



Employment First Committee (EFC) Minutes **Wednesday, September 15, 2010**

Members Present:

Michael Bailey
Dan Boomer
Don Braeger
Robin Hansen
Joe Meadours
Bill Moore
Andy Mudryk
Olivia Raynor
Cindy White

Dean Lan
Connie Lapin
Liz Lyons
Kevin MacDonald
Barbara Maizie
Steve Miller
Dawn Morley
Patti O'Brien
Dennis Petrie
Mark Polit
Eileen Richey
Robin Rhoades
Will Sanford
Mark Starford
Mary Ellen Stives
Scott Valverde
Edward White

Others:

Tony Anderson
Scott Berenson
Rachel Chen
Lisa Cooley
Diana DeRodeff
LesleyAnne Ezelle
Eric Gelber
Marcy Good
Tom Heinz
Dayon Higgins
Charlie Kaplan

Staff:

Christofer Arroyo
Roberta Newton
Carol Risley

1. CALL TO ORDER

Marcy Good, Chair of the State Council on Developmental Disabilities, called the meeting to order at 10:39 AM. A quorum was established.

2. WELCOME AND INTRODUCTIONS

2.1 – Eric Gelber, Chief Consultant to the Assembly Human Services Committee

Chair Good introduced and welcomed Mr. Gelber to the meeting.

2.2 – Committee Members

2.3 – Consultants

2.4 – Appointment of Employment First Chairperson

Everyone in attendance introduced themselves. Chair Good appointed Michael Bailey chairperson of the Employment First Committee.

3. PUBLIC COMMENTS

No comments were provided.

4. PURPOSE (AB 287)

Staff Christofer Arroyo provided a presentation re: AB 287 (which created the EFC), the role of the EFC, the requirement to produce a report, and the required elements of the report. Discussion ensued.

5. BACKGROUND

5.1 – SB 1270 (Chesbro)

5.2 – Highlights of a Forum: Actions that Could Increase Work Participation for Adults with Disabilities

Staff Christofer Arroyo provided a presentation re: the SB 1270 report and the report Highlights of a Forum: Actions that Could Increase Work Participation for Adults with Disabilities. The relevance of these reports to the work of the EFC was reviewed. Discussion ensued.

6. EMPLOYMENT DATA RELEVANT TO ISSUE

Director Carol Risley led the group through a discussion and brainstorming exercise regarding sources of data. Discussion ensued.

7. DRAFT WORK PLAN

The draft plan was reviewed, revised, and agreed to by consensus. Discussion ensued.

8. LOGISTICS/MEETINGS

Staff proposed that the EFC may want to organize itself into subcommittees. The EFC agreed and therefore five subcommittees were created: Barriers/Disincentives, Benefits, Employer Recruitment, Innovative Strategies, and Transition (from high school to work). Everyone chose at least one subcommittee in which to participate and agreed to contact their peers so they may convey their opinions in the subcommittee meetings. It was agreed that subcommittee meetings would occur in October. A discussion occurred concerning what meeting schedule the EFC believed was needed. It was agreed the next EFC meeting would take place in November.

9. SUMMARIZE COMMITTEE NEXT STEPS

Discussion ensued.

10. ADJOURNMENT

Chair Bailey adjourned the meeting at 3:05 PM.

DRAFT



State Council on Developmental Disabilities

EMPLOYMENT FIRST COMMITTEE (EFC) Meeting Minutes

Posted at www.scdd.ca.gov

November 10, 2010

ATTENDANCE	
Tony Anderson	Rachel Chen
Lisa Cooley	Dale Dutton
LesleyAnne Ezelle	Eric Gelber
Marcia Good	Tom Heinz
Dayon Higgins	Charlie Kaplan
Dean Lan	Connie Lapin
Rebecca Liennard	Dawn Morley
Kevin MacDonald	Patti O'Brien
Mark Polit	Will Sanford
Rocio Smith	MaryEllen Stives
Michael Bailey, Chair	Don Braeger
Joe Meadours	Bill Moore
Andy Mudryk	Olivia Raynor
Robert Taylor	

ABSENCES	
Scott Berenson	Diana DeRodeff
Liz Lyons	Barbara Maizie
Dennis Petrie	Eileen Richey
Scott Valverde	Cecily Betz
Daniel Boomer	Robin L. Hansen
Cindy White	

VISITORS	
Maureen Fitzgerald	Garren Stumph

STAFF ATTENDANCE	
Carol Risley	Chris Arroyo
Roberta Newton	Michael Brett

Item 1.0: CALL TO ORDER:

Meeting was called to order by Council Chair Marcia Good at 10:41 a.m.

Item 2.0: WELCOME AND INTRODUCTIONS:

Marcia opened the meeting by introducing herself and stated that Michael Bailey, who is the chair for the EFC, was not available until the afternoon by conference call. Everyone in the meeting then introduced themselves.

Item 3.0: APPROVAL OF MEETING MINUTES

No meeting minutes were included in the EFC packet. Therefore, minutes from the prior meeting were not discussed/approved.

Item 4.0: PUBLIC COMMENTS

There were no public comments.

Item 5.0: SUBCOMMITTEE REPORTS

A handout was handed out and discussed concerning subcommittee reports. Each member from their respective subcommittee briefed the EFC.

Item 5.1: BARRIERS/DISINCENTIVES

- Connie Lapin discussed barriers to families. She stated there are certain steps to follow.
- Carol Risley, Executive Director for SCDD, stated that it is best to have a young parent with a disabled child see an example of a young adult with disabilities living on their own or going to college. This would be excellent because the young family could see a better future for their child by seeing this model. Additionally, it will empower people to speak up in future endeavors.
- Joe Meadours stated that as a child with developmental disabilities he was given pros and cons on living independently. This really helped him to transition into the adult world.

- Dayon Higgins stated that her child was given very little on life skills for going to college after High School. Therefore, he does not have the life skills to further his education.

Item 5.2: BENEFITS

- It was discussed that Public Benefits/Fellowships goes by earned income.

Item 5.3: EMPLOYER RECRUITMENT

- Wages were discussed for individuals with developmental disabilities. It was stated that there is a floor and ceiling. Floor being low wages and ceiling being higher than minimum wage.
- It was also mentioned to have incentives to receive higher pay.

Item 5.4: INNOVATIVE STRATEGIES

- Develop strategies by flushing out ideas with subcommittee participation.

Item 5.5: TRANSITION

Item 5.6: SUBCOMMITTEE NEXT STEPS

- Future meetings were discussed for strategies
 - o January 2011: Strategies are to be discussed
 - o March 2011: Finalizing report and to incorporate ideas
 - o May 2011: Draft report needs to be ready
 - Roberta Newton, SCDD Staff, suggested getting different ideas from the subcommittees and narrow it down to three to five areas to focus on for the May 2011 report
 - o July 1, 2011: Report needs to be presented to the Legislators

Item 6: EMPLOYMENT FIRST POLICY

- Robert Taylor is the Vice Chair for the DDS Consumer Advisory Committee
 - o Robert discussed how their meeting went on employment first issues which was centered on:
 - Values
 - Opinions
 - Priorities
 - Gainful employment
 - Defining work for ourselves
 - On preparing High School and Middle School students for the next steps
 - Money is motivation for work
 - Discussed out reach

- Comments from members

Chris Arroyo, EFC Staff, went over the handout for the Advancing Employment Connecting People (APSE). The following areas were discussed:

- That the policy should have a footnote on employment
- It was determined or suggested that some of the language in this document should be changed :
 - “Participation” to employment rate. First bullet under “Underlying Principles”.
 - “Citizens” to individuals. Second bullet under “Underlying Principles”.
 - “Require” to have a right to. Fourth bullet under “Underlying Principles”.
 - “Preferred option” to freedom of choice. Third bullet under “Characteristics of Successful Implementation of Employment First”.
- Footnotes should be placed in document for terms.
- This document needs to be changed around to fit the needs of the EFC.
- It was determined that bullets 6 and 7 from “Underlying Principles” needs to be moved to a different location.
- Wealth needs to be explained in bullet 7 under “Characteristics of Successful Implementation of Employment First”.
- It was determined that bullet 9 under “Characteristics of Successful Implementation of Employment First” needs to be rewritten.
- Bullet 10 under “Characteristics of Successful Implementation of Employment First” needs to be removed.
- Document needs to be changed by the December subcommittee meetings.
- “Funding is sufficient” in bullet 9 under “Characteristics of Successful Implementation of Employment First” needs to be removed.
- It was determined that items from pages 35-36 (Agenda Item Detail Sheet) needs to be added to the APSE Document.
 - Chris Arroyo said he would have this done by the January 2011 meeting.
- It was also discussed that the employer should not be the only one responsible for employment issues. It is also up to the state and federal governments.

Item 7.0: ROLES & RESPONSIBILITIES OF STATE & LOCAL AGENCIES RE: EMPLOYMENT OPPORTUNITIES FOR PEOPLE WITH DEVELOPMENTAL DISABILITIES

It was discussed that this area deals with creating a strategy for how agencies can better collaborate to increase the number of people with developmental disabilities paid at least minimum wage in integrated workplaces.

