



EMPLOYMENT FIRST COMMITTEE (EFC) AGENDA/NOTICE

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DATE: June 30, 2015
TIME: 10:00 a.m. – 4:00 p.m.
LOCATION: Hilton Sacramento Arden West
2200 Harvard Street
Sacramento, CA 95815
Phone: (916) 922-4700

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 Michael Brett at (916) 322-8481 or email michael.brett@scdd.ca.gov. Requests must be received by 5:00 pm, June 24, 2015.

	<u>AGENDA</u>		<u>Page</u>
1.	CALL TO ORDER	K. Weller	
2.	ESTABLISH QUORUM	K. Weller	
3.	WELCOME/INTRODUCTIONS	K. Weller	
4.	PUBLIC COMMENTS		
	<i>This item is for members of the public only to provide comments and/or present information to the Council on matters not on the agenda. Each person will be afforded up to three minutes to speak. Written requests, if any, will be considered first.</i>		
5.	APPROVAL OF APRIL 14, 2015 MINUTES	K. Weller	5

For additional information regarding this agenda, please contact Michael Brett, 1507 21st Street, Ste, 201, Sacramento, CA 95811, (916) 322-8481. Documents for an agenda item should be turned into SCDD no later than 12:00 p.m. the day before the meeting to give members time to review the material. The fax number is (916) 443-4957

6.	MEMBER REPORT	Members	
7.	CONGRATS: LISA COOLEY, VICE CHAIR	K. Weller	
8.	NEW MEMBER: Dr. Rebecca Martinez	K. Weller	
9.	BLUEPRINT UPDATE	A. Mudryk	
10.	PROMISE GRANT UPDATE	S. Hoggatt	
11.	JAY NOLAN GRANT UPDATE	L. Fisher	13
12.	COLLEGE TO CAREER PRESENTATION ADULTHOOD TO WORK	S. Miller	
13.	CAROLE WATILO, EXECUTIVE DIRECTOR: PROGRESSIVE EMPLOYMENT CONCEPTS	C. Watilo	
14.	EFC & CECY PARTNERSHIP	O. Raynor	48
15.	PENDING QUESTIONS	All	
16.	NEXT MEETING ITEMS & DATE	K. Weller	
17.	ADJOURN	K. Weller	

Item 5
APPROVAL OF APRIL 14, 2015
MINUTES

Item 2

APPROVAL OF APRIL 14, 2013

MINUTES



DRAFT

Employment First Committee (EFC) Meeting Minutes

April 14, 2015

Members Present

Daniel Boomer
Lisa Cooley (SA)
(Acting Chair)
Denyse Curtright
Liz Pazdral
Dale Dutton (FA)
Amy Westling
Rick Hodgkins (SA)
Connie Lapin (FA)
David Mayer
Bill Moore
Andrew Mudryk
David Mulvey
Steve Ruder
Debbie Sarmiento
Robert Taylor (SA)
Vanda Yung

Members Absent

Tony Anderson
Olivia Raynor
Kecia Weller (SA) (Chair)
Barbara Wheeler

Others Attending

Mike Clark
Nelly Nieblas
Mary Ellen Stives
Mary Agnes Nolan
Michael Brett
Marcia Eichelberger
Beth Burt
Bob Phillips

1. CALL TO ORDER

Due to the current Chair, Kecia Weller (SA), not in attendance, Lisa Cooley (SA), EFC Committee member, is the acting chair. Meeting was called to order at 10:00 a.m.

2. ESTABLISHMENT OF QUORUM

A quorum was established.

Legend

SA = Self-Advocate

FA = Family Advocate

3. WELCOME/INTRODUCTIONS

Acting Chairperson Cooley made introductions.

4. PUBLIC COMMENTS

Beth Burt and Marcia Eichelberger from the Autism Society of California gave the following Public Comments:

Ms. Burt gave out a handout, called The Employment Crisis in the Autism Community, which goes into different statistics on employment rates. She would like the EFC to ask DDS to check their numbers at the State level.

Ms. Eichelberger asked the EFC what knowledge level the committee had on the system for transition for young adults. She feels the EFC should understand what is going on in communities for these DD individuals.

Nelly Nieblas, staff, stated there is a memorandum of understanding from the Departments of Education and Rehabilitation, along with others related to this issue. They are identifying key data and lack of data.

Acting Chairperson Cooley (SA) stated that for the next EFC Meeting these concerns would be put on as an agenda item.

5. APPROVAL OF DECEMBER 2014 MINUTES

It was moved/seconded (Hodgkins) (SA)). (Mayer) all in favor of approving the December 8, 2014 Minutes.

(All in favor with no abstentions (See member list for voting))

6. MEMBER REPPORTS

The following individuals gave member reports:

Legend

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FA = Family Advocate

Dale Dutton (FA), committee member, presented a new piece of legislation, SB 644, on the Leap Program to help DD individuals get State Civil Service employment. It was decided to refer this legislation to the Legislation Public Policy Committee (LPPC) for consideration.

Liz Pazdral, Executive Director from the State Independent Living Council (SILC) gave a PowerPoint presentation on their organization. Ms. Pazdral also discussed the ABLE Act and the potential enactment of it in California via AB 449 and SB 324.

Acting Chairperson Cooley (SA) asked if SILC could provide data on Bureau of Labor statistics and other Federal statistics and bring it together for the EFC. Ms. Pazdral said the information is at the California Committee on Employment of People with Disabilities and at the federal level the Office of Disabilities Employment and Policy.

Rick Hodgkins (SA), committee member, spoke on the Transition Integrated Meaningful Employment Act.

Robert Taylor (SA), committee member, asked to have someone from Washington State to come discuss their downsizing, and limitation of Sheltered Workshops, as well as Subminimum Wage.

Lisa Cooley (SA), Acting Chairperson stated she is going into the community on transition from college to work. She is also working in the community on partnerships with different employers, so individuals with disabilities can have expanded employment opportunities.

Connie Lapin (FA), committee member, announced that Self-Determination has two workshops taking place on training independent facilitators.

7. CECY REPORT

Due to lack of time, this presentation was not given.

Legend

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FA = Family Advocate

8. 2015 WORKPLAN DEVELOPMENT

Elections of an EFC vice Chair were discussed. If anyone is interested in being the EFC vice chair, please let the Chairperson know and it will be presented as an item for the next meeting.

- Concerning the work plan, it was mentioned that when the committee was created in 2010, goals and the purpose of the committee were identified. It was recommended this should be done each year.
-
- Acting Chair Cooley mentioned items for a possible work plan, such as developing a survey on barriers for employment, and sending a letter to the legislature on barriers and possible solutions.
- It was recommended to develop a work plan during the afternoon portion of the meeting, to determine some sort of process to follow for future meetings and projects. It was also suggested to go back and look at the goals and issues from past meetings.
- Chairperson Cooley stated that Staff would be going over past information from an Employment First Innovative Strategies Subcommittee Packet from March 21, 2011. This EFC Subcommittee information can be found on the SCDD Website at the following link: http://www.scdd.ca.gov/res/docs/pdf/Employment_First/Packet/IS3-21-11MtgPacket.pdf
- Ms. Nieblas researched and found a guide covering innovative strategies, which was then presented to the committee. During open discussion, the EFC came up with different items and wanted them displayed as EFC cliff notes, as they were created using the projector screen. The main areas the committee came up with for strategies are as follows:

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- Self Determination
 - Employment
 - Staff Development (provider)/changing cultures
 - Financial structures/Funding mechanism
 - Program/services designs
 - Benefits planning and management
 - Evaluate how other agencies prepare and fund individuals for employment and careers Vocational Rehabilitation, DDS
-
- The committee asked for direction from the Council as to what the EFC should focus on (a list was originally presented to the September 3, 2014 EFC Meeting was read):
 - EFF Policy Flyer which was handed out.
 - Work with DDS on employment
 - Add best practices and success stories to the SCDD Website
 - Work on CECY alternative supports
 - Host the Data Dash Board
 - The Annual EFC 2014 Report was discussed. Ms. Nieblas said HQ staff is currently working on the report. Staff will check and see if the due date of July 1, 2015 can be extended.
 - The committee offered the following proposals:
 - Research practices in other states
 - Meet with Director of DDS
 - Train Council staff
 - Develop a plan with the regional offices
 - The committee would like the following items be placed on the agenda for the next committee meeting in 2015
 - Guidance from State Council on setting priorities for EFC on activities or supports
 - Vice Chair
 - Old Business/New Business on the agenda

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- Member reports (Quick update about what is going on; something relevant that may be related to Employment First)
- The last report submitted to the Governor
- Information sharing
- Someone to talk about CECY
-
- The committee would like to have the following future presentation ideas:
 - Employment Barriers
 - Update to the ABLE Act
 - Promise Grant Presentation

9. NEXT MEETING DATE & ADJOURNMENT

The next EFC meeting was set for June 30, 2015 and the meeting adjourned at 3:12 p.m.

Legend

SA = Self-Advocate

FA = Family Advocate

Item 11
JAY NOLAN GRANT UPDATE

Item 11

JAY P. BOYAN GRANT UPDATE

May 4, 2015

California State Council on Developmental Disabilities
1507 21st Street, Suite 210
Sacramento, CA 95811

Dear California State Council on Developmental Disabilities,

Included you will find our final report for the Education, Empowerment, and Employment for Success Grant. We would like to thank the State Council on Developmental Disabilities for giving us the opportunity to explore best practices to increase employment outcomes for transition age young adults. We would also like to thank you because the work we did over the last two years on the grant has allowed us to build capacity within both of our organizations. We have taken what we have learned and are now applying it to our day to day work. Our awareness, understanding, and ability to create better customized outcomes for people has increased exponentially and our understanding about what it will take moving forward is much clearer

Throughout the two year period of the grant we were able to stretch ourselves and the system around these young adults to support the individual's ideas about how they can take their rightful place in society as contributing adults. We stated in the final report that we are not claiming to be experts and in fact I'm not sure that you are going to read anything that is revolutionary but rather a restatement of what we as people who work in this system have known for a long time. The ability we had on the grant to work separate from existing funding structures allowed us to explore freely the concepts and known best practices for increasing opportunities for people moving in adulthood. Free from programmatic bias we were better able to discern the effectiveness of our practices.

We learned many things while working on the grant the following are highlights from the report:

- Many of the young adults that lived in impoverished areas tended to be receiving little to no services (generic and entitlement) beyond what the school system was providing while they were there. The individuals, their families, and the system around them had no clear understanding of what or how to access these different resources or systems. Much of our time and initial work with these people ended up being crisis management. The time spent organizing resources was time that could have been better spent figuring out career paths. A lack of cohesive understanding within each system about their role and responsibility beyond the most basic implementation of service delivery created many barriers, coupled with an unwillingness to explore alternate ways to do something that did not fit the narrowly defined parameters of the service provision.

