers regarding WIOA Section 511 restrictions on the payment of subminimum wage to youth. Regional centers share that information with employers and service providers who hold Fair Labor and Standards Act 14(c) subminimum wage certificates.

#### Training Plan

The departments developed and offered training to stakeholders, including the Supported Life Conference in 2017, the California Employment Consortium for Youth and Young Adults with ID/DD (CECY) webinar in June 2017, the Advisory Commission on Special Education in August 2017, and the WAI projects statewide in June 2018. Refer to [Appendix B](#_Appendix_B_–_1) for additional trainings.

### Goal 3, Strategy 3

Increase opportunities for individual participation in activities that support informed choices leading to CIE. Five actions contributed to the achievement of Strategy 3.

#### Supported Employment Information

The DOR provided district staff with information and resources to encourage CIE, including supported employment individual placements as a first choice through the documents listed below. These documents were additionally provided to DDS and CDE to share with regional center and LEA staff, as appropriate.

* Guidance to DOR district staff titled “Determining Integrated Work Settings.” The WIOA integrated settings criteria[[15]](#footnote-15) requires all DOR employment placements to be positions in the community. It emphasizes interactions with co-workers, and that the position is available to individuals with and without disabilities across the work site and work unit.
* An Integrated Settings Checklist for use by counselors to determine on a case-by-case basis whether an individual’s placement meets the definition of an integrated setting.

Through the CIE Written Guidance, the departments additionally disseminated information to LEAs, DOR district staff, and regional centers to encourage the consideration of CIE, including SE Individual Placement, as a first choice.

#### Time-Limited Service

Consistent with WIOA and federal implementing regulations, DOR supported employment means CIE. This can include customized employment or employment in an integrated work setting in which an individual with a most significant disability is working on a short-term basis toward CIE. The expectation is that, after a short period of time—typically up to six months, but not more than 12 months—the individual will achieve CIE in supported employment.[[16]](#footnote-16) Next steps include DOR disseminating policy guidance to DOR districts in the DOR Rehabilitative Administrative Manual on the limited use of the short-term basis.

#### Service Delivery System Change Task Force

The departments initiated the Service Delivery System Change Task Force (“Task Force”), the core of which will be the Interagency Leadership Workgroup. The Task Force will provide leadership, training, and technical assistance to key LEA, DOR, and regional center staff. Each department identified staff to participate who have expertise in CIE, transition, and post-school outcomes. Next steps will include expanding the Task Force through nominations of staff from each department and invitations to key stakeholders.

#### Pre-Employment Opportunities

Initial technical assistance to service provider staff to develop and provide pre-employment foundational skills (e.g., soft skills training) was provided by DOR and DDS. The DOR developed a desk manual for soft skills training and made it available to service providers. The DOR Community Rehabilitation Resources Specialists additionally provide ongoing technical assistance and support. The DDS provided ongoing technical assistance through compliance monitoring of service providers.

#### CIE Opportunities within State Service

The DOR and DDS partnered with California Department of Human Resources (CalHR) to participate in the SB 644 LEAP Internship pilot project. The joint project looks to increase the employment of individuals with disabilities in California civil service. The pilot placed student interns in state departments. All individuals placed in paid internships in the project are dual customers of both the regional center and the DOR.

For the SB 644 LEAP Internship pilot, seven individuals with ID/DD participated in internships with these State of California Departments: CalHR, Department of Industrial Relations (DIR), DOR, Department of General Services, and Employment Development Department. By June 30, 2018, five interns were hired as civil servant employees at the DOR and DIR, the departments in which they interned.

# CONCLUSION

Everyone has the right to work and achieve self-sufficiency. In alignment with person-centered planning, CIE is the first option to be considered for youth, students, and working-age individuals with ID/DD.

As the three departments, CDE, DOR, and DDS, move forward with Blueprint implementation, the vision for the future is clear:

* Every individual, including youth/students and adults, with ID/DD has the opportunity to succeed in CIE.
* Individuals with ID/DD have increased opportunities to receive the services they need across all three systems to achieve CIE, especially during the transition years to adulthood.
* The business community is better able to access individuals with ID/DD as a potential workforce.
* Services provided across all three systems are coordinated and prepare individuals with ID/DD for CIE.
* Collaborative relationships are developed and maintained between LEAs, DOR districts, and regional centers across the state.

The Blueprint is a tool to achieve Employment First and CIE for all Californians with ID/DD. The future begins with state and local conversations and a willingness to work together in new and innovative ways. The departments appreciate the participation and support from LEAs, DOR districts, and regional centers and their focus on local collaboration in all aspects of the Blueprint efforts.

# **Appendix A** – CIE BLUEPRINT TARGETED OUTCOME DATA TABLES

Table 1: CIE Placements

| **Measure** | **Goal 17/18** | **Outcome**  **17/18** | **Goal 18/19** | **Outcome 18/19** | **Goal 19/20** | **Outcome 19/20** | **Goal 20/21** | **Outcome 20/21** | **Goal 21/22** | **Outcome 21/22** |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| CIE Placements | 1,080 | 1,152 | 1,280 |  |  |  |  |  |  |  |

Table 2: Targeted Outcome Measures

| **Measure** | **Goal 17/18** | **Outcome**  **17/18** |
| --- | --- | --- |
| LPAs Developed | 13 | 13 |
| Number WAI Work Experiences (Paid/Unpaid) | 24,594 | 25,313 |
| PIP and OJT Number Served | 25 | 676 |
| CC&IR: Number Served | 400 | 14,008 |

# **Appendix B** – CIE Blueprint Communication and Training Events



1. SB 644 (Hancock, Chapter 356, Statutes of 2015) [↑](#footnote-ref-1)
2. Developmental Services Trailer Bill, Assembly Bill (AB) 107 (Chapter 18, Statutes of 2017), [↑](#footnote-ref-2)
3. Employment First Policy is pursuant to Welfare and Institutions Code, Section 4869 [↑](#footnote-ref-3)
4. This equates to a net increase of 2,236 students, based on the SFY 2014/2015 WAI data of 22,358 students with ID/DD placed or engaged in unpaid community based vocational education. [↑](#footnote-ref-4)
5. Based on current DDS data (November 2, 2018), there are 191 supported employment providers providing individual placements and 146 providing group placements. [↑](#footnote-ref-5)
6. Welfare and Institutions Code was amended to add Section 4870 for the PIP [↑](#footnote-ref-6)
7. Welfare and Institutions Code, Section 4688.21 [↑](#footnote-ref-7)
8. Welfare and Institutions Code, Section 4519.8 [↑](#footnote-ref-8)
9. Unemployment Insurance Code, Section 1095(s) [↑](#footnote-ref-9)
10. 34 CFR 397.20 describes the requirements related to the limitations on subminimum wage placements for youth with disabilities. [↑](#footnote-ref-10)
11. Based on the 2014/2015 NCI survey data, 44% of individuals state they are unemployed and want a job. Additionally, 27% have community employment as a goal in their IPP. [↑](#footnote-ref-11)
12. Based on current DDS data, there are 70,000 working-age adults (ages 18 and above) in Work Activity Programs and Day Program services. [↑](#footnote-ref-12)
13. Prior to the WIOA requirements regarding subminimum wage, and based on DOR SFY 2013/2014 data, the DOR annually closed the record of services for an average of 700 individuals at subminimum wage. [↑](#footnote-ref-13)
14. 34 CFR 361.48 [↑](#footnote-ref-14)
15. 34 CFR 361.5(c)(9) [↑](#footnote-ref-15)
16. 81 Fed. Reg. 55630, 55647, Aug. 18, 2016 [↑](#footnote-ref-16)