Item 8.0: REVIEW & POSSIBLE UPDATE TO WORK PLAN

- It was decided when the committee and subcommittee should meet:
 - Odd months for the committee meeting

- Even months for the subcommittee meeting
- Discussed revising work plan

Item 9.0: LOGISTICS/MEETINGS

Committee meetings will be held for 2011 as follows: January, March, May, September, and November. It was decided to have committee meetings meet on the first Friday of the month.

Item 10.0: SUMMARIZE COMMITTEE NEXT STEPS

- To have subcommittees take feedback from the EFC and further develop their strategies
- To have subcommittees discuss HOW the strategies should be implemented
- To discuss responses to the EFC Policy and have subcommittees present their ideas at the next EFC meeting
- Chris Arroyo will change the Employment First policy and make it part of the packets for the subcommittees

Item 11.0: ADJOURNMENT

Meeting closed at 3:06 p.m

AGENDA ITEM DETAIL SHEET
Employment First Committee (EFC)
January 7, 2011

ISSUE: RECOMMENDATIONS FOR FACILITATING MEETINGS

BACKGROUND: SCDD has arranged for the Board Resource Center to provide support to people on the Employment First Committee to ensure equal participation by everyone.

ANALYSIS/DISCUSSION: The Board Resource Center has made recommendations (attached) regarding the subcommittee teleconferences.

COUNCIL STRATEGIC PLAN OBJECTIVE: Advance the rights and abilities of all Californians with developmental disabilities and their families to exercise self-advocacy and self-determination.

Shape public policy that positively impacts Californians with developmental disabilities and their families.

PRIOR EFC/COUNCIL ACTIVITY: N/A

RECOMMENDATION(S): It is recommended that the Employment First Committee (EFC) review the attached recommendations before the meeting on January 7. It is also recommended that at the meeting the EFC take input from everyone regarding the subcommittee teleconferences, discuss any possible changes to the recommendations, and adopt the recommendations with any changes by consensus.

ATTACHMENT(S):

1) Recommendations for Teleconferences

PREPARED: Christofer Arroyo, December 9, 2010

SCDD Employment First Sub-Committees

Recommendations for Teleconferences

Suggestions from EFC members and facilitators.

1. Use explanation/plain language examples – clarify acronyms and complicated word/phases.
2. Minimize difficult language.
3. Peer advocate members respond first to questions.
4. Equal time for all – no one person dominates.
5. Everyone needs to be provided an opportunity to speak.
6. Before moving to a new agenda item, reflect on comments and recommendations to maintain focus on agenda item.
7. Clarify discussion notes for accuracy.
8. Agencies providing public meeting support need to be aware of meeting arrangements, dates and times.
9. Sub-committee agenda, materials and minutes need to be emailed, mailed and placed on the Yahoo Group site. (Some members do not have consistent email access.)

Scheduling:

- Ensure meetings do not conflict with each other (time and date).
- Consider the work schedule of members when setting up times.
- Update Yahoo Group Calendar (include auto email reminder to committee members)

AGENDA ITEM DETAIL SHEET
Employment First Committee (EFC)
January 7, 2011

ISSUE: SUBCOMMITTEE REPORTS

BACKGROUND: At the September Employment First Committee (EFC) meeting, the EFC created five subcommittees – Barriers/Disincentives, Benefits, Employer Recruitment, Innovative Strategies, and Transition. The five subcommittees met in November and early December.

ANALYSIS/DISCUSSION: The EFC will hear a summary of the recommendations and issues identified by the subcommittees and then provide comments and take action if appropriate.

COUNCIL STRATEGIC PLAN OBJECTIVE: Advance the rights and abilities of all Californians with developmental disabilities and their families to exercise self-advocacy and self-determination.

Shape public policy that positively impacts Californians with developmental disabilities and their families.

PRIOR EFC/COUNCIL ACTIVITY: At the September meeting, the EFC directed the subcommittees to identify relevant issues, options, and strategies regarding their topics and the subcommittees presented their information at the November EFC meeting. The subcommittees then met in early December to take the EFC's feedback from the November EFC meeting and incorporate them into their recommendations, further refine their recommendations, develop strategies, and provide additional input to the draft employment first policy.

RECOMMENDATION(S): N/A

ATTACHMENT(S):

- 1) Barriers/Disincentives Subcommittee Draft Minutes, December 6, 2010
- 2) Benefits Subcommittee Draft Minutes, December 1, 2010
- 3) Employer Recruitment Subcommittee Draft Minutes, December 3, 2010
- 4) Innovative Strategies Subcommittee Draft Minutes, December 9, 2010

5) Transition Subcommittee Draft Minutes, December 1, 2010

PREPARED: Christofer Arroyo, December 9, 2010



EMPLOYMENT FIRST BARRIERS AND DISINCENTIVES **SUBCOMMITTEE**

Meeting Minutes December 6, 2010

Present: Bill Moore, DOR; Tom Heinz, EBI; Connie Lapin, Liz Lyons, Cindy White

Also present: Denise Curtright, DDS; Charlene Jones; Mark Starford

Staff: Rocio Smith

1. CALL TO ORDER

2. WELCOME AND INTRODUCTIONS

The meeting was held via teleconference. Chair Liz Lyons called the meeting to order at 3:05 pm. Everyone introduced themselves.

3. REVIEW OF BOARD RESOURCE CENTER RECOMMENDATIONS

The work group reviewed the recommendations from the Board Resource Center and agreed to follow them.

4. REVIEW OF NOVEMBER 1, 2011 MINUTES AND BARRIERS SUBCOMMITTEE'S REPORT TO EMPLOYMENT FIRST COMMITTEE ON NOVEMBER 10

The minutes of November 1, 2010 were approved as presented.

5. PUBLIC COMMENTS

There was no public comment.

6. REVIEW OF FEEDBACK ON SUBCOMMITTEE RECOMMENDATIONS AND DEVELOPING RECOMMENDATIONS AND STRATEGIES TO EMPLOYMENT FIRST COMMITTEE

The work group brought up some additional barriers to employment:

- Medical issues not related to the disability can impact the ability of a person to maintain a job

- When a person is employed through their day program, if the program has furlough days or State mandated holidays, the person's ability to work at their job on such a date is impacted
- People with disabilities may be caretakers and face the same challenges as other people who care for children or the elderly
- Licensing regulations do not allow for a consumer to be in the residential home without staff, even if the person travels independently to work and holds a regular job. The impact is that people cannot have jobs at different schedules than day programs or people find themselves wandering around waiting till it is time to come home.

The group felt that there needs to be a waiver in licensing regulations for people who work regular jobs.

The group then discussed potential strategies to address some of the barriers that were previously identified:

Skill of support staff – Support staff may not be properly trained to do their job.

- Develop a training protocol for job coaches and job developers.
- Partner with community colleges to establish a certificate or similar
- Establish minimum qualifications for supported employment job coaches
- Identify existing resources to assist with training such as NADSP
- Implement national standards in California
- Articulate a career path for people entering the field
- Systematize training similar to the training for CCF staff possibly using community colleges instead of ROP
- Use resources like workforce Investment Core and Individual training accounts at One Stop centers to help staff gain training and skills needed.

Preparation for work - people need skills to get work and do their job

- Work and earning money has to be seen as an option for people with developmental disabilities from the get go (grammar school)
- Establish short term focused training on marketable skills
- Use internships and programs like Project Search
- Training on "job-getting" skills
- Move focus of day programs to short term training on getting skills for employment. Use supported employment to help find a job and support on the job

- Focus on work experience and skill acquisition. Pre-vocational training, job preparation, skill training, internships, on the job training should be time limited
- SCOPE in Sonoma county is a good model

Transportation

- Problem-solve options and solutions to transportation to work as part of the IPP.
- Use existing benefits such as Social security impairment related work expense for transportation
- The group reiterated the need to make benefits counseling a service that can be vendorized and paid for through regional centers for people who want to work

Bureaucratic Barriers

- Provide flexibility in funding. Redirect funding used for a particular individual for day program to allow 1 – 1 support to get and maintain a job for the same amount of money
- Establish firm timelines to resolve bureaucratic disagreements so that services can start at a reasonable time.

The group then discussed the current state of supported employment.

According to DDS data, there were only 60 individual placements in supported employment while there were 2,000 new placements in day programs.

In addition group placements are growing faster than individual placements. One possibility for this difference is that workers could get sub minimum wage for group employment.

People in the field may not be well served by supported employment because of the requirement for rapid fading. One option is group placement but there are challenges since the employer needs to accommodate several employees on a schedule at the same time.

Tom Heinz said that there were waiting lists in his program for supported employment. DDS and DOR were not aware that some programs have waiting lists.

DOR has seen a decrease in referrals for supported employment for people with developmental disabilities. Tom said that many times the referral to DOR comes from the supported employment agency when the assessment has been done already instead of the other way around.

There is little incentive to do supported employment. The payment structure doesn't work well since payment is not received until an individual is placed on a job. This makes it harder to try to find jobs for people with more severe disabilities or try to find more creative jobs. The system encourages finding easier jobs for easier to serve individuals.