- Regardless of the young person's socioeconomic background, the things they wanted for themselves leaving high school were typical to what any other young adult would want. At no time did a person served on the grant strive for a life that looked like a "program".
- Conversations about what the future can be both formally and informally need to begin much earlier for people. Those who represent each system need to be invited to the discussion while a person is still in High School. They need to be prepared to determine through thoughtful collaboration focused on the individual strengths how they can support these young adults to create futures that will make them more self reliant, self determined and ideally less dependent on the system as they come into their own as adults. People who do not have a plan and/or opportunities while in school to explore options fall off the cliff post graduation or accept options that do not increase their ability to become independent and productive young adults.
- There is no magic bullet. There is not a single type of "program" that can meet the needs of all. The idea of creating more systems or programs that have a one size fits all mentality is how we end up continuously failing. Each person is unique and the details of the what's and the how's need to be tailored to the individual. It is our hope that we the system turn our attention back to the individual. Rather than looking for new ways to make the boxes we create look more appealing instead we acknowledge that a course of support focused on increasing individual strength based outcomes is what is needed to move young people into productive and meaningful adult lives.

Again, I would like to personally thank the State Council for the opportunity to engage in some of the most meaningful work I have done in my twenty plus years of service to people with intellectual and developmental disabilities. I would also like to add that we were so moved by many of the people we worked with and their desire to determine their futures that we engaged a recent American Film Institute graduate who also carries the ASD label to film some of the stories. We had hoped the final edit would be completed by the May 5th dead line to submit along with the written report. People's schedules for filming and creative genius do not partner well with deadlines. If all goes well should we have a video to you by the end of May. We felt for you to hear the stories from the people themselves would be much more compelling than one more white paper.

Sincerely,



Lisa Fisher
Manager Special Programs
lfisher@jaynolan.org
818-361-6400 ext129

Education, Empowerment and Employment for Success: What We Learned

Jay Nolan Community Services

In Partnership with Easter Seals of Southern California

March 20, 2015

In 2012, Jay Nolan Community Services in partnership with Easter Seals was awarded a grant by the California State Council on Developmental Disabilities. The grant, called *Education, Empowerment and Employment for Success*, was designed to explore what it will take for young adults with developmental disabilities (ages 17-30) to have the same opportunities for their adult lives as others without disabilities. The two year grant was implemented by Jay Nolan Community Services in the Los Angeles area and by Easter Seals in the San Diego area.

The opportunities we assisted young people to pursue included the ability to define, develop and sustain meaningful employment for their adult lives. They also included the option to pursue educational opportunities beyond high school, such as college, technical training, skill building courses, and certificate programs. At the core of our efforts was the intention of assisting young people with disabilities to have a voice in their lives and understand they have a right to pursue the life they envision for themselves.

The following paper is a summary of the important lessons that we learned in the process of implementing the grant. We do not in any way claim to be “experts” at this. While we feel we have more questions than answers at this point, we also realize that we now feel more confident that we are asking the right questions and building a set of values, beliefs, attitudes, strategies, and practices that will support more young people and adults to create employment and post-secondary educational opportunities that work for them.

In the process of operating the grant, we also came to see some actions that we believe would help individuals, organizations and systems to improve their ability to assist people with disabilities to define and pursue meaningful futures for themselves. This paper will share what we have learned through walking with people and their families in the process of establishing a valued future.

We are grateful to the Council for providing us this opportunity to expand our capacity to support young people with disabilities. We are most grateful to the many young adults and their families who allowed us to come into their lives to work together to figure this out. We thank them for their patience as we learned with them what it will take to get better at supporting them. We were touched by what individuals and their families achieved during our time together. We will share some of their stories as we tell what we learned.

As we said, much of what we learned in this grant was a result of walking with people and their families as they endeavored to envision and pursue a meaningful life for adulthood. In the process of walking with them, we came to see the barriers and obstacles they often face as they try to figure out what kind of life they will have as an adult.

We have started this paper with what we learned about attitudes, beliefs and values in relation to the opportunities for young adults with disabilities. Repeatedly, we saw that what was available to people with disabilities was dependent on what those around them believed was possible for them and the values that people held who controlled what kind of support they received.

The following represents what we have learned works best regarding attitudes, beliefs and values that support meaningful lives for people with disabilities. We have also identified some barriers that we encountered in the way the system operates in relation to these values.

➤ ***Believing that people with disabilities have the same right to “build their own lives” as do people without disabilities.***

Things we encountered that can be barriers to this belief:

- People with disabilities are often given “program” options for life after high school while the rest of us figure out piece by piece what a meaningful life will be for ourselves. They are put into “boxes” based on their labels or people’s perceptions of what they can do.
- They are often stuck in one path that was given to them early on without the ability to say, “This is not working for me. I want to try something different.”
- The options offered to them often have little to do with who they are, what they have to offer, or what they want for their lives.
- People are often not allowed to learn from failures like everyone else does rather than the system using failure as a reason not to let them pursue what’s important for them.
- Building a life can take time and is a lifelong process. We need to stick by people as they learn what works for them.

➤ ***Believing that everyone can communicate and have a voice in their lives even though it may be challenging for us to figure out how to support that for some people.***

Things we encountered that can be barriers to this belief:

- People were not having a voice in their own lives, especially people who did not use language fluently. Some individuals were expressing their hopes and dreams but people were not listening or not taking them seriously.
- People do not have access to the technology that can help with communication.

- All parts of the system have to enlarge our abilities to find alternative methods of communicating with and learning from people who do not communicate in typical ways.

➤ ***Valuing the contributions that people with disabilities can make in the world.***

Things we encountered that can be barriers to this belief:

- People often think that the only kind of work people with disabilities can do is menial types of labor.
- It is often thought that employers will only hire people out of “charity.”
- Job development programs do not effectively use strategies that allow seeing people with disabilities as having gifts and strengths they can offer to employers and to society in general. We have to take the time to figure out what those talents and contributions can be so that their place in society is based on what they offer instead of charity.
- Job developers can lack training and support to negotiate and create new positions within a company based on what the person has to offer. They turn to job listings that are being pursued by hundreds of other people.

➤ ***Keeping expectations high for people and not settling for less because they have a disability.***

Things we encountered that can be barriers to this belief:

- Opportunities that are available to people with disabilities are often much more limited than the general public because people don’t believe it’s possible for them to have what other people take for granted: getting a real high school diploma, having careers that matter to them at decent wages, owning a business, going to college, driving a car, living in their own home, or any of the other options that are available to the rest of us.
- People who control funding often can’t see how it’s possible for people to pursue life the same way other people do. It’s easier to offer people programs than to take the time to walk with them through the process of defining and pursuing a meaningful life.
- There are many good people in the system who do believe in these values but aren’t able to act on those beliefs. We know that caseloads and available supports often pose severe limitations on people in decision making positions. We saw how transition teachers in the schools had large caseloads and very limited resources to “do the right thing” for people. Believing that we need to keep the bar high must motivate us to change that so people are not limited by our expectations for them.
- We were very sad to see people who were not on a high school diploma track when we met them because people did not believe they were capable of getting a diploma. Not having a diploma severely limits a person’s ability to get a good job.

We need to find better ways to raise the bar and the level of support for people to graduate with diplomas.

- If we start by presuming competence in all persons, we don't limit our view of what is possible for them before we get to know them and what they have to offer.

➤ ***Believing that we have a responsibility to get to know the person and understand what he or she wants from life before we participate in making decisions that affect their futures.***

Things we encountered that can be barriers to this belief:

- The beliefs and values of people in decision making positions were often shaped by what they had learned from other people. Case workers had only seen people go to sheltered workshops or day programs so they didn't advocate for them to get a diploma or pursue a career.
- Individuals' case files or paper assessments influenced what opportunities were offered to them. People's labels and diagnoses limited what other people thought was possible for them.
- Schools and families did not start early enough in the individual's life to set a path to employment or other meaningful post-secondary life experiences.
- Key players involved in planning and decision making often did not have expertise in more effective "assessment" processes such as discovery or other employment focused person centered planning tools.

➤ ***Believing that employment is what adults do.***

Things we encountered that can be barriers to this belief:

- Few work programs in school are set up or funded to allow people to graduate with their own jobs. People often cycled through existing job experiences in jobs that would not go with them when they left school.
- Families are often looking for options that allow the person to be taken care of for the full day so they (the parents) can work. This is an issue that needs to be addressed so families don't have to give up their own jobs in order for their son or daughter to have a job.
- Regional center service coordinators often have limited experience with people with disabilities working in meaningful jobs. They mostly know about day programs and sheltered workshops.
- Other funding sources such as the Department of Rehabilitation do not have effective methods of supporting people with more challenging disabilities to find meaningful employment.
- Systems are very protective of their funding and point fingers at other parts of the system as being the responsible party instead of pooling resources to make employment happen.

What we believe needs to happen:

- Support should be available for everyone to pursue employment-- not just people with a lot of skills or ability to communicate.
- There should be a system of tracking outcomes for people in relation to employment and tracking what resources were made available to pursue meaningful employment. People are falling through the cracks.
- Employment should be the norm for adults with disabilities. Some people may not have to work or may choose not to work, but employment supports should be available to all no matter how difficult it may be to assist them to pursue a good job or start their own business.
- “Meaningful employment” should be defined the same way other people define it:
 - working in a job or owning a business that relates to one’s interests, skills and ideal conditions of employment;
 - earning a living wage; and,
 - working in real jobs where other people in society work.
- Families and people with disabilities should get information and planning early on focused on *employment as the primary option* pursued for the person after high school—whether through job development or support to pursue higher education that leads to employment.
- “Employment First” will never be successful until the parts of the system develop ways to work together with *shared resources* working toward the *shared objective* that all people will have the opportunity and support to pursue employment.

Those of us who already hold these beliefs and attitudes know that the system has a long way to go to offer opportunities and resources that will support using these values and beliefs to guide what is available to people with disabilities. It is not because there are bad people running the systems or that people don’t want the best for people with disabilities. ***It is because the system we have was built on a different set of values and beliefs.***

We need to honestly examine our system to redesign it so that the people who work in the system and those that use the system will be able to expect these values and beliefs to drive what happens for people with disabilities. The following sections will cover what we have learned works more effectively to honor these beliefs, attitudes and values.

Getting Training

In the course of operating the grant, we found we had a lot to learn about effective practices for supporting people with disabilities to pursue meaningful employment. The grant gave us resources to get training and consultation on customized employment from Griffin Hammis Associates, Michael Callahan, Ellen Condon, and others. We were able to offer this training to adult service providers, teachers and administrators in high schools, parents, people with disabilities, regional center staff, and other stakeholders in the process of improving employment outcomes.

Corey Smith from Griffin Hammis Associates assisted us in identifying what we needed to learn and setting up training opportunities to address those needs. He assisted many of us to attain certification through ACRE (Association of Community Rehabilitation Educators) for competencies in community employment. The certification program included lots of hands on practice out in the community.

We found that even though some of us had done supported employment for a long time, we needed some new skills if we were going to improve employment outcomes. Training and building skills in the people who will be implementing customized employment is NOT OPTIONAL. If we don't maintain a cadre of people who have demonstrated competency in the necessary skills, we will continue to get poor outcomes in employment development.

The following are some strategies which we learned in our training through the grant:

Getting to Know People

The core of customized employment development is matching the path to employment to the individual in ways far beyond traditional "person centered planning." We found that the more we got to know the individual and his/her family as well as his experiences in life, the better we were able to identify what might make sense in terms of employment. This getting to know people went beyond just reading their files or doing some kind of assessment.

We used the process called "discovery" to complete systematic steps that let us experience with the person who they were, what they wanted from life, and what path(s) to pursue with them. We used the discovery process to identify the individual's **skills, interests, and ideal conditions of employment**. Many jobs found through traditional job development processes fail to take the time to explore these core elements that make a job more meaningful to the individual and more likely to last.

The getting to know them process involved seeing their skills, interests, and ideal conditions of employment in real life and not simulated situations. We went with them into their homes, into their communities, into businesses that interested them, into their schools, and anywhere we could go to see who they were and what they had to offer. Discovery is a systematic approach that includes a set of actions that involves formal planning meetings as well as targeted activities to either inform the individual about their options and/or verify skills, interests and

most importantly ideal conditions for success. This process takes time but we learned that the time we spent with people up front helped us to figure out more meaningful and sustainable options for these young adults.

Here's a story to show how the discovery process can work:

The grant's San Diego project WorkFirst began working with Brian M., a 23 year old man. Discovery with Brian led us to the outdoors and working with people. We developed an internship for Brian at a local lake as an Assistant Ranger. Brian developed many skills and his passion for people and the outdoors grew. Finding employment near his home presented some challenges as he lives with his family in the rural north east mountains of San Diego.

Brian expressed his desire to work at the Safari Park Zoo. We developed relationships at the park and a position became available in January 2015. Brian was hired and is working 16-20 hours a week. His ideal working conditions were met and within one month of employment Brian no longer needed a job coach. He is loving his job and the natural supports within the environment are supporting his overall growth and success.

This is a good illustration of where discovery led us and the value of matching ideal conditions to decrease the need for long term coaching support. It's interesting that discovery brought us to the zoo given animals were not a theme - being outdoors was the ideal condition for him which we pursued.

Identifying what people have to offer is critical to developing meaningful employment. Employment is based on an employer being willing to trade money for what the individual can do for the business. The better we get at figuring out those unique contributions, the better a match we can make with employment.

We used **neighborhood mapping** to identify the businesses and resources available in the person's own neighborhood. Good leads for employment can come through exploring actual businesses in the community and by using a person's social capital of whom they know and whom they are connected to. We also used our own social capital for leads that matched what we were learning about a person.

Here's a story that shows how neighborhood mapping can work:

Raul L. was referred to the Los Angeles area grant project as he was preparing to exit the Post-Secondary Program at his high school. His teacher was especially concerned about what would happen to Raul once he left school. While Raul was attending school he had experienced periods of homelessness. Raul is a motivated young man; his highest desire was to become economically self-sufficient. EEES support staff were able to identify places that Raul frequented in his neighborhood as well as people he had relationships with at these businesses. We learned that Raul grocery shopped at a neighborhood grocery store and many of the employees knew him by name. We approached management about opportunities and Raul was chosen from more than 25 applicants. Raul has been successfully employed full time with benefits and utilizing only natural supports for more than a year.

Here are some things we learned:

- It takes a long time to do customized employment right in some cases. Short cutting the process will hamper the chances for success. We need to inform people up front about the process, how long it takes, and what their roles will be in the process.
- The journey with them changes as we go along. We started out with some people going in a direction that made sense, but as we got to know them and as they tried things out, the path would shift. We had to be flexible and willing to go where the process led even though sometimes it was hard to start over.
- The process of learning who people are needs to be sensitive to the cultural context in which the person lives.
- You need to pull information from a variety of sources. Different people in a person's life may have different perspective on what they know about the individual. There is a richness in pursuing different avenues of getting to know the person. We tried to start fresh with the person, not using existing plans or assessments to tell us what course of action to take.
- You have to verify information, not just take someone's account of the person's qualities and skills. Verifying means going out and seeing it in action.
- As we worked with individuals, we saw attitudes and perceptions change about the person. People may have thought the person would never be capable of doing some of things we did with them.
- In some cases, we had to support individuals to define and pursue their own aspirations for their lives and not what others around them were pushing for.
- We had to look at the whole person and not just the employment piece. We found that people's home life or their school situation involved issues that were dominating their lives. We had to stop and help them with those in order to free them up to pursue employment. These issues included things like not having SSI or regional center services; not having a high school diploma; not having transportation; having families that didn't believe in their ability to work; and many other issues.
- Because of these whole person issues, we found that what people needed was a true "case manager/social worker" for lack of a better term. People needed help managing their lives and accessing the resources they needed to be successful in life not just employment.

Doing Creative Job Development

We found that we had to adopt new approaches to job development if we were going to get better outcomes. Here are some of the approaches that we used.

Using the "Lists of 20's"

Doing three lists of 20's is a technique that we learned from our Griffin Hammis training. This process involves coming up with a list of 20 places that match at least three of the themes that

we identified while we were doing discovery with the person. The places are businesses in the person's community where people earn income using the skills, interests, and conditions of employment that are close to the ones we identified with the individual. We use these lists to map out a plan to go explore what those businesses have to offer using some of the techniques listed below.

One of the techniques is called **informational interviews**. These interviews involve finding a business that provides the kind of employment that seems to fit the person. We then arrange for a tour and an interview with people in the business. These interviews offered us an opportunity to see how the person reacted to the environment and in some cases to try out the actual tasks involved in the business.

Informational interviews help the individual to get a more concrete picture of what a business looks like and what is involved in working there. Some people have "dream" jobs that don't really fit when they actually try them out. The interviews help us to narrow down options for the person when we see what actually is involved in working in a business. The interviews can give us new ideas to pursue as well, especially in careers we may not be as familiar with.

Here's a story that shows how Informational interviews can work:

Adam S. was referred to the Los Angeles grant project by his Regional Center Service Coordinator. Adam's skills and interests are technology, writing and acting. Adam was attending Jr. College with no clear vision about where he was headed-- continue college or get a job in an area of interest.

EEES staff utilized their social capital and arranged for Adam to meet a producer for America's Got Talent. Adam with EEES support staff met with Kelly L. In the interview, Adam learned about Kelly and her role on the show as well as what she did to get to where she was today. Adam was offered a job opportunity as an entry level Production Assistant.

Adam was excited but he had a lot to think about. Adam decided that pursuing his dream of going to Chapman University and getting accepted into the screenwriting program was what was most important. Motivated to get on track, Adam went from being on academic probation to "A"'s in all of his classes. Adam will complete all of his general education courses at Jr. College and has begun the admissions process for Chapman. Becoming a screen writer is his dream and graduating from a well-respected program is what Adam believes will get him closer to his dream. The informational interview helped him to clarify what was important to him.

Internships were another vehicle for individuals to try out jobs that seemed to match what they were interested in and what they had to offer. The grant allowed us to have resources to pay the individuals while they completed their internship. Getting wages gave the person an opportunity to experience more of what it would mean to work there. Wages also kept the employer out of trouble with wage and hour laws. Internships also gave the employer a chance to visualize the person working there. In some cases, the internship led to employment at the site.

We found internships to be very helpful. Through internships we were able to see the following:

- What skills the person had that could be used in that kind of business,
- How the person reacted to the environment; and,
- Whether this business really matched their interests.

Here's a story that shows how internships can work:

Richard J. is a 17 year old outgoing and friendly young man who is still in High School. Richard has a broad range of interests. The themes that kept presenting for Richard as we were doing Discovery were travel (leaving the family home,) food and friends. Using Los Angeles project staff's social capital, we were able to assist Richard to get a paid internship on a food truck working with other young men in their 20's. Richard successfully completed his internship and because he did so well and developed good relationships with the food truck operators, Richard will continue to work on as needed basis using natural supports.

Richard's goal is to participate in as many senior year activities before he graduates as he can. That is what is most important to him right now. Upon graduation, Richard will be moving up north to attend a culinary arts program. He will be living in an ILS program that will assist him to gain the skills necessary to live on his own once he graduates from his culinary arts program.

Volunteering in a situation that matched the person's employment path was helpful to one or two of the individuals we supported in the grant. We were careful to do volunteer opportunities only in situations where other people were volunteering.

Resource ownership is another strategy we used to increase an individual's chance of meaningful employment. In resource ownership, the individual is assisted to acquire a piece of equipment or other item that the employer needs in order to expand their business or increase their profits. The equipment remains the property of the individual. The employer has access to the equipment as long as the person is employed. Potential resources or equipment needed by the employer are identified in talking with the employer and observing the business.

The money for the equipment can come from a number of sources. Individuals who receive Social Security benefits can use them to secure what they need to be more successful at employment. Money from this source can be accessed by creating a **PASS (Plan to Achieve Self-Support)** and getting it approved by Social Security. A PASS can be used for getting other training or materials that an individual needs to work toward their employment goals. Resource ownership can also be funded through revolving loan funds that are set up to be used by people with disabilities. Individuals borrow money and then pay it back from their earnings or their PASS. In some cases, the Department of Rehabilitation will fund equipment that can be used for resource ownership.

Here is a story to show how resource ownership and a PASS (Plan to Achieve Self-Support) can work:

Hunter L. was referred by his Day Program. Utilizing the Discovery process, we assisted Hunter to become employed at a small family run print shop. The employment opportunity did not exist prior to Hunter and staff having an informational interview with the business owner.

While there, we were able to negotiate for a resource ownership opportunity. Utilizing two small grants, a business loan and a pass plan, Hunter was able to purchase a piece of expensive equipment that the employer could not afford. The profits the business would realize from Hunter's equipment allowed them to create a paid position for Hunter. Hunter was able to use his wages with his Pass Plan to pay back the loan for the equipment. Hunter is still employed at the print shop and is in the process of starting his own small business using his print machine.

Job carving and job negotiation are other processes that customized employment developers use to create jobs where they did not exist. This approach may be the most important difference between traditional job development and customized employment. People with disabilities may have difficulty competing with everyone applying for jobs the way thousands of other people are doing. Customized employment can *create* jobs that work for individuals and also benefit the employer.

Job carving involves working with the employer to narrow a job down to the part that the individual excels at doing. Job negotiation is needed for both job carving, resource ownership, and creating different kinds of jobs that work for the individual and the employer. Job negotiation requires a high level of skill for the job developer to see potential opportunities and to demonstrate to the employer how they could benefit the business.