7. DEVELOPING AN EMPLOYMENT FIRST POLICY

8. SUMMARIZE COMMITTEE NEXT STEPS

The group did not have enough time to discuss the proposed Employment First Policy in detail. The one thing that needs to be incorporated into the policy under the characteristics of a successful implementation is a statement that **employment of people with disabilities follows natural proportions** so that no job classification or department becomes "the job or department for people with disabilities".

9. ADJOURNMENT

Meeting was adjourned at 5:02 pm

**Benefits Subcommittee Minutes and Report for December 10, 2010
via Telephone Conference Call 3pm-5pm**

Present:

Michael Bailey, (SCDD, Area Board 11), Cecily Betz (USC-UCEDD), Will Sanford (Futures Explored), Cindy White (DDS CAC), Debra Mannon (Inland Regional Center), Mark Starford, Vicki Smith (Area Board 12)

Sites of Call-in: Lafayette, Los Angeles, Santa Ana, San Bernardino

1. **Call to Order** – M. Bailey called meeting to order at 3:05pm
2. **Welcome and Introductions** were made
3. **Review of Board Resource Center Recommendations** – Read by M. Bailey
4. **Review of Minutes from Subcommittee meeting on Nov 1, 2010 --**
Approval of Minutes – S. Stanford (m)/ D. Mannon (s)/ (c)
5. **Public Comments** – None
6. **Review of Feedback on Subcommittee Recommendations and developing recommendations and strategies to Employment First Committee** – Group decided to tackled this portion by asking “How would we accomplish this?” for the questions previously submitted as follows:

What we need	How to Accomplish it
More training for Regional Center staff, employment personnel and support service personnel about employment and public benefits <i>(training is seen as the primary need to address many of the shortfalls of public benefits and employment)</i>	Need Uniform information packet that is consumer-friendly (available in all types of formats) that clearly explains what wages do, and do not do, to public benefits – this should be developed by consumers for consumers (i.e., jointly between DDS CAC and People First)
Need training on how to use the disability benefits website	Use consumer groups to develop training material on how to best teach folks how to use this site so that it is not so hard to understand

Need schools to introduce importance of employment at each Individual Transition Plan (ITP)	Seek statutory language that requires the ITP team (including consumer and parents/representative) to address importance of employment at each ITP
Need to make the process of reporting wages easier to follow	Seek uniform reporting form with Social Security on how to do this
Need to make the process of learning how to pick a new physician when your job gives you health benefits	Create fact sheets for HR Departments on how to work with consumers in picking physician in new health plan
Wage Cap on earnings need to be changed and number of people living in household increased so that working disabled program can serve more people	Work with appropriate state department on getting approval on this program – group not sure if this would require statutory change or written request to feds
Make income-based programs have a standard income level for eligibility	Work with state departments to standardize level or if required change at federal level, help state seek language to bring programs to same federal poverty level (FPL) guidelines
Educate businesses on value of employees	Work with DDS CAC project and get data on employment – maybe make promotional video by consumers for consumers
Have at least one employment specialist position at each regional center to help consumers	Request statutory change to Lanterman Act (WIC 4640.6(g)) to add position and funding

7. Developing the Employment First Policy – M. Bailey read through proposed policy and committee agreed to provide written input to V. Smith via email. Comments received from M. Bailey are:

These are my comments on the Draft Employment First Policy.

- (1) The IPP is the critical link between the client and the choice of services and supports they need, including integrated employment. So I am glad that was covered in the policy because the IPP process is very important to Employment First Policy working in California.
- (2) Item 13 is a cause for concern because it requires regional center boards to mandate at least 5% of willing people be placed in integrated employment. The problem with this is that regional center boards may feel under the gun to get 5% of clients into integrated employment and rights violations may result. Every effort must be made to place all those who say in their IPPs they want integrated employment. But the client needs to make that decision freely on their own without feeling pressured. Integrated employment and the benefits that come from it should be discussed at the IPP meetings but support staff and service coordinators should not be pressured

to meet a quota because if they feel that way, they will be more likely to pressure clients to choose integrated employment. At that point, the client would not be making a free choice.

(3) It is crucial to have the ability in each regional center to be able to track each client's employment situation over time. So I am glad that was included in the draft.

(4) It is very clear that technical assistance to the providers is fundamental to success of the policy. The providers are who the client is likely to talk to first. But this provider education effort cannot just be limited to the employment providers; it must also reach out to and include independent living staff, supported living staff, and group home staff, and regional center service coordinators. And it has to be recognized that the quality of the training program that is developed will only be as good as the quality of the staff training in the individual programs. I am glad that the draft policy has recognized the importance of the training and technical assistance to the providers.

Above all, I think, choice and the IPP process are the two most important things and both must be respected.

Also, see attached proposed changes submitted by W. Sanford.

8. Summarize Subcommittee Next Steps – Next meeting scheduled for February 2, 2011 at 3:00pm via telephone conference call.

9. Adjournment – D. Mannon (m)/C.White (s)/(c)

Submitted by: V. Smith



EMPLOYMENT FIRST COMMITTEE Subcommittee Work Group: Employer Recruitment

Meeting Minutes for December 3, 2010

Present:

Steve Miller, Tierra del Sol

Charlie Kaplan, Employment Development Department

Dean Lan, Department of Health Care Services

Mark Polit, Service Employees International Union

Eileen Richey, Association of Regional Center Agencies

Tawny Alvarez, Facilitator

Staff: Scarlett vonThenen, Area Board XI

The meeting was held via teleconference at the locations identified on the agenda.

1. Staff called the meeting to order at 9:04am. Quorum established.

2. Welcome and Introductions

3. **Review of Board Resource Center Recommendations** – Eileen Richey motioned, seconded by Steve Miller to adopt the Board Resource Center Recommendations.

4. **Review of minutes and report from 11/03/2010 subcommittee meeting** – Minutes approved as corrected and subcommittee's report to the Employment First Committee approved and adopted

5. **Public comment** received via email from Cindy Burton, PathPoint President/CEO, regarding economic sustainability and reimbursement mechanism of supported employment job development.

6. **Review of feedback on subcommittee recommendations and developing recommendations and strategies to Employment First Committee** –

The subcommittee discussed the development of a succinct set of employer recruitment recommendations for the Employment First Committee and an action plan toward the implementation of those recommendations. Identifying ways to develop and increase partnerships with, and increase participation by, public and private employers and job developers.

a) Offering a clear and compelling goal statement for employment outcomes –

“California has a dynamic and diverse workforce that should reflect the full participation of all members of the State’s population. Approximately 0.9% of a California’s working age population are people with developmental disabilities. Currently people with developmental disabilities are significantly under-represented in California’s workforce. Consequently the unemployment rate among working age people with developmental disabilities is disproportionately high (upwards of 75%)

Our goal as a State should be to build a workforce that includes people with developmental disabilities to the fullest extent possible. Our objective should be that California’s workforce will include no less than the naturally occurring proportion of working age people with developmental disabilities. “

- Dean concurs with using above goal statement
- Charlie reported that this statement is consistent with the language used in the Governor’s Committee.
- Propose above as goal statement for incorporation into Employment First Committee

b) Offering policy recommendations that will lead to significant increases in employment opportunities within all levels of the public sector –

“Statement: People with developmental disabilities are underrepresented in all spheres of public sector employment.

California should become a model employer by developing proactive State personnel policies that cause all levels and departments of State Government to develop or adapt job descriptions and workplace accommodations that will maximize employment opportunities for qualified persons with developmental disabilities. The target goal is to have the public sector to reflect the parity of workers with developmental disabilities within all levels of the workforce (approximately 0.9%)”.

- Above as corrected, changing “natural proportion” to “parity of workers”

- Create policies and procedures mandating SPB involvement and development of plan for accountability
- Per Dean, the State Statute already requires this via the annual workforce analysis survey, which is submitted to SPB. The workforce analysis survey includes representation of persons with disabilities, alongside workforce composition, and upward mobility.
- Mark pointed out that the annual workforce analysis survey does not breakdown persons with developmental disabilities, specifically. There is a need to measure hiring of persons with developmental disabilities in general broader employment initiatives. Developmental disabilities are often left out of the “persons with disabilities” category.
- Dean suggested that legislation may be one answer to ensure persons with developmental disabilities are incorporated into statistic gathering
- Mark said that at one point legislation may have been proposed, but it died in the senate.
- Eileen reported that there were considerable amount of hiring through “We Include.” She also reported that it is cumbersome for persons with developmental disabilities to get into State government, as the prospective employee must take a State exam and must learn things that they may never have to do as part of their anticipated job functions. The current system does not work and need to improve upon it.

c) Offering policy recommendations that will lead to significant increases in employment opportunities within all levels of private sector employers who contract with California to provide goods and services –

“As a model employer, California should maximize its influence in the larger employment arena by creating incentives for its vendors to demonstrate their commitment to including people with developmental disabilities within their workforce. The target goal is to have all vendors of California reflect the parody of workers with developmental disabilities within all levels of their workforce (approximately 0.9%).”