Here's a story to show how job carving and job negotiation can work:

Using a paid internship opportunity, Los Angeles EEES support staff were able to leverage a regular part time position in an accounting department for Daniel L. The employer felt Daniel was a good fit for the department and saw that he was motivated to learn more. Daniel is currently providing ancillary support to the accounting department as a clerk part time while pursuing a certificate in business accounting to gain more skills and knowledge. As Daniel is becoming more competent and confident on the job, he has been given higher level responsibilities. His employer is flexible and accommodates Daniel's school schedule while he is working towards his certificate. Upon completion, Daniel may have the opportunity for full time employment with benefits.

Here's a story that shows how the whole customized employment process worked for an individual.

A lifelong animal lover, Nicole L. came to WorkFirst (San Diego) with the goal of getting the right part-time job that would put her on the path to becoming a full-time veterinary technician. WorkFirst was able to help Nicole hone her communication skills, create a compelling resume and identify potential employers to land the job she wanted.

Together Nicole and her Vocational Specialist mapped Nicole's community to reveal opportunities that were in close proximity to her home. The mapping inspired informational interviews with employers in an effort to build a network, experience various work settings, learn more about particular work cultures and ultimately find the best employment fit for Nicole. Nicole was very engaged in this process and developed a rapport with the owner at a local equine hospital. This relationship landed a carved position for Nicole as a foal watcher monitoring newborn horses.

Nicole and her Vocational Specialist continued the job search for additional employment experience and she was hired for a more "hands on" position with Shadalane Boarding, a company who breeds and trains dogs for therapy. Nicole is employed as a kennel attendant and groomer, another position carved through an informational interview with the employer who was intrigued when meeting Nicole and felt she had something his business could benefit from.

In addition, to her employment Nicole has already completed two college courses with plans to transfer to junior college within a year.

Providing Customized Job Support

Another critical element to successful meaningful employment is assuring that the job supports we provide to an individual match what they need. Here are some techniques we used to provide customized job supports:

- **A Job Analysis Report (JAR)** needs to be completed before the individual starts the job. The JAR is done by the job developer spending time in the business with the individual and with the employer. The JAR spells out the tasks of the job, broken down in enough detail to allow for success with the individual. Checking with the employer and other employees if needed assures that the individual does the job to the standards of the business. The JAR may also identify supports and accommodations that allow the individual to maintain the standards required by the employer. The JAR can also identify other aspects of the work environment that are important parts of doing the job; i.e., where to clock in, how breaks are done, and even social behaviors that help the individual fit in.

- Creating a **written support plan** helps to assure that the support needed by individual will be there. The support plan spells out the kinds of things the individual will need help with and how the individual will get that help. Support can come from natural sources such as other employees. It can also come from paid staff. The support plan will also identify the funding source for any paid support. The plan can include how to help the person access that funding source.
- The support plan **may include further education or training** that the person needs in order to pursue the goals for his/her adult life. The plan would specify whether the learning needs to occur before the individual pursues employment or as the person works.
- The support plan should **identify a team of people** who will support the person to pursue his/her path after school. The team can be made up of paid staff, family members the person chooses, teachers, community members, or anyone else who can help the person think about and go after what they want out of life. The team also helps to keep an eye on whether the plan is working for the individual and what needs to be done to make it work.
- The support plan should also **identify other aspects of the person's life** that need to be addressed if the person is to be successful in the job or education goal. These aspects can include housing, Social Security, regional center, family issues, transportation, etc. We know that many employment support programs do not cover general "case management" that helps the person get their life in order. However, we found this to be a critical element to successful employment.
- The support provider needs to then **assure that the supports happen** for the individual as planned. They also may need to **adjust supports** as they go along.

Each individual should have a written plan for **supporting the individual to manage his/her government benefits**. The benefits support plan should be ongoing with the individual as they work and earn income in order to keep them in compliance with the sometimes complicated rules and regulations that affect them.

What We Learned About System Issues Related to Employment and Post-Secondary Education for Young Adults

Collaboration

We encountered some very good, committed people who work in various parts of the systems that serve people with developmental disabilities. Many are struggling to do the right thing with limited resources and limited support. We know that high caseloads and lack of training and coordination are causing a lot of the problems we saw in the system.

What we saw is that people in the various systems work fairly independently of each other. They seem to be struggling at times just to do the programs that have been done for a long time in their organization. They often do not know much about the other services and resources that are available to the people they serve.

With funding limited in many parts of the system, people in one part of the system can become very protective of their funding. They point to other people as having the responsibility for serving young people in the transition age. The young people get lost in the cracks at times.

When parts of the system (high schools, community colleges, Department of Rehabilitation, Regional Centers, community resources) work in collaboration and cooperation with each other, greater outcomes can be achieved. When they each bring a piece of the support package needed by an individual to the table, he or she has a much greater chance of success. When each of the relevant parts of the system sit together and commit to working on the common goal of meaningful employment, individuals with developmental disabilities have a better chance of avoiding spending the rest of their lives in day programs earning no money and costing the system hundreds of thousands of dollars over their lifetime.

Coordination

We also found that people in the transition age do not seem to have anyone who can help them navigate through *all* the parts of the complex system they can use. One part of the system often knows very little about the other parts of the system. They may not know what the other parts of the system are required to do. They don't know how to access the other resources. Many of the young adults we served who were still in high school were not receiving any other services (generic or entitlement) outside of what the school could provide. Many were also unclear about what other service options could be made available.

Families are tired and often have difficulty with the complexity of all the support services. They are dealing with a new and often scary task of assisting their son or daughter enter adult life. They are also dealing with new funding sources and different requirements. Several young adults we worked with who had finished high school were either sitting at home not doing anything. Some were making attempts to pursue their paths through college or part time work without support and were floundering without direction and in many cases near failing. Both

families and individuals stated that either they did not like the service options made available or were unaware of what the options were.

Large caseloads and people being divided up into programs prevent people from having an advocate that can take the time to help the person craft a meaning adult life unique to him/herself. We spent a lot of our time helping people figure out how to make the system work for them. This meant helping them access housing resources, Social Security benefits, transportation, schooling, counseling, and other support that gave them a base from which to pursue employment. On many occasions it was determined that generic and finite resources were what a person needed to establish this base. It was our ability to know and understand the individual's unique needs as well as understanding their community and the resources available that enabled us to support people to access the right services.

People needed someone who knew the person and his/her aspirations to help bring the right people to the table to work together. By focusing on the individual rather than the typical next program option, people were able to more effectively come together to support a person to define and pursue a meaningful life after high school. People need an advocate to help them speak for themselves and to have the opportunity and resources to pursue the life they envision for themselves.

Open Ended Planning

Individuals with disabilities are often assessed within a program that has already defined what opportunities are going to be available. Systems people make decisions about what services and supports a person will get in the context of *what they think the person can do* rather having an open ended planning process where many things are possible if they make sense for/to the person.

If a really good person centered planning process is done first before decisions are made about services and supports, then the person has a better chance of getting to craft their own life rather than just go into programs. An example of this is when a person is put on a non-diploma track in high school. This choice limits what opportunities may be available to the person upon graduation. The choice may be based on the decision maker's perspective or experience about who can succeed in getting a diploma.

Good person centered planning should start early in a person's life. The earlier advocates and family help the person to define the kind of options the person may want, the better the services and supports can be tailored to the individual's idea of a meaningful life. Ideally planning should be done by people who are not tied to a program or a funding source.

Up Front Investment in the Person's Future

Really good planning and customized support for employment or post-secondary education requires adequate resources to make it successful. We think the system may be looking at the cost of services in a way that is short sighted.

We found that by spending time with people while they were still in school we were able to create opportunities that not only informed the individual but also informed the system around them about their competencies. The discovery planning process gave hope to many people about possibilities for a future that included work, college, independent living, and relationships outside of the family.

Several grant participants already had transition plans that included typical day services and/or work activity center placements as next steps post high school. Utilizing the Discovery process we were able to divert and support these individuals to change their course. Investing in the person's planning and services in the transition age will be a much better use of public dollars than putting the person in day programs for the rest of their lives. If all the systems took this approach they could pool their funding to get much better outcomes for people. Regional Centers would potentially save more in the long run by providing some funding before the person leaves school to assure that the person has a well-defined path to employment and the support to pursue that path.

Competencies That Result in Outcomes

People in the system that we were working with to get a person started on a path to employment often did not have the up to date skills they needed to support good outcomes. We had a number of them come to our week long ACRE training on customized employment. They were very enthusiastic about having access to this kind of training.

However, some of the transition support staff in the schools had caseloads upwards of 300. It is going to be difficult for teachers in high school to have the time and resources to do the kind of planning and customized job development that is needed for someone to come out of high school with a job or a viable path to employment.

It is essential that individuals approaching adulthood have access to highly skilled employment development specialists who stay up to date on the latest techniques to support individuals with customized employment options. These specialists also have to be supported to have the time and resources to do the work effectively.

Recommendations for California from What We Learned in the Grant

While we do not consider ourselves “experts” in employment options for young adults, we have learned some things that we feel would help others. (We have encountered many materials and resources from the experts in this process which would be helpful for the state or providers to consult in designing a system that truly supports employment development.)

Here is what we recommend that California consider as we seek to create a system where employment is truly the first and most desired outcome for adults with developmental disabilities.

- Support all parts of the system to raise their expectations about what is possible for Californians with disabilities in terms of life after high school.
- Assure that individuals with disabilities and their families have the information they need about support for employment early on.
- Assist people to have true advocates for them who are well trained to help them plan and pursue a path to employment or post-secondary education.
- Assure that an effective system of open ended person centered futures planning is being done with individuals starting early in their lives-- looking at the whole life of the person.
- Assure that any plan considers any issues such as transportation or housing as a part of the support planning process.
- Develop expertise in the use of technology to support people in employment along with traditional job coaching and support.
- Support the process of helping a person craft a life that is uniquely their own rather than putting people in programs that dictate their daily lives.
- Hold the various parts of the system accountable for outcomes instead of other standards of quality.
- Get the various stakeholders on the same page about the purpose of services and supports in the transition and young adult ages.
- Establish outcome targets that focus on community employment at minimum wage or greater.
- Close sheltered workshops that divert people from meaningful employment and exclude them from society.
- Facilitate the process of having the various funders (Regional Centers, DOR, schools, etc.) come to the table to share funding and other resources to support meaningful employment opportunities. Develop written agreements about how they will work together.
- Fund employment programs adequately to get the outcomes that are desired, with funding being most concentrated during the transition years.
- Assure that there is job coaching support to people who have jobs in high school.
- Help people to come out with their own jobs when they leave high school.
- Allow people to have other kinds of support if they are not employed full time when they leave school—not having to choose between day program or employment, possibly

both if the person needs to have a full day of support or needs what the day programs have to offer as well as employment support.