- Above as corrected, changing “natural proportion” to “parody of workers”
- Mark inquired how this will work, possibly by setting aside niche contracts and not creating situation where sheltered workshops are incentivized.
- Steve reported that “We Include” is not creating enough momentum for vendors, as it lacks specific benefit for them.

- Mark likes the language in this statement and the use of “incentives.” It should be included as part of our recommendations to the Employment First Committee.

d) Offering policy recommendations that will lead to significant increases in membership and employment opportunities within the rank and file of all of the State’s organized labor partners. For instance:

“California should work with representatives of its organized labor partners to develop a Statement of Principle that will encourage greater participation of persons with developmental disabilities within their membership. This partnership should create career path entry points for persons with developmental disabilities such as internships or apprenticeship programs.” This will assist the state to reach its target goal to reflect the parity of workers with developmental disabilities within its workforce (approximately 0.9%). California’s organized labor partners shall reflect this outcome within their membership.”

- Mark said that the direction of this is good, but proposed to reword it (as corrected here). He said that labor organizations must be involved in order to increase internships and apprenticeships, but they are not the hiring authority, so they should not have a target. The employers have the power to hire, and labor organizations will represent persons with developmental disabilities, but they do not themselves hire.

e) Offering policy recommendations that will enhance the capabilities of Job Developers and Supported Employment Providers to significantly increase their success in placing people with significant levels of developmental disabilities in integrated community employment matching their abilities and their interests –

“California should commission a succinct and credible study that documents the equal or superior economic productivity of employees with developmental disabilities. A study produced and or endorsed by independent source would be the one of the focus points of Statewide employer education campaign and would be a very critical tool for all job developers.

- Discussed and agreed to eliminate this recommendation.
- Eileen expressed her reluctance to support/expend funds on a study when there are so many other things to be done.
- Mark concurred with Eileen
- Back in 1990s, there was a big agency initiative with health and welfare agencies to develop a certificate program for persons with developmental disabilities to work in the health care field. In roads

- through Project Search, but it would be great to establish something larger in terms of career certificate training at a community college.
- Mark concurred that for example, there is a need for home health aides and there is also a growing workforce, so why not train that workforce via a certificate program at the local colleges.
 - Steve also liked this as a recommendation as well.
 - Mark also mentioned that there needs to be training and curriculum for job developers and job coaches and salary increases dependent on them receiving this increased training. Basic workforce development theory.

7. Developing the Employment First Policy – Discussion occurred and changes made to the draft Employment First Policy; significant revisions made to bullet items 12-17. Agreed to allow those members not in attendance to submit their changes and feedback via email by December 10, at which point the draft policy will be submitted to the Employment First Committee for consideration.

8. Subcommittee next steps - Include discussion on how to increase public sector employment, State as a Model Employer Initiative, requesting the Governor's Committee adopt EFC recommendations; look into data collection methods used by Regional Center of Orange County and San Diego Regional Center on persons with developmental disabilities employed in public sector.

9. Meeting adjourned at 11:03am.

Next meeting: Friday, February 4, 2011 from 9:00am to 11:00am

Employment First Policy Subcommittee Changes

Underlying Principles

1. Remove “un” from “unemployment”

3. Change in wording to....It is presumed that all working age adults and youths with developmental disabilities “are able to and will have the choice and opportunity and are able to work”

Characteristics of Successful Implementation of Employment First

2. “Such a determination can only be made in ...” Change word from “in” to “by.”

9. Change in wording to “Individuals with developmental disabilities have avenues for increasing income, accruing financial assets, and building their wealth.”

11. Break into two bullet points. First bullet will read “In order for long-term success, employers recognize their obligations to provide reasonable accommodations.”

Second bullet will read: “In order for long-term success, quality services and supports are available to individuals with developmental disabilities as needed.”

13. Change in wording to.... “The Department of Developmental Services shall revise the rate structure for employment services to incentivize integrated, competitive employment outcomes consistent with this policy.”

14. Change in wording to..... “Specific target goals and dates are set for the implementation of adopted Employment First Policy recommendations along with specific identified goals for the percentage of people currently in non-work and sheltered employment programs that will move to integrated employment earning at least minimum wage as a result of the implementation of EFC Policy Recommendations.”

Items 15, 16, 17 are important points, but written vaguely. There is not enough detail at this time to comment and make changes.



EMPLOYMENT FIRST **INNOVATIVE STRATEGIES SUBCOMMITTEE AGENDA**

Meeting notes Thursday, December 9, 2010

Members and Guests Present:

Members

Kevin MacDonald – The Arc of Southeast LA County and Subcom. Chair

Rachel Chen-Chinese Parent Association for the Disabled

Dale Dutton-Advocate/Parent/Self Employment Specialist

Dawn Morley-State Council Area Board 1

Andy Mudryk-Disability Rights California

Mark Polit - SEIU

Robert Taylor- Department of Developmental Services CAC

Scott Valverde- California Community Colleges Chancellors Office

Guests

Luana Acuña-Director of Employment Services, The Arc of SE LA Cty.

Joan Berg- Board Resource Center

Scott Harrington-Director of Youth Transition, Nevada Center for Excellence in Disabilities, University of Nevada

- 1. CALL TO ORDER-**A Quorum was present.
- 2. Welcome and Introductions-** Members and guests present introduced themselves.
- 3. REVIEW OF BOARD RESOURCE CENTER RECOMMENDATIONS**
These recommendations came from a panel of advocate. The Employment First Committee would like all subcommittees to adopt and utilize these guidelines.
Motion- Dale Dutton/Second- Robert Young /Carried that this subcommittee agrees to accept the Board Resource Center Recommendations.
- 4. REVIEW OF MINUTES FROM THIS SUBCOMMITTEE'S MEETING ON NOVEMBER 8, 2010 AND THIS SUBCOMMITTEE'S REPORT TO EMPLOYMENT FIRST COMMITTEE ON NOVEMBER 10,2010**

Motion- Dawn Morley/Second-Robert Young/Carried to approve the November 8, 2010 meeting notes and November 10, 2010 report to the Employment First Committee.

5. PUBLIC COMMENTS

Scott Harrington is working on the Nevada Employment Policy as it was recommended that become an Employment First State. He is looking at what California and other states are doing for guidance and direction regarding how to approach policy change. He has been in contact with Olivia Raynor at UCLA UCEDD and has been working closely with the Institute for Community Inclusion in Boston, MA. He reviewed Employment Summits in Indiana, Washington State and Minnesota and found they are all very different. He is working with community training centers and how to move from being facility based to community based. He advised Scott to contact Transition Sub.

6. REVIEW OF FEEDBACK ON SUBCOMMITTEE RECOMMENDATIONS AND DEVELOPING RECOMMENDATIONS AND STRATEGIES TO EMPLOYMENT FIRST COMMITTEE

Feedback of subcommittee: continue looking at what is current and regulatory and policy changes that will need to be made in order to move forward with innovative strategies.

Incentives for Supported Employment Follow-up: Mark Polit is participating in a work group with multiple agencies: DOR/ DDS/DHCS/ SCDD / SSA/ WID. They are looking at individual placement supported employment which is generally when someone is placed in competitive employment. Individual placement rates have been flat and it has been suggested that the root of the problem is that the incentives are all wrong. The model would give incentives to supported employment agencies for meeting outcomes at multiple levels. The idea is a pilot/field demonstration - which will demonstrate an incentive model which mirrors the Ticket -to-Work incentive structure which is based on meeting defined milestones. For example, when a Supported Employment agency helps someone land a job, they are eligible to receive monetary incentives. They will receive additional incentive payments for other successes such as if the person remains on the job for a specified time. The agency is eligible for additional incentive payments in addition to rates paid through state agencies. The group is looking for private funding since it is unlikely that the state budget will be able to support such a pilot. Departments are hoping that a field demo will give them additional data to change regulations and eliminate disincentives. They look to incentivize the outcome which is the actual job and are looking at cash up

front for developers. DHCS did an analysis of data and is engaged in conversation; jobs with benefits illustrate that agencies stand to save money. If incentives work, the state saves a lot of money. If demo works, state will support because they know they will save money. Pilot/field demonstration is unique to California; World Institute on Disability has been helpful in bringing in the federal people. Proposal will likely go to the full committee at some point.

Scott will report on: Impact of Community College and how they fit in with the person's life and employment. Also, due to cuts and adult education being eliminated we will be looking to community colleges for help.

Dale is reviewing some different case management models for supported employment in the San Francisco area. He is also working with Golden Gate Regional Center to make sure state policy fits with local policy.

Kevin: Job development is an important area to review and specifically how that is organized throughout the state. We are looking at options of how to centralize job development since so many agencies are doing it and competing instead of supporting each other. We are looking at examples from Wisconsin and New Jersey. There is serious concern that job development is very underfunded and yet a key to successful placements. The current strategies of paying for services post placement gives no incentives for providers to hire job developers due to cash flow issues.