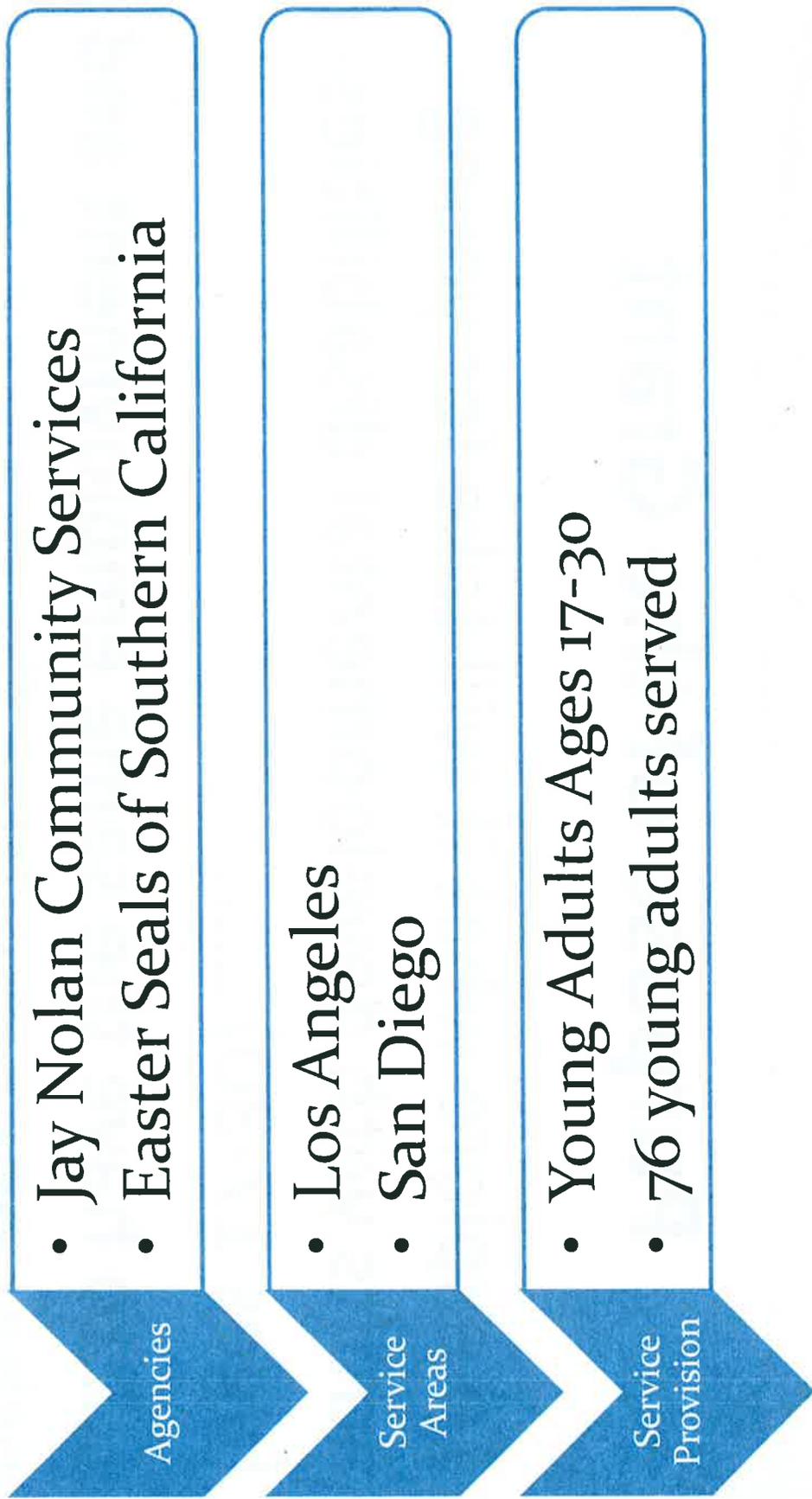
- Consider supporting different ways of providing employment services for people who are in school-- such as having adult service providers who are trained in customized employment being funded to help the person get and keep a job, smoothing the transition out of school to adult life.
- Help all parts of the system to understand the rest of the service system and community resources so individuals and families don't have to go to a number of places to get help.
- Help people in the system to see "support needs" rather than "barriers" to successful employment or post-secondary education.
- Provide systems of support that stick by people through the process and don't see failures or challenges as a reason the person can't work.
- Assure that anyone who is providing employment support is well trained in up to date techniques and strategies.
- Reach out to other states and experts who have been successful in making employment work for people with disabilities instead of reinventing the wheel here.

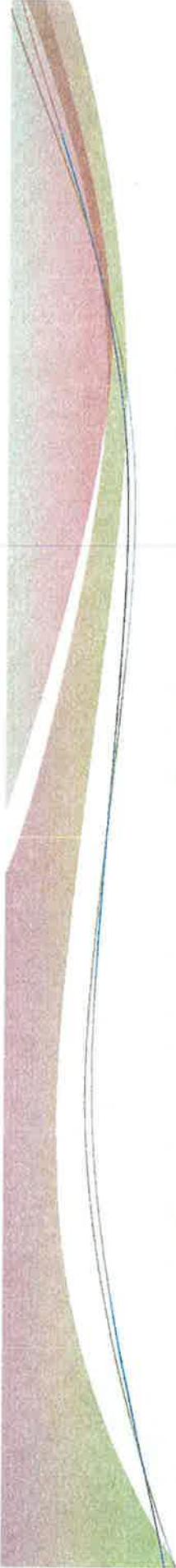
Again Jay Nolan Community Services and Easter Seals thank the California State Council on Development Disabilities for this very valuable opportunity to learn and build capacity to support individuals with developmental disabilities to craft a meaningful life as adults. We look forward to working with other stakeholders as California improves the process of supporting meaningful employment for adults with developmental disabilities.



Education, Empowerment and Employment for Success

Grant awarded by California State Council on Developmental Disabilities

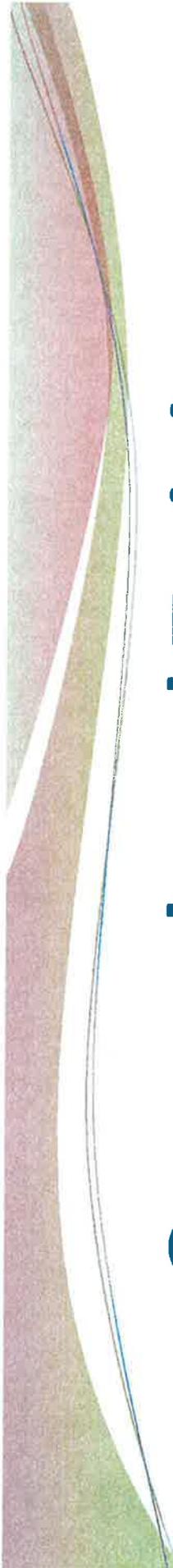




Purpose of the Grant

To explore what it will take for young adults with developmental disabilities (ages 17-30)

.....to have the same employment and other opportunities for their adult lives as others without disabilities.



Outreach and Training

- **512 people attended Introduction to Customized Employment sessions (people with disabilities, families, school personnel, regional centers, and others)**
- **271 people received hands on training in how to do CE with 53 completing ACRE certification in CE**



Outreach and Training

- **15 formal presentations at local and national conferences**



Collaboration

We collaborated with....

➤ **7 High Schools**

➤ **10 Colleges and Universities**

➤ **5 Adult Learning and
Occupational Centers**



Collaboration

We collaborated with....

- **10 Generic community resource agencies**
- **5 Regional Centers**
- **CA Department of Rehabilitation**
- **CA PASS Cadre**



Individual Grant Outcomes

- **24 wage jobs**
- **5 carved jobs**
- **3 small businesses**
- **1 resource ownership opportunity**
- **1 approved PASS plan**



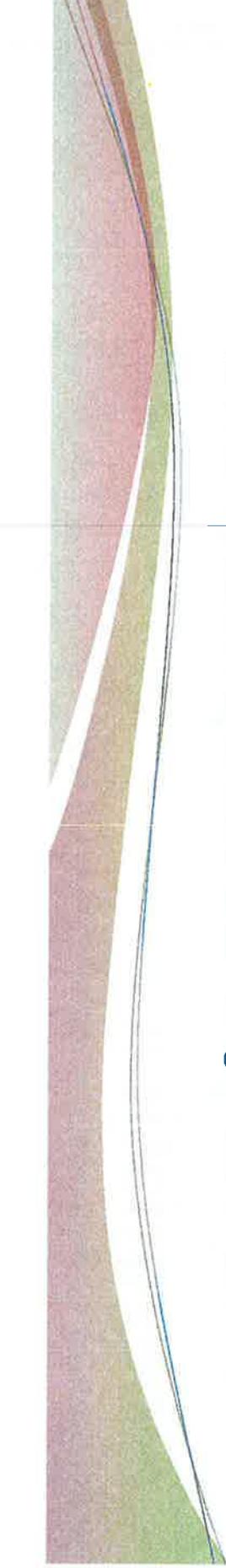
Individual Grant Outcomes

- **22 people went to college**
- **7 paid internships**
- **5 people volunteered in their field of interest**
- **24 people assisted to receive long term supports and services**



How We Did It

- **Discovery**
 - **Neighborhood Mapping**
 - **Informational Interviews**
 - **“3/20’s”**
 - **Internships and volunteering**
 - **Creative job development and negotiation**



What We Learned

In order to be successful in our purpose, we have to....

- **Expand our vision and raise the bar on expectations**
- **Abandon the program mentality**
- **Start with “What will it take?” approach**



What We Learned

- Get to know the person and the circle well using a *strength based process*
- Understand a person's community and their resources
- Create REAL opportunities in REAL environments



What We Learned

- ▶ Have all funders working together to make it happen
- ▶ Provide options for flexible funding— not putting people into boxes
- ▶ Be willing to fund an upfront investment in people's futures



Big Thanks to the State Council on Developmental Disabilities for funding and supporting our efforts