Committee members were asked to submit written reports to Kevin. [Due to tight timelines in order to get the information to Chris Arroyo for inclusion in the Employment First Committee meeting packet members were asked to submit information by Monday morning, December 13, 2010.]

7. DEVELOPING THE EMPLOYMENT FIRST POLICY

Policy was reviewed (Attachment 1). Robert will e-mail CAC committee statement to Kevin. (Attachment 2) RE: outlined points Items 14 and 17 Kevin will confirm if the full committee or subcommittees will craft language. Members were asked to e-mail grammatical corrections and additional comments/information in writing to Kevin prior to Monday morning, December 13, 2010.

8. SUMMARIZE SUBCOMMITTEE NEXT STEPS

- Submit summary notes/comments on specific activities and additional comments on the Draft Employment First Policy by Monday morning, December 13, 2010.

- Innovative Strategies teleconference meeting dates:
 - Thursday, February 10, 2011 at 1:00 pm
 - Thursday, April 14, 2011 at 1:00 pm
- For those who are interested, check your e-mail regarding signing up for the Employment First Committee Yahoo Group.

9. MEETING ADJOURNED

Attachment 1 to Innovative Strategies Subcommittee Minutes

California Employment First Policy

Employment First Committee

Updated 11/17/10

Statement on Employment First¹

Employment² in the general workforce is the first and preferred outcome in the provision of publicly funded services for all working age people with developmental disabilities,³ regardless of level of disability.

Underlying Principles

1. The current [low employment] or [high unemployment] rate of people with developmental disabilities in the workforce is unacceptable.
2. Access to choices and opportunities to earn prevailing wages are essential if people with developmental disabilities are to avoid lives of poverty, dependence, and isolation.
3. It is presumed that all working age adults and youths with developmental disabilities can work in jobs fully integrated within the general workforce, working side-by-side with co-workers without disabilities, earning benefits and minimum wage or higher.
4. As with all other individuals, employees with developmental disabilities require assistance and support to ensure job success and have a right to those supports necessary to succeed in the workplace.
5. All people, regardless of disability, have the right to pursue the full range of available employment opportunities, and to earn prevailing wages in a job of their choosing, based on their talents, skills, and interests.

¹ Many thanks to APSE (Association for Persons in Supported Employment for their inspiration

² Employment includes all income generation activities such as traditional jobs or owning one's own business.

³ While this policy is intended to specifically apply to people with developmental disabilities, it may equally apply to all people with disabilities. Additionally, the federal definition is used when referring to "developmental disability", which is broader and more inclusive than the California definition.

Characteristics of Successful Implementation of Employment First

1. Implementation of Employment First principles must be based on clear public policies and practices that ensure employment of people with developmental disabilities within the general workforce is the priority for public funding and service delivery.
2. Inclusion or exclusion of the specific term “Employment First” does not determine whether a public system or agency has adopted Employment First principles. Such a determination can only be made in examining whether the underlying policies, procedures and infrastructure are designed for and ultimately result in increased integrated employment in the general workforce for people with developmental disabilities.
3. There are measurable increases in ~~employment~~ [income] [add continuity of employment and benefits] of people with developmental disabilities within the general workforce, earning minimum wage or higher with benefits. **Note: the concept of “income” replacing employment was not universally accepted due to the ability to track and obtain income data compared to placement, however business ownership or self employment should factored in.**
4. ~~Greater opportunities~~ [Measureable increases in opportunities] exist for people with developmental disabilities to pursue self-employment and the development of microenterprises (or small businesses).
5. While employment is the first and preferred option when exploring goals and a life path for people with developmental disabilities, individuals still retain the right to make choices about their own lives.
6. People with developmental disabilities are ~~employed~~ [earn income] within the general workforce, regardless of the severity of disability and assistance required.
* See note above regarding income versus employment
7. Young people with developmental disabilities have work experiences that are typical of other ~~teenagers and young adults~~. [youth]
8. Individuals with developmental disabilities are valued by employers as an integral part of their workforce, and include people with developmental disabilities within their workforce culture, career development, and general recruitment and hiring efforts as standard practice.

9. Individuals with developmental disabilities have gainful avenues of revenue, increased incomes, can accrue assets, and build their wealth.
10. People with developmental disabilities have greater opportunities to advance in their careers.
11. In order for long-term success, employers recognize their obligations to provide reasonable accommodations and quality services and supports are available as needed.
12. Plans for individuals with developmental disabilities (such as individual program plans) must address integrated employment earning at least minimum wage while respecting an individual's right to choice.
13. The [CA] Department of Developmental Services issues a program advisory that encourages regional center boards of directors to require at least 5% of willing people in day programs to be redirected to employment. [services/opportunity] Time frames (?) and percentage (?) [Note Employment Recruitment subcommittee questioned this item with respect to regional center "requirement" authority – planning to recommend removing this point unless there would be a mechanism to require].
14. [Insert an item to reflect "Developing and implementing specific target goals including identified percentage of people who are in non-work and sheltered employment that will move to integrated employment earning at least minimum wage by a designated time with specific benchmarks established at two time intervals over a 5 year period of time.]
15. It must be ensured that regional centers and other agencies have the capability to track changes and work status over time. [No teeth-add policy detail]
16. Technical assistance is available to providers. [expand to include knowledge and skill development in areas for job developers, job coaches, agencies and employers]
17. [Discuss post secondary education, mentorships and other opportunities for career development and advancement]

ADDITIONS:

- Touch on the other parts of a person's life. In order to keep a job you need supports. What are we doing to make sure people have whole life support?

- RE: Item 17 obtain suggested verbiage from Scott re: post secondary
- RE: Concern as to why item 18 was removed.
- Are we training in the correct areas that people need to be trained in and are there standards for that and what areas do we need to train the employers in as well. Multifaceted approach.

Attachment 2 (DDS-CAC Notes from Robert Taylor) to Innovative Strategies Subcommittee Minutes

Values:

Individuals with developmental disabilities throughout the United States can work wherever they want and get the supports and assistance they need to become contributors. Not a lot of individuals with developmental disabilities have jobs.

Individuals with developmental disabilities have the same rights as individuals without disabilities.

Earning your own money helps individuals learn responsibilities, and it takes developing a circle of support.

Options and Priorities:

- I would like to work for myself.
- Have a regular job instead of an enclave.
- It feels good to be part of a workforce, and part of the community, as well.
- Not have a sub-minimum wage - which means below the minimum wage.
- If you don't have the skills or degree, but have the talents and interests - you should have a job.

High School and Transition:

- Students getting ready for jobs need learning experiences in school.
- Give them an encouragement to get jobs and earn their own money.
- Start working as a teenager will give you the experience needed.
- High school students need more opportunities for same types of jobs.
- Middle school kids need to have jobs and experiences, related to it.
- Have real jobs with other workers.
- Money is a motivator, like buying a car, for example - you don't have to depend on mom and dad for allowances.

Benefits:

- Have ways not to lose social security when we earn a living.
- Information on (benefit) programs are needed.

Business Community Outreach:

- Have an outside committee talk to employers to network and advocate for more employment.
- Educate employers that we are valuable.



Transition Sub-Committee Minutes December 1, 2010

In Attendance: Dan Boomer, Tony Anderson, Scott Berenson, Dayon Higgins, Mary Ellen Stives, David Drazenovich, Stormy Miller, John Filley, Joe Meadours, Lisa Cooley, Diana DeRodeff, Carol Lopes, Eileen Richey, Mark Starford, Garren Stumpf, Sharon Fallis, Denyse Curtright, Charlene Jones,

1. CALL TO ORDER

2. WELCOME AND INTRODUCTIONS

The meeting was called to order at 10:04a by Chairperson Tony Anderson. Welcome and Introductions were made.

3. REVIEW OF BOARD RESOURCE CENTER RECOMMENDATIONS

Tony briefly reviewed the Board Resource Center recommendations. It was felt that having the peer advocates go first was a bit heavy handed. Charlene stated that BRC just wanted to be sure that everyone had a chance to speak.

4. REVIEW OF MINUTES FROM THIS SUBCOMMITTEE'S MEETING ON NOVEMBER 3, 2010 AND THIS SUBCOMMITTEE'S REPORT TO EMPLOYMENT FIRST COMMITTEE ON NOVEMBER 10

Minutes from the November 3, 2010 meeting were reviewed, and several typographical errors were pointed out that needed to be corrected. A motion was made, seconded and carried to approve the minutes as corrected.

5. PUBLIC COMMENTS

There was no public comment.

6. REVIEW OF FEEDBACK ON SUBCOMMITTEE RECOMMENDATIONS AND DEVELOPING RECOMMENDATIONS AND STRATEGIES TO EMPLOYMENT FIRST COMMITTEE

In reviewing the feedback on subcommittee recommendations, it was thought to be positive overall, but the group decided to review the questions posed at the last meeting again. The ideas presented are as follows:

Question 1: Is the strategy to utilize IPP meetings as the forum for people to receive information to make choices about jobs and working in the community effective?