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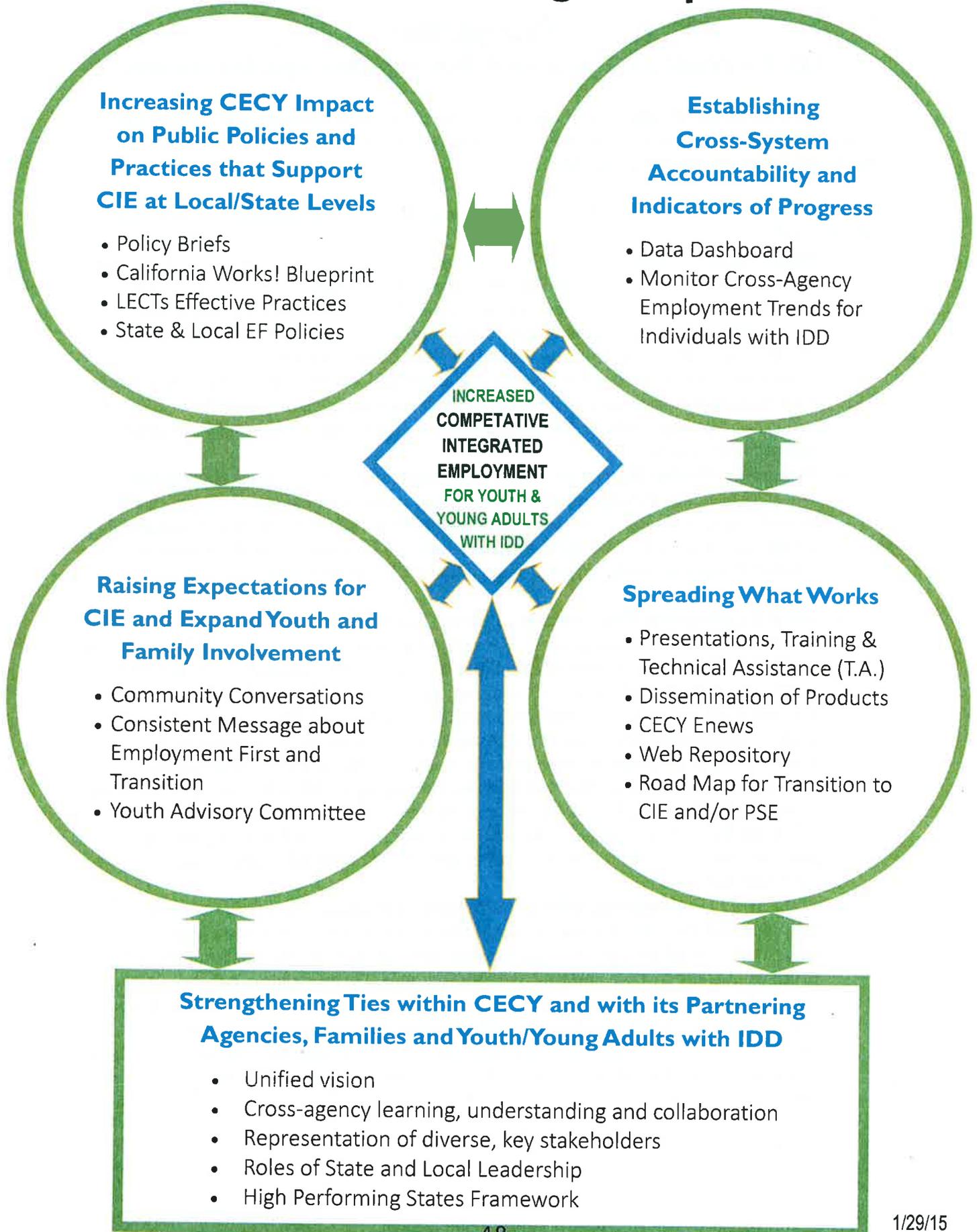
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Item 14

EFC & CECY PARTNERSHIP

CECY Strategic Map



Strategic Map

CECY's Progress Towards Achieving Strategic Directions

Below is a description and status update of the core initiatives or approaches CECY has used to work towards achieving our strategic directions. These are listed as bulleted items on the strategic map.

Increasing CECY Impact on Public Policies and Practices that Support ICE at Local and State Levels

- **Policy Briefs**—Policy briefs call attention to the challenges faced by youth/young adults with IDD to services and systems that impact transition to employment. Each review also contains policy recommendations. The Developmental Disabilities system brief “Aiming Higher: Increasing Employment for Young Adults with Intellectual and Developmental Disabilities has been released, the Secondary Education-Transition brief is nearly completed and a review of the Department of Rehabilitation is in progress. Following the release of the DD system brief, CECY’s policy workgroup leads met with legislative staff and agency leadership to discuss recommendations.
- **California Works! Blueprint**—This cross-agency effort that was called Vision Quest, producing a blueprint that presents a framework to support school to CIE transition, specifically in the areas funding, MOU’s, and cross-agency training and technical assistance. Next steps are to complete a final review of the California Works! Blueprint and to provide agency leadership with a final copy for potential implementation.
- **Local Employment Collaborative Teams (LECTs) Effective Practices**—Through a competitive application process, 7 local best practices that significantly surpassed statewide CIE outcomes were designated LECTs. Specific strategies and practices used included: person- centered planning; specialized training of transition students toward attaining industry certification; video resumes, job matches resulting in higher salaries and job retention; interagency collaboration between school, university and community resources for teacher training, job assessment and development activities; involving families in opening up job leads; utilizing braided or sequential funding from DOR and regional center that leads to direct hire integrated jobs. LECTs have created an array of products including a published journal article, videos, stories of success, and descriptions of practices for dissemination.
- **State and Local Employment First Policies**—Established in 2013, California’s Employment First legislation expresses the intent that it is the state’s highest priority that working age individuals with IDD should have the opportunity to be prepared for integrated, competitive employment. Three regional centers (Alta, Golden Gate, Orange County) have adopted policies surpassing the requirements of the state and are in the process of implementing them in their communities, including closing the door to new entries by consumers into non-integrated, facility-based work. CECY produced a policy brief, “Employment First: the Train has Left the Station.”

Raising Expectations for CIE and Expand Youth and Family Involvement

- **Community Conversations**—In 2014-2015 CECY hosted 6 of 7 community conversations focusing on uncovering the most promising avenues for expanding employment opportunities locally for individuals with IDD. Conversation events were held in communities reflecting the geographic diversity of the state; Orland, Taft, San Francisco, Oakland, Anaheim and Whittier. Over 350 community members participated, including professionals, employers, young adults with IDD and local community members. Individual briefs have been/ will be provided to the attendees summarizing key recommendations for them to implement next steps in their community. The San Diego Community Conversation will be held in February.
- **Consistent Message about Employment First and Transition**—many CECY member agencies, committees, councils have adopted core vision and expectations for CIE into their own policies, committees, and training. CECY members directly participate in over 70 related committee, councils, agencies, etc pertaining to CIE thereby expanding CECY's potential influence over policy and practice.
- **Youth Advisory Committee**—Advised CECY on matters pertaining to the timing, delivery, and accessibility of needed services by young adults with IDD. YAC Members shared their journeys toward CIE, which gave CECY members critical information about what is or is not working to support them as they prepare for and transition to work.

Establishing Cross-System Accountability and Indicators of Progress

- **Data Dashboard**—The Data Dashboard, available at http://www.sccd.ca.gov/employment_data_dashboard.htm, displays up-to-date employment data to chart the state's progress in developing CIE for people with IDD. Success stories from the LECTs and CECY members will be added to the site to provide real life examples of what CIE looks like and what it takes to achieve it.
- **Monitor Cross-Agency Employment Trends for Individuals with IDD**— Targets for employment data will be established to track changes occurring in conjunction with state and local Employment First policies, Improvements in data sharing will allow for greater understanding of employment trends.

Spreading What Works

- **Presentations, Training and TA**—over 50 CECY sponsored presentations and workshops about CIE have been presented increasing knowledge of effective practices, raising expectations, and public policy for CIE. Also, CECY members have provided TA to over 7,500 people through individual or group consultation. CECY co-sponsored the 2013 of Bridge to the Future I Transition Institute and is a co-sponsor again in 2015 increasing knowledge of best practices in transition that lead to CIE. A 4 part-training module for rehabilitation professionals on postsecondary education and rehabilitation is under development. The 1st module, Using College to Build Skills to Go To Work is nearly completed. Next steps is to complete the additional 3 modules: the Nuts and Bolts to Make It Happen for rehabilitation counselors, Interagency Collaboration, Real People, Real Lives
- **Dissemination of Products**, including briefs and presentations. Currently CECY materials are housed on the Tarjan web site (tarjancenter.org/cecy).

- **CECY E-News**—121 issues of the CECY E-News has been distributed to over 500 subscribers and reposted to additional thousands, resulting in significant education and information sharing among interested parties throughout the state.
- **Web Repository**—An agreement has been reached with the California State Council on Developmental Disabilities to permanently house CECY developed products and materials on its accessible website along side the Data Dashboard.
- **Road Map for Transition to CIE and/or PSE**—Creating 7, person-centered guides that summarize research, and list resources and web sites. Topics include:
 - ✓ Motivation: I want to work!
 - ✓ Expectations: We believe you can work!
 - ✓ Career Goals: What work is best for ME?
 - ✓ Education/Training: What training do I need?
 - ✓ Employment Opportunities: Where can I find a job?
 - ✓ Business Engagement: Who will advocate for me? Hire me?
 - ✓ Other support: What else do I need?

Strengthening Ties within CECY and with its Partnering Agencies, Families and Youth/Young Adults with IDD

- **Adopting a unified vision**—CECY has built a unified vision of CIE among its members. As a result, people are strongly tied to CECY’s shared values and membership has remained stable even as some members have changed their positions. Members feel this work is important, trust one another and are able to transcend difficulties as we encounter them.
- **Interagency collaboration, knowledge and understanding**—CECY members have deepened their knowledge of and commitment to CIE and have used that knowledge to influence their agencies/agency leadership.
- **Representation of diverse and key stakeholders**—CECY membership has expanded from 13 (on original roster) to 50 individuals and from 8 to 24 agencies/organizations. CECY members rely on one another for information, insights, and help in networking/sitting on committees. Self-advocacy groups such as the Statewide Self-Advocacy Network closely follow the work of CECY.
- **Engaging state and local leadership**—CECY members have been invited to provide legislative testimony on service barriers, best practices, and interagency collaboration related to transition and CIE. CECY leadership has convened meetings with disability agency leadership to draw attention to policies that promote CIE.
- **Aligning CECY strategies with national framework (HPS)**—CECY adopted the High Performing States Framework (HPS) to stimulate and organize our work around a proven model of “best practices” in states with high rates of integrated, competitive employment. The HPS framework has informed CECY’s work and also CECY’s work is now informing the evolution of the HPS framework. The elements of the framework that guide our work and are being documented quarterly are member’s activities in: policy, outcome data; funding; agency leadership; interagency collaboration; training and outreach; and innovation.

Increasing Opportunities for Competitive Integrated Employment at the Local Level

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What's the issue?

California's youth and young adults with intellectual and other developmental disabilities (IDD) are mostly unemployed or underemployed. According to data from the Employment Development Department, the employment rate for working age adults with developmental disabilities in 2012 was 12.4%. This is lower than the national employment rate of 22.5% for people with developmental disabilities¹ and dramatically lower than the national employment rate of the general population (76.3%).² These percentages are also in contrast to findings from National Core Indicators California Adult Consumer Survey for FY 2011-2012 that indicated 39% of regional center clients without a job want to work. Part of the gap may be due to barriers at the individual, organization, and systems levels including:

- Low expectations for employment,
- Lack of job preparation and opportunities for work experiences,
- Gaps in service coordination for transition to postsecondary education or employment,
- Businesses uncertain of where or how to find support and accommodations for employees with disabilities,
- Inadequate funding rates for individual placement/supported employment, and
- Difficulty in transforming from a legacy system based upon provision of facility-based services to provision of community-based services.

In 2011, the California Employment Consortium for Youth and Young Adults with Intellectual and Developmental Disabilities (CECY) was formed to stimulate policy change and build capacity in California state systems and local communities to increase

¹ Data is from National Population Statistics, page 57, table 2 (22.5%). Employment Participation for Working-Age People (Ages 16 to 64), StateData: The National Report on Employment Services and Outcomes 2012 published by the Institute for Community Inclusion, UMASS. The data reflects individuals with cognitive disability employed in the United States.

² The data is from the 2012 Disability Status Report, United States, by Cornell University, by calendar year based on analysis of the US Census Bureau's, American Community Survey (ACS), page 8. The data reflects non-institutionalized working-age people (21-64) with disabilities who work full-time/full year in the United States. Types of disabilities included in the data are: hearing disability, visual disability, cognitive disability, self-care disability, and independent living disability.

the number of youth and young adults with intellectual and other developmental disabilities in competitive integrated employment. Competitive integrated employment is defined as “meaning full or part-time work at minimum wage or higher, with wages and benefits similar to those without disabilities performing the same work, and fully integrated with coworkers without disabilities” (Workforce Innovation and Opportunity Act 2014). CECY is a collaboration of state agencies, centers, and organizations, families, and self-advocates with responsibilities for the education, rehabilitation, employment, and support of youth with disabilities. One of the ways CECY strives to enact its mission is through local employment Collaborative Teams (LECT)s.

What are Local Employment Collaborative Teams (LECT)s?

While we know there are many barriers to competitive integrated employment for youth and young adults with IDD, we also know there are many areas within California where agencies working together have demonstrated success in assisting youth and young adults with IDD in gaining a job of their choosing at or above minimum wage. In 2012, a request for proposals was issued to identify these pockets of success. A competitive, multi-round process was used to select seven out of seventeen applications to provide support to document unique aspects of their programs. These seven programs were referred to as Local Employment Collaborative Teams (LECTs). Each LECT addressed challenges to competitive integrated employment in a unique way that made full use of their community’s resources.

The seven LECTs covered the demographic and geographic diversity of California (see Figure 1). Four of the LECTs were situated within secondary education (Glenn County Office of Education, Sweetwater Unified School District, Irvine Unified School District, and Whittier Union High School District) and one within postsecondary education (Taft). Two of the LECTs were led by agencies that had a specific aim around employment and had designated employment services (East Bay Innovations and TransCen). The following provides a brief summary of each LECT and their unique focus.

Figure 1. LECT sites throughout California



(1) East Bay Innovations (EBI): The goal of EBI's Employment Services is to create access to gainful employment for individuals with autism and other developmental disabilities and to provide support to individuals, once on-the-job, so that they can be successful in the workplace. EBI researches the workforce needs of various untapped employment sectors; networks widely with prospective employers; creates pipelines to industries and opportunities for skill development through training programs, such as Project SEARCH; conducts intensive job development, and provides on-the job coaching once an individual is in the workplace. EBI provides

support to more than 125 individuals on-the-job and during the job development phase. Employment data was provided initially for all clients, but subsequently included a subset of the clients ranging from twenty to twenty-eight individuals served in EBI's supported employment program, and were those individuals served through EBI's Employment Services who were placed in jobs or were engaged in job development during the time period specified. LECT participants were typically 18 and older; predominantly male (71%); reflected diverse ethnicities with approximately half Caucasian, nearly a fifth Asian/Pacific Islander, and a little more than a tenth Black/African-American. Most participants have autism (43%) and/or intellectual disabilities (54%).ⁱ

(2) Glenn County Office of Education (Glenn COE): This LECT is a model for rural communities. Located in a sparsely populated region about 100 miles north of

Sacramento, CA, which has historically high rates of unemployment, Glenn COE has focused on developing certificate programs to help students with IDD become certified in areas such as food handling, basic tool safety, customer service, back-lifting and workplace safety. They developed a website, <http://www.glenncerts.org/>, which provides information and training on obtaining occupational certificates. The certificate training programs were modified and adapted to make them more accessible to students with IDD, while still covering the essential content areas for students to achieve the certificate. LECT participants (n=17) tended to be male (59%), Hispanic (65%), and have an intellectual disability (71%).ⁱ

(3) Sweetwater Union High School District (SUHSD): The Partnerships in Job Placement Project built community partnerships to make it possible to focus on jobs and work after the district faced significant budget cuts that removed job developers and left teachers with no time to do job development or related activities. Transition teachers were left to negotiate with local employers, develop work-training partnerships, and build employer relationships with only their “prep period” time of about 50 minutes per day. This LECT focused on utilizing partnerships between the Sweetwater School District, San Diego Regional Center, San Diego State University, and an experienced employment consultant/job developer to: support (1) more effective student transition preparation and (2) stronger vocational goal identification and job/career matching. An overwhelming majority of LECT participants (n=19) were male (74%). The majority of participants were Hispanic (68%) and one fifth were Caucasian.ⁱ

(4) Taft College Transition to Independent Living (TIL) Program: This residential post-secondary education program at Taft College in Taft, CA has a history of its graduates achieving competitive integrated employment; 82% of graduates are competitively employed with 87% of those students earning above minimum wage. As a LECT, the TIL program focused on significantly increasing parent/family involvement relative to locating and placing students in competitive integrated employment and exploring strategies to significantly decrease the amount of time it takes for students to achieve CIE after graduation. The Taft TIL produced and made available an employer

video; a parent training approach and materials to support such training; a Career Academy for use with students during the summer intersession between their first and second years. LECT participants (n=86) tended to be male (58%), and nearly three quarters were White (71%). Over a third (40%) of the participants had autism as their primary disability.¹

(5) Transcen, through its WorkLink program, focuses on finding meaningful jobs for people with significant disabilities through the provision of braided resources and funding from the Developmental Disabilities system and Vocational Rehabilitation. Braiding and blending services helps eliminate service gaps and allows building the comprehensive, wrap around support that people with more significant disabilities need to work and live in the community. The support needs of the group vary from line of sight supervision to those who are able to travel and work independently once trained. WorkLink evaluates the level of support new enrollees need (i.e. 1/3 of those enrolled needed door-to-door support, 1/3 were able to become independent or semi-independent with training, and 1/3 were able to gain independence in new tasks fairly quickly). The WorkLink team has supported three California providers (ARC-SF, Marin Ventures and Goodwill of Northern California) to start transforming their organization's services. TransCen has 37 individuals enrolled in day/employment services. Employment data is provided for the subset who is currently employed in integrated, direct hire jobs. The remaining individuals are in the discovery process or are actively looking for work. There were 25 LECT participants in the April- September 2014 period. Of those, nearly three quarters (72%) were male. LECT participants reflected diverse ethnicities (36% Asian/Pacific Islander, 32% Black/African American, 16% Hispanic, 16% Caucasian) and types of developmental disabilities (64% Intellectual Disability, 16% autism, 16% Down Syndrome, 4% Cerebral Palsy).¹

(6 and 7) Irvine Unified School District and Whittier Union High School District (IUSD, WUHSD): These two districts were selected as trainers based on their history of working together in presenting and mentoring various groups around the state on successful transition of students into post-secondary education and competitive

integrated employment. For the CECY Project, these two LECTs collaborated with many agencies and organizations to develop and disseminate information on unique approaches to successful transition from school to work. PowerPoint modules were created for training on best practices identified including the use of social media, i.e., video resumes and QR codes to help young people with IDD in their job search and job retention practices. A Social Security Administration Benefits Planning Handbook was developed and disseminated to students, families and other community stakeholders. In addition, the WUHSD and IUSD teams have developed parent/family transition handbooks that are being piloted at this time. Each addresses the demographics and needs of their respective communities.

Irvine LECT data was provided for those enrolled in the Irvine Adult Transition Program. The program includes all young adults with mild, moderate and severe intellectual/developmental disabilities (including ASD) who are enrolled in the following programs: Irvine Adult Transition Program (IATP) and the Irvine Adult Transition Program (IATP)/Transition Partnership Project (TPP). Irvine LECT participants (n=74) were fairly evenly male and female. About half (53%) of Irvine LECT participants were White/Caucasian and another quarter (27%) were Asian. The primary disabilities represented include Intellectual Disability (68%), Autism (27%), and Deaf/hearing impaired (5%).

Whittier's program, Career Connection, provides transition support services for 130 individuals with intellectual disabilities, ages 18-22. Career Connection also provides support services at the middle school and high school levels to all individuals who have IEPs to make the best transition from school to adult life. LECT participants (n=38) were individuals in four of the thirteen transition classes. There were slightly more males (58%) and a large majority of Whittier LECT participants were Hispanic (79%).

What is the employment experience for LECT participants?

Through the LECT projects, we collected employment data from October 2012 to September 2014 on a biannual basis. While the California employment rate for

individuals with IDD has remained fairly stable at 12-13%, the majority of the LECTs at the start of the documentation process reported a much higher employment rate for individuals in their programs. Six of the LECT's reported a quarter (25 or more) of their participants were working in integrated employment. By the last reporting period, all LECTs reported employment rates above the California rate of 12.4%; the percentage of LECT participants employed in integrated settings ranged from 15.8% (Whittier) to 100% (Taft and TransCen).³

Average hourly earnings by LECT

The average hourly rate among the LECTs ranged from \$5.60 to \$13.03 over the two year reporting period, with the overwhelming majority above minimum wage (see Table 1). Two of the LECTs, EBI and TransCen, had the highest average hourly rates (\$11.00 and above). Similarly, the Irvine USD LECT average hourly wages were close to ten dollars and above. The average hourly earnings for Glenn County Office of Education were stable at \$8.00 and Whittier USD reported average hourly earnings between eight and nine dollars. All Sweetwater LECT participants were paid below minimum wage during the first reporting period (October 2012-March 2013) and continued to be so with the exception of one individual during the April – September 2013 period, until the last reporting period. The source of wages for Sweetwater LECT participants were Workability I funds. This is in contrast to the other LECTs where the source of wages was predominantly the employer. By September 2014, the average hourly rate for Sweetwater LECT participants was above minimum wage (\$8.46) and the majority of working Sweetwater LECT participants (75.0%) were paid at or above minimum wage. This represents a major shift, especially as it occurred prior to implementation of WIOA, which prohibits schools from contracting with sub-minimum wage providers. While Workability was still source of wages for a few Sweetwater LECT participants, the

³ Starting in the second reporting period (April-September 2013), a data dictionary for each question was introduced to ensure all sites were using the same definitions when responding to a question. The question about integrated employment asked; "Is this individual in an integrated (individual with disability is able to interact with nondisabled person to the fullest extent possible) employment setting?"

majority were by employer by September 2014. **Table 1. Average hourly earnings for LECTs 2012-2014**

	Oct 2012- Mar 2013	Apr-Sept 2013	Oct 2013- Mar 2014	Apr-Sept 2014
EBI	\$11.24	\$10.97	\$11.43	\$11.04
Glenn COE	\$8.00	\$8.00	\$8.00	\$8.00
Irvine USD	\$10.54	\$9.91	\$9.79	\$10.28
Sweetwater USD	\$5.60	\$8.00	\$5.65	\$8.46
Taft College	\$8.86	\$8.86	\$8.86	\$9.81
TransCen	\$12.00	\$12.87	\$12.66	\$13.03
Whittier USD	\$8.33	\$8.33	\$8.20	\$8.89

There was a wide range for the number of hours worked per month by site. During April-September 2014, LECT participants reportedly worked on average between 20 and 120 hours a month. The lowest average number of hours worked was among GCOE LECT participants and highest among EBI LECT participants. Irvine USD, Whittier UHSD, and TransCen had monthly averages above seventy. The remaining LECTs had average monthly hours worked between forty-three and fifty-two hours.