Dan would like something specific on post secondary education in the transition plan. A form might be appropriate – Garren worked with transition services for 11 years, and said funding is always an issue. When a student leaves High School, they get their IEP paperwork, so she suggested that a form could be provided with information on DSPS services, etc. A booklet was suggested, but might be too cumbersome to produce. Lisa shared that she had received no information when she left high school. Joe agreed that a one page information sheet would be helpful. Scott agreed that 1 page would be adequate, with community college information, employment, etc. Lisa also reminded the committee that the information sheet needs to be produced in multiple languages. **One universal form would be preferable if possible. IEP's should have measurable post-secondary goals. Dan said there is new transition language in IDEA that we need to look at regarding post-secondary goals. For a lot of students and families the IPP is the place where this information should be documented.**

Question 2: Should State Agencies – DOR, CDE, etc. – put funding together to help people figure out what to do after high school?

We need to advocate for more funding for DSPS services at community colleges. Dan also spoke of the “Community of Practice”, where all agencies involved would participate in the IEP.

Question 3: Should Regional Centers pay for more services that help people find and keep jobs, and do things in the community like everyone else?

The burden of doing this should not fall on the regional center system alone. The field of job development needs to be professionalized, and Joe believes job coaches need more training and resources. Stormy stated that DOR and the Department of Education need to work together on this as well. **The committee supports collaborations in seeking grant funding between universities, DOR, CDE and Regional Centers to increase training.**

Question 4: What still needs to be done regarding transition?

Eileen said there is an initiative in Connecticut “Real Jobs, Real Work, Real Pay – No Chump Change” which focuses on self-advocates working with each other. This is a pilot program that we might want to look into.

Question 5: Are there programs to transition people from post secondary education into the workforce? What is working? What still needs to be done?

Dan will follow-up with Pathways at UCLA and TAFT College also.

Question 6: Does the system and those providing services offer assistance, expertise, or anything else that will result in more people with developmental disabilities being employed in integrated settings earning at least minimum wage?

Diana stated that “prevailing” wage should be used vs. “minimum” wage. Again, this goes back to training of job developers/coaches, and we need to provide incentives to programs to offer training. College of Direct Support and the university system might be utilized to offer these trainings.

Eileen also has concerns about the “readiness” model nationwide, and that this will be a continuous problem in California.

Question 7: What strategies, best practices, and incentives exist for having more employers hire people with developmental disabilities in integrated jobs making at least minimum wage? What needs to be created to make this happen?

DOR has OJT dollars for people who don't go through Supported Employment agencies, where DOR pays the employer directly. The employer uses the dollars, or can contract out with an agency or person to provide the necessary supports.

Diana is concerned about the Workability model, and would like to make sure it is used properly.

Eileen stated that many corporations don't want to use tax incentives, and she reiterated the need for highly trained job coaches.

Lisa Cooley thinks tax incentives are still a good idea.

Public relations need to be done to educate employers, as well as offering techniques regarding interviewing/hiring, accommodations, etc.

Diversity and disability training to employers, Chambers of Commerce, accommodation process, needs of TBI, MI, etc. as well as providing these trainings to service clubs in addition to employer groups. Joe stated that self advocates should do these trainings.

Question 8: Are there legislative, regulatory, and/or policy changes that are necessary to improve transition planning and services? In a perfect world, what would those changes be?

The "Point of Transition" model in San Diego has been quite successful, but some of the issues have been the monetary trade from school to adult programs. DOR steps in 7 months in advance with people in Supported Employment. The beauty of this program is that there is a seamless transition from school to adult services. There will be someone at the next meeting to explain this program in more detail.

The Washington model should also be looked at.

Overall, it was agreed that we would like to see some legislation so that DOR moves in the last year of publicly funded education.

Question 9: What do we need to fix to get the system to support people with developmental disabilities work in integrated work earning at least minimum wage?

This question was not revisited.

Overall, the consensus of recommendations and strategies are:

1. Increase training for job developers and job coaches
2. Look at the Point of Transition model further
3. Community of Practice
4. "Readiness" Standards
5. Public Relations and Awareness Trainings for employers
6. Benefits education and counseling to dispel myths

7. DEVELOPING THE EMPLOYMENT FIRST POLICY

8. SUMMARIZE SUBCOMMITTEE NEXT STEPS

There was not enough time left to address the Employment First policy, so people were instructed to send any comments or suggestions to Mary Ellen.

9. ADJOURNMENT

The meeting ended on time, and the next Transition Committee will be held on February 2, 2010 from 10:00 to 12:00.

AGENDA ITEM DETAIL SHEET
Employment First Committee (EFC)
January 7, 2011

ISSUE: EMPLOYMENT FIRST POLICY

BACKGROUND: The Employment First Committee (EFC) must provide a report to the Legislature and Governor by July 1, 2011. An employment first policy must be included in the report.

ANALYSIS/DISCUSSION: Assembly Bill 287, the bill that created the EFC, requires that the committee develop an employment first policy. The policy must be designed to significantly increase the number of people with developmental disabilities in integrated employment making at least minimum wage and further the intent of the Lanterman Act. Additionally, the employment first policy cannot limit people's choices, rights, services, or support options.

COUNCIL STRATEGIC PLAN OBJECTIVE: Advance the rights and abilities of all Californians with developmental disabilities and their families to exercise self-advocacy and self-determination.

Shape public policy that positively impacts Californians with developmental disabilities and their families.

PRIOR EFC/COUNCIL ACTIVITY: The employment first policy and its requirements were discussed at September's EFC meeting. The EFC then started to draft an employment first policy at November's EFC meeting and the subcommittee meetings in early December.

RECOMMENDATION(S): It is recommended that the EFC review the attachments before the meeting and be prepared to further refine the draft employment first policy.

ATTACHMENT(S):

- 1) SCDD DRAFT Employment First Policy (no mark-ups)
- 2) SCDD DRAFT Employment First Policy (with mark-ups)
- 3) Comments from Will Sanford on the Employment First Policy
- 4) Collaboration to Promote Self-Determination's Response to Harkin Disability Summit

PREPARED: Christofer Arroyo, December 9, 2010

California Employment First Policy

Employment First Committee

Updated 12/15/10 by Subcommittees and Individuals

Statement on Employment Firstⁱ

Employment¹ in the general workforce is the first and preferred outcome in the provision of publicly funded services for all working age people with developmental disabilities,² regardless of level of disability.

Underlying Principles

1. The current low employment rate of people with developmental disabilities in the workforce is unacceptable.
2. Access to choices and opportunities to earn prevailing wages is essential if people with developmental disabilities are to avoid lives of poverty, dependence, and isolation.
3. It is presumed that all working age youths and adults with developmental disabilities are able to and will have the choice and opportunity to work in jobs fully integrated within the general workforce, working side-by-side with co-workers without disabilities, earning benefits and prevailing wage or higher.
4. As with all other individuals, employees with developmental disabilities require assistance and support to ensure job success and have a right to those supports necessary to succeed in the workplace.
5. All people, regardless of disability, have the right to pursue the full range of available employment opportunities, and to earn a prevailing wage in a job of their choosing, based on their talents, skills, and interests.

¹ Employment includes all income generation activities such as traditional jobs or owning one's own business.

² While this policy is intended to specifically apply to people with developmental disabilities, it may equally apply to all people with disabilities. Additionally, the federal definition is used when referring to "developmental disability", which is broader and more inclusive than the California definition.

Characteristics of Successful Implementation of Employment First

1. Implementation of Employment First principles must be based on clear public policies, funding, and practices that ensure employment of people with developmental disabilities within the general workforce is the priority for public funding and service delivery.
2. Inclusion or exclusion of the specific term “Employment First” does not determine whether a public system or agency has adopted Employment First principles. Such a determination can only be made by examining whether the underlying policies, procedures, funding structure, and infrastructure are designed for and ultimately result in increased integrated employment in the general workforce for people with developmental disabilities.
3. There are measurable increases in employment, income, continuity of employment, and benefits of people with developmental disabilities within the general workforce, earning minimum wage or higher with benefits.
4. Measurable increases in opportunities exist for people with developmental disabilities to pursue self-employment and the development of microenterprises or small businesses.
5. While employment is the first and preferred option when exploring goals and a life path for people with developmental disabilities, individuals still retain the right to make choices about their own lives.
6. People with developmental disabilities are employed within the general workforce, regardless of the severity of disability and assistance required.
7. Young people with developmental disabilities have work experiences that are typical of other youth.
8. Individuals with developmental disabilities are valued by employers as an integral part of their workforce, and evidenced by their inclusion of

people with developmental disabilities within their workforce culture, career development, and general recruitment and hiring efforts as standard practice.

9. Individuals with developmental disabilities have avenues for increasing income and benefits, accruing assets, and building their wealth.
10. People with developmental disabilities have greater opportunities to advance in their careers.
11. In order for long-term success, employers fulfill their obligations to provide reasonable accommodations and quality services and supports are available as needed.
12. Plans for youth and adults with developmental disabilities (such as individual program plans) must address integrated employment earning at least minimum wage while respecting an individual's right to choice.
13. The Department of Developmental Services
 - issues a program advisory that encourages regional center boards of directors to require at least 5% of willing people in day programs to be redirected to employment
 - shall revise the rate structure for employment services to incentivize integrated competitive employment outcomes consistent with this policy
 - develops an incentive program to encourage the movement of people with disabilities into integrated employment.
14. [Insert an item to reflect “Developing and implementing specific target goals including identified percentage of people who are in non-work and sheltered employment that will move to integrated employment earning at least minimum wage by a designated time with specific benchmarks established at two time intervals over a 5 year period of time.] Specific target goals and dates are set for the implementation of adopted Employment First Policy recommendations along with specific identified goals for the percentage of people currently in non-work and sheltered employment programs that will move to integrated employment earning at least minimum wage as a result of the implementation of EFC Policy Recommendations.

15. It must be ensured that regional centers and other agencies have the capability to track changes and work status over time.
16. Technical assistance, appropriate funding, knowledge, and skill development is available to providers, job developers, job coaches, agencies, and employers.
17. [Discuss post secondary education, mentorships and other opportunities for career development and advancement]
18. Disabled students enrollment and graduation rates increase each year and regional center boards set annual goals for higher education and trade school enrollments.
19. Every school district has working arrangements with the Department of Rehabilitation, regional centers, and local providers and colleges involving students of transition age in work and post secondary education.
20. The employment of people with developmental disabilities follows natural proportions so that no job classification or department becomes the “job classification or department for people with developmental disabilities”.

ⁱ Many thanks to APSE (Association for Persons in Supported Employment for their inspiration

California Employment First Policy

Employment First Committee

Updated 4/17/12/15/10 by subcommittees and individuals

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1. The current low ~~un~~employment rate of people with developmental disabilities in the workforce is unacceptable.
2. Access to choices and opportunities to earn prevailing wages ~~are is~~ essential if people with developmental disabilities are to avoid lives of poverty, dependence, and isolation.
3. It is presumed that all working age ~~adults and youths and adults~~ with developmental disabilities ~~are able to and will have the choice and opportunity to work~~ can work in jobs fully integrated within the general workforce, working side-by-side with co-workers without disabilities, earning benefits and ~~minimum prevailing~~ wage or higher.
4. As with all other individuals, employees with developmental disabilities require assistance and support to ensure job success and have a right to those supports necessary to succeed in the workplace.
5. All people, regardless of disability, have the right to pursue the full range of available employment opportunities, and to earn ~~a prevailing wages~~ in a job of their choosing, based on their talents, skills, and interests.

Comment [c1]: Suggested by many

Comment [c2]: Suggested by a few

Comment [c3]: Joe Meadours recommends switching the order of "adults and youths" to avoid child labor problems.

Comment [c4]: From the Employer Recruitment Subcommittee

Comment [c5]: From Diana DeRodeff

Comment [c6]: From Diana DeRodeff

¹ Employment includes all income generation activities such as traditional jobs or owning one's own business.

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3. There are measurable increases in employment, income, continuity of employment, and benefits of people with developmental disabilities within the general workforce, earning minimum wage or higher with benefits.
4. Greater opportunities Measurable increases in opportunities exist for people with developmental disabilities to pursue self-employment and the development of microenterprises or small businesses.
5. While employment is the first and preferred option when exploring goals and a life path for people with developmental disabilities, individuals still retain the right to make choices about their own lives.
6. People with developmental disabilities are employed within the general workforce, regardless of the severity of disability and assistance required.
7. Young people with developmental disabilities have work experiences that are typical of other teenagers and young adults youth.
8. Individuals with developmental disabilities are valued by employers as an integral part of their workforce, and include evidenced by their

Comment [c7]: From Diana DeRodeff

Comment [c8]: Joe Meadours and Tony Anderson recommend this phrase to avoid the inference that “employment is the most important public policy priority and I strongly disagree that employment is the number 1 priority for our entire community (there is no consensus like that).”

Comment [c9]: Diana DeRodeff recommends removing this phrase

Comment [c10]: From the Employer Recruitment Subcommittee

Comment [c11]: From Diana DeRodeff

Comment [c12]: Joe Meadours and Tony Anderson indicated the wording for this item was complicated and recommended: “We don’t have an employment first policy just by saying we have it. You have one because of the results of better employment outcomes.”

Comment [c13]: From the Innovative Strategies Subcommittee

Comment [c14]: From the Innovative Strategies Subcommittee

Comment [c15]: From the Innovative Strategies Subcommittee

Comment [c16]: Joe Meadours recommends changing this phrase to teenagers and young adults “because that’s who we’re comparing”.

Comment [c17]: From the Innovative Strategies Subcommittee

~~inclusion of~~ people with developmental disabilities within their workforce culture, career development, and general recruitment and hiring efforts as standard practice.

Comment [c18]: From Diana DeRodeff

9. Individuals with developmental disabilities have ~~gainful avenues of for increasing revenue, increased incomes and benefits, can~~ accrue assets, and ~~building~~ their wealth.

Comment [c19]: Joe Meadours and Tony Anderson recommend that this phrase be deleted because "we do not know the difference between this and increased income".

Comment [c20]: From Joe Meadours and Tony Anderson

Comment [c21]: From the Employer Recruitment Subcommittee

10. People with developmental disabilities have greater opportunities to advance in their careers.

11. ~~In order for long-term success,~~ employers ~~recognize fulfill~~ their obligations to provide reasonable accommodations and quality services and supports are available as needed.

Comment [c22]: Diana DeRodeff recommends removing this phrase

Comment [c23]: From Diana DeRodeff

12. Plans for ~~individuals youth and adults~~ with developmental disabilities (such as individual program plans) must address integrated employment earning at least minimum wage while respecting an individual's right to choice.

Comment [c24]: The Employer Recruitment Subcommittee recommends splitting this bullet point into two bullet points

Comment [c25]: From Joe Meadours and Tony Anderson

13. The Department of Developmental Services ~~issues a program advisory that encourages regional center boards of directors to require at least 5% of willing people in day programs to be redirected to employment shall revise the rate structure for employment services to incentivize integrated competitive employment outcomes consistent with this policy.~~

Comment [c26]: Michael Bailey, Joe Meadours, and Tony Anderson indicated conflict about this item because of concern with people who may not wish to work.

Comment [c27]: From the Employer Recruitment Subcommittee

14. ~~[Insert an item to reflect "Developing and implementing specific target goals including identified percentage of people who are in non-work and sheltered employment that will move to integrated employment earning at least minimum wage by a designated time with specific benchmarks established at two time intervals over a 5 year period of time.] Specific target goals and dates are set for the implementation of adopted Employment First Policy recommendations along with specific identified goals for the percentage of people currently in non-work and sheltered employment programs that will move to integrated employment earning at least minimum wage as a result of the implementation of EFC Policy Recommendations."~~

Comment [c28]: Diana DeRodeff recommends this part reads, "DDS develops an incentive program to encourage the movement of people with disabilities into integrated employment."

Comment [c29]: Joe Meadours and Tony Anderson recommend changing "minimum wage" to "prevailing wage".

Comment [c30]: From the Employer Recruitment Subcommittee

15. It must be ensured that regional centers and other agencies have the capability to track changes and work status over time.
16. Technical assistance, appropriate funding, knowledge, and skill development is available to providers, job developers, job coaches, agencies, and employers.
17. [Discuss post secondary education, mentorships and other opportunities for career development and advancement]
18. The employment of people with developmental disabilities follows natural proportions so that no job classification or department becomes the “job classification or department for people with developmental disabilities”.

ADDITIONS:

- Touch on the other parts of a person’s life. In order to keep a job you need supports. What are we doing to make sure people have whole life support?
- RE: Item 17 obtain suggested verbiage from Scott re: post secondary
- RE: Concern as to why item 18 was removed.
- Are we training in the correct areas that people need to be trained in and are there standards for that and what areas do we need to train the employers in as well. Multifaceted approach.

Comment [c31]: The Innovative Strategies Subcommittee recommends that policy detail be added to this item.

Comment [c32]: From Diana DeRodeff

Comment [c33]: From the Innovative Strategies Subcommittee

Comment [c34]: Joe Meadours and Tony Anderson suggest:
"Disabled students enrollment and graduation rates increase each year and regional center boards set annual goals for higher education and trade school enrollments."

"Every school district has working arrangements with the Department of Rehabilitation, regional centers, and local providers and colleges involving students of transition age in work and post secondary education."

Comment [c35]: From the Barriers/Disincentives Subcommittee

Comment [c36]: From the Innovative Strategies Subcommittee

ⁱ Many thanks to APSE (Association for Persons in Supported Employment for their inspiration

December 4, 2010

TO: Vikki Smith, SCDD

FROM: Will Sanford, Futures Explored

RE: Comments on the Draft Employment First Policy

Hi Vikki,

My general comment, based on the request of the Consumer Advisory Committee and for overall readability for the general public, including Legislators, Administrative staff, community employers and other organizations, the draft is too formal and detailed to be read by most of the people we want to implement it.

Statement on Employment First

Employment in the general workforce is the first and preferred outcome ~~in the provision of publicly funded services~~ for all working age people with developmental disabilities, ~~regardless of level of disability.~~

Underlying Principles

1. The current low ~~un~~employment rate of people with developmental disabilities in the workforce is unacceptable.
2. ~~Access to c~~Choices and opportunities to earn ~~prevailing~~ wages are essential if people with developmental disabilities are to ~~avoid lives of poverty, dependence, and isolation.~~ be seen as contributing members of their community.
3. It is presumed that all working age adults ~~and youths~~ with developmental disabilities can work in jobs ~~fully integrated~~ within the general workforce, earning the same wages and benefits. ~~working side-by-side with co-workers without disabilities, earning benefits and minimum wage or higher.~~
4. ~~As with all other individuals, employees~~ Employees with developmental disabilities have the same rights to on-the-job supports as everyone else, in order to ensure their success in the workplace. ~~require assistance and support to ensure job success and have a right to those supports necessary to succeed in the workplace.~~
5. All people, regardless of disability, have the right to pursue the full range of available employment opportunities, and to earn prevailing wages in a

job of their choosing, based on their talents, skills, and interests.

¹ Employment includes all income generation activities such as traditional jobs or owning one's own business.

² While this policy is intended to specifically apply to people with developmental disabilities, it may equally apply to all people with disabilities. Additionally, the federal definition is used when referring to "developmental disability", which is broader and more inclusive than the California definition.

DRAFT Employment First Policy for California

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Characteristics of Successful Implementation of Employment First

- ~~1. Implementation of Employment First principles must be based on clear public policies and practices that ensure employment of people with developmental disabilities within the general workforce is the priority for public funding and service delivery. The State needs to set clear priorities to use public funding and modify service delivery systems to ensure the opportunity for all people with developmental disabilities to be employed and contributing members of their community.~~
- ~~2. Inclusion or exclusion of the specific term "Employment First" does not determine whether a public system or agency has adopted Employment First principles. Such a determination can only be made in examining whether the underlying policies, procedures and infrastructure are designed for and ultimately result in increased integrated employment in the general workforce for people with developmental disabilities. The State needs to promote, measure and incent the inclusion of people with developmental disabilities in the general workforce.~~
- ~~3. There are measurable increases in employment of people with developmental disabilities within the general workforce, earning minimum wage or higher with benefits. The State will measure the number of people with developmental disabilities working within the general workforce. The goal will be to show annual increases of the number of people with developmental disabilities within the general workforce and the annual earnings of those working within the workforce.~~
4. ~~Greater~~ Opportunities exist for people with developmental disabilities to pursue self-employment and ~~the development of~~ develop microenterprises.
5. ~~While employment is the first and preferred option when exploring goals and a life path for people with developmental disabilities, individuals still retain the right to make choices about their own lives. The Lanterman Act has always been based on individual choice and while employment will be the preferred outcome, each individual still has the right to choose their lifepath.~~
6. ~~People with developmental disabilities are employed within the general~~

~~workforce, regardless of the severity of disability and assistance required. The State will support employment as an outcome, regardless of the severity of disability and assistance required.~~

~~7. Young people with developmental disabilities have work experiences that are typical of other teenagers and young adults. The State will promote opportunities for youth with developmental disabilities to have work experiences that are typical for other youth and young adults.~~

~~8. Individuals with developmental disabilities are valued by employers as an integral part of their workforce, and include people with developmental disabilities within their workforce culture, career development, and general recruitment and hiring efforts as standard practice. Employers understand that a diverse workforce, includes people with developmental disabilities and modify their recruiting and hiring processes to promote that diversity.~~

DRAFT Employment First Policy for California

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~~9. Individuals with developmental disabilities have gainful avenues of revenue, increased incomes, can accrue assets, and build their wealth. The State works with the Federal government to ensure that people with developmental disabilities have opportunities to increase their earnings, assets and build wealth.~~

10. People with developmental disabilities have **greater** opportunities to advance in their careers.

~~11. In order for long-term success, employers recognize their obligations to provide reasonable accommodations and quality services and supports are available as needed. The State promotes the combination of employer “reasonable accommodations” and quality employment supports to ensure the success of employment for people with developmental disabilities.~~

~~12. Plans for individuals with developmental disabilities (such as individual program plans) must address integrated employment earning at least minimum wage while respecting an individual’s right to choice. The State should ensure that plans (such as individual education plans or individual program plans) for youth and adults address integrated employment opportunities, while respecting an individual’s right to choose.~~

~~13. The Department of Developmental Services issues a program advisory that encourages regional center boards of directors to require at least 5% of willing people in day programs to be redirected to employment. The Department of Developmental Services and the Department of Rehabilitation shall develop a plan to increase the resources need to increase employment options for people with developmental disabilities.~~

The success will be measured by an increased number of people with developmental disabilities working in integrated settings with increased earnings.

~~14. [Insert an item to reflect “Developing and implementing specific target goals including identified percentage of people who are in non-work and sheltered employment that will move to integrated employment earning at least minimum wage by a designated time with specific benchmarks established at two time intervals over a 5 year period of time.] I would simply go with a positive pull outcome versus a directed reduction, which flies in the face of choice???~~

~~15. It must be ensured that regional centers and other agencies have the capability to track changes and work status over time. This is covered in 2 and 6 above. The State needs to ensure that the resources are provided to promote employment and measure outcomes.~~

~~16. Technical assistance is available to providers. The State promotes the use of technical assistance to help service providers change focus and develop the appropriate skills to meet the goals outlined, including mentoring with other service providers.~~

~~17. [Discuss post-secondary education, mentorships and other opportunities for career development and advancement] The track to employment should provide the option of post secondary education, career education, etc. are considered positive steps toward employment.~~

i Many thanks to APSE (Association for Persons in Supported Employment for their inspiration

Collaboration to Promote Self Determination

Advancing Economic Opportunities for Citizens with Significant Disabilities

October 29, 2010

U.S. Senator Tom Harkin
Chairman, Senate Committee on Health, Education, Labor & Pensions (HELP)
United States Senate
SD-428 Dirksen Senate Office Building (Committee Staff)
SH-731 Hart Senate Office Building (Personal Office/Staff)
Washington, DC 20510
FAX: 202-228-5044/202-224-6020

Dear Senator Harkin:

As national organizations focused on improving the lives of citizens with significant disabilities, we want to take this opportunity to thank you for your continued leadership on behalf of the more than 54 million Americans currently living with a disability, including millions of people with intellectual and developmental disabilities. **As national partners of the Collaboration to Promote Self-Determination, we would like to take this opportunity to thank you for allowing us the opportunity to participate in the Disability Employment Summit that you hosted on September 14-15, 2010.**

The Collaboration to Promote Self Determination (CPSD) seeks innovative public policy reform to promote employment first policies, effective transition strategies, meaningful asset development, and strong long-term supports and services for citizens with intellectual and developmental disabilities. We are writing to express our interest in working with you and your staff on the development, introduction and passage of comprehensive, landmark legislation to change systems and create the infrastructure necessary to support meaningful employment opportunities for individuals living with significant disabilities.

We share your enthusiasm to ensure that all citizens living with significant disabilities have a plethora of opportunity to seek and gain meaningful employment in an integrated setting. We believe that all citizens with disabilities, including individuals with the most significant disabilities, are capable of being employed in integrated settings at the same wage levels as their non-disabled colleagues in similar positions. We were particularly pleased with the tentative agreement that was reached within the Working Group on Subminimum Wage and Supported Employment, which called for a **Federal commitment to increase and improve integrated employment outcomes for individuals with the most significant disabilities in through federal policies that will lead to a significant and systematic reduction in the dependence on subminimum wages.** Additionally, we support the introduction of greater enforcement measures to prevent abuse of existing federal law and ensure greater protections for citizens with significant disabilities.

In order to avoid the unintended consequence of discouraging and diminishing the hiring of people with significant disabilities, we urge policymakers to think and act holistically about the complex intricacies of current policy barriers, reimbursement structures and operational practices of service delivery systems that impede the ability of citizens with significant disabilities from gaining meaningful employment.

There is great innovation among some states to promote meaningful employment of people with significant disabilities, and any federal legislative proposals should incorporate support for expanding promising practices that are currently being illustrated by these states. These state case-studies demonstrate that given the right incentives, conditions, and strategies, states can significantly improve employment outcomes for individuals with significant disabilities. While modifications of the Fair Labor Standards Act (FLSA) are needed, it will not alone address the employment needs of citizens with significant cognitive, intellectual and developmental disabilities, who are too often restricted to limited choice and impoverishment. Furthermore, CPSD believes that employment is the first component towards advancing the economic security of citizens with significant disabilities, but it is only the beginning of one's journey toward economic advancement. Thus, federal policy reform agenda should not end there, and requires a fundamental shift in public policy that currently penalizes low-income citizens on public benefits who want to save or invest. The federal government must be committed to realigning publicly-financed systems in such a way that promotes income generation, savings and financial planning for individuals. As such, we recommend that Congress also develop legislation that increases the propensity of citizens with disabilities to participate in the economic mainstream by promoting asset development and savings; encourage citizens with disabilities currently on SSI/SSDI to work, earn and