Job supports

LECT participants used a range of supports. A little over half of LECT participants used natural supports and almost a third used supported employment with a job coach. Natural supports were the most commonly used form of support among LECT participants at Taft College, Irvine USD, and Whittier UHSD. This remained fairly stable from 2013 to 2014 with a slight increase in use of natural supports from 55.1% in September 2013 to 59.2% in September 2014. This also corresponded to a slight decline in use of job coaches without supported employment and supported employment with a job coach. Sweetwater LECT participants in 2013 relied mainly on a job coach without supported employment, but more participants were utilizing supported employment with a job coach in 2014.

Employers

LECTs engaged 75 employers during the April – September 2014 reporting period representing a variety of workplace settings including retail, entertainment, grocery, restaurants, government, health care, childcare, and banking sectors. Examples of employers include:

- Walgreens, CVS, Old Navy, Banana Republic, Marshall's, Petco, Home Depot,
- So Cal Pizza, Hometown Buffet, Chili's, Panera Bread, Sprouts,
- Norwalk Courthouse, City Hall, DMV, Alameda County District Attorney's Office,
- Rio Hondo Daycare, Health Partnership Project, Fremont Bank.

A unique aspect of the Taft LECT is that one of the largest employers in Taft is Taft College itself; over half (54.7%) of Taft LECT participants were employed by Taft College.

Success Stories

There are several pathways to competitive integrated employment, and each LECT facilitated the path in different ways. The following provide real life success stories organized by different themes of the supports needed to achieve CIE.

Job preparation, job development, job coaching

EBI

When B. graduated from EBI's first Project SEARCH job training class hosted by the County of Alameda, she was ready to go to work. Prepared, motivated, determined. *But it took three years after completing Project SEARCH to secure full-time employment.* Today, she is gainfully employed in Alameda County District Attorney Nancy O'Malley's office. She arrives at work and prepares a detailed "trial sheet" for the criminal and civil court cases being heard that day. She responds to questions at the front counter of the Alameda County District Attorney's office, handles interoffice mail, and answers phones. And she has successfully completed her six month probation period. With the support of a Job Coach, B. is successfully handling increasing responsibility on-the-job. She's extremely hard-working, dedicated to her job, and is embracing its challenges with growing confidence.

Whittier

One of our individuals had extensive team support with many job developers and support staff working on his behalf. He had a number of job sites, including the local Superior Court, Party City and Dollar Tree. Because of relationships developed in our community and the persistence of one of our job developers, our local movie theater gave our student the opportunity to work one afternoon a week for two hours. This opportunity has evolved into four afternoons a week for four hours each day. The student is now on their payroll and has transitioned to a surrounding adult agency that provides job coaching for supported employment leading to CIE.

TransCen

AW is a young man with developmental disabilities who entered WorkLink's program after completing a high school transition program two years ago. While in school, AW had little work-based experience and did not particularly like the job opportunities he was given (working in a small grocery store, landscaping with Parks and Rec). He was hoping to get a more professional job where he could work with computers and other office equipment. He wanted a job that would pay him enough money so he could get his own apartment and own a state-of-the-art video game console and all the newest video games.

During AW's first year in the program, WorkLink's community instructors helped him to explore different office settings and assessed his ability to use computers/software, copiers, scanners and fax machines. AW also needed instruction on professional behavior and social interactions. He had some difficulty accepting feedback and direction from supervisors, and, at times, he was disrespectful with staff and friends. He took a computer class at City College where he learned to use MS word and learned to type using both hands. AW had time management issues. His community goals focused on improving his punctuality and following his calendar, conversational skills, teamwork and being polite. Late last year, AW moved into a subsidized apartment and started to learn to cook, clean and do his own laundry. We also started working on money management. At this point, AW started to say he wanted a job so he could earn

a paycheck.

WorkLink's employment services team started working with AW to start his job search. Together, they targeted employment settings that matched AW's profile and resume. Three weeks ago, AW was hired by Invitae, a pediatric bio-tech firm based in San Francisco and Palo Alto--his first paid job. AW is earning \$15.65/hour and is working 30/hrs a week. He receives full benefits. He is classified as an office clerk and supports the facilities manager by processing incoming supplies for the office and laboratory, maintaining kitchens, work areas and conference rooms, inventorying supplies and setting up new hire desks (computer and desk supplies). He is using a computer to keep a list of supplies that need to be reordered and updates the employee phone list. He is very proud of his new position and is making friends with all the scientists. AW wants to use the money he earns to pay his rent and buy a PS4.

Job preparedness, postsecondary education, job matchmaking, family support

Taft

Cooper is a young adult who has autism. He completed a yearlong paid internship in merchandising with Frito Lay in Bakersfield. He completed the TIL program and the follow along TPSID program. He received both an academic completion certificate and a certificate in merchandising. Cooper planned on returning to the San Diego area and finding a job. His mother wanted to help her son find a job. While Cooper had envisioned going to work at a nearby Costco, his mother approached a manager working for Frito Lay in San Diego. She forwarded contact information for this manager to TIL staff. They followed up by contacting the Frito Lay manager in San Diego. One of the TIL staff went to San Diego to talk with the manager about Cooper and the program he had completed. Cooper was given an interview. He finished his program, got an apartment in San Diego and went to work as a merchandiser for Frito Lay in San Diego. He started working 20 hours per week at a wage of \$12.50 per hour.

Benefits planning training, Gaining family support

Irvine

One of our IATP students, 21 year old Garrett, was in his last year of programming during the 2013-14 school year. He had been training at Wholesome Choice Market for approximately 6 months. The Wholesome Choice Manger left to take a new management position at Farm Direct Market (a new upscale market in Irvine), and Garrett was offered a paid position at Farm Direct Market. Garrett was very excited about this opportunity but his Dad was insistent that Garrett not work because he would lose his benefits. The IATP staff met with Garrett and his Dad and explained how to utilize SSA work incentives and after much discussion, Dad agreed to let Garrett accept the position four members of the family are currently receiving SSI). Garrett worked at Farm Direct for approximately 17 weeks. Garrett was laid off when the market had to downsize their staff due to slow business. The manager wrote a letter of recommendation, and Garrett was hired at Trader Joe's after a short internship. He now works 30 hours per week.

Staff has continued to give benefits planning support to Garrett and ensures that he completes his wage reporting paperwork to send to SSA.

DOR services

Sweetwater USD

This young man is not due to exit public school transition program until June 2015, but he was identified by a supported employment Summit developer as a good candidate for a position with the local Vons grocery store in late May. By the end of June 2014, he had successfully interviewed and passed the requisite tests and other hiring procedures. He also had his case successfully opened with DOR, and they assisted with purchasing interview clothing and uniform material. He began employment with Vons in July 2014, and is currently employed for 22 to 22 hours a week at \$9.00 an hour. While he is part of the supported employment group, his opportunities for integration or contact with nondisabled peers is maximized. If he remains on the job successfully for another 90–120 days, he may be exited early from transition services.

What is needed to achieve competitive integrated employment?

As can be seen by stories of success, it often takes a combination of factors to connect individuals with IDD to appropriate job opportunities. There are several lessons to be

learned from the LECTs in how to address the barriers and how to successfully achieve CIE. These include:

- Philosophical shift and commitment to integrated community-based employment by leadership and staff. This requires a shift in funding and resources including staff time.
- Training and technical assistance are needed for educators and service agency staff to implement state and local employment first policies. Training and resources are also needed to help make family members and individuals with IDD aware of the various services and supports available toward CIE.
- Job preparedness and job matching are necessary to secure employment of choice that yields higher wages and retention. These are specific skills that may require additional training for staff or enlisting staff with this area of expertise.
- A team approach is needed, particularly for those transitioning from high school. Partnerships among educators, regional centers, and rehabilitation staff are key to connecting youth with IDD to appropriate services and supports towards CIE. Community partners such as employers or local assets (such as in the case of graduate students in rehabilitation counseling) can greatly assist in matching skills and job opportunities.
- Business partnerships addressing a variety of industry sectors must be established to ensure access to work-training and employment opportunities in integrated settings.
- Mentors/peer networks, whether for educators, employers, agency staff or family members, are an important way to guide those wanting to support individuals with IDD in pursuing competitive integrated employment.
- Youth with IDD need skill development and work experience opportunities.
- Youth with IDD need to be motivated and able to express their desire to work.
- Success stories are needed to promote high expectations from all stakeholders.

Resources created by LECTs

Braided/sequenced funding

WorkLink Braided Services Toolkit- This toolkit is a result of TransCen's work to create flexible, person-centered supports by braiding and blending services.

https://dl.dropboxusercontent.com/u/53092888/WorkLinkToolkit_v1.pdf

Journal of Vocational Rehabilitation Article: Transcen Inc.'s WorkLink program: A new day for day services.

This article discusses an innovative approach to braiding funding resources and services that addresses programmatic barriers and utilizes the Developmental Disabilities Service (DDS) system to augment Vocational Rehabilitation (VR) services to facilitate direct hire, integrated jobs for people with more significant intellectual disabilities. It describes TransCen, Inc.'s approach to braiding services to promote employment and support customized job placement. Ideas for improving program services and recommendations for system-change are presented.

http://transcen.org/index.php?option=com_content&view=article&id=254:newday&catid=1:latest-news

Industry certification

Glenn County Office of Education website provides information and training on obtaining occupational certificates: <http://www.glenncerts.org/>

Employment/Employer videos

East Bay Innovations' videos on:

Diverse and Productive Workforce: <https://www.youtube.com/watch?v=byveKvZVuJL>

Valued role of employees with disabilities: https://www.youtube.com/watch?v=j-U48WU_Yj0

Community and social responsibility: <https://www.youtube.com/watch?v=Cbo1Pmxfclw>

Job coaching: <https://www.youtube.com/watch?v=3AsHopb5zc4>

Taft College TIL employer video: <https://www.youtube.com/embed/mzxRrOKKioo>

[†] Data presented to provide a fuller description of the LECT participants is based on data and materials submitted for the April-September 2014 reporting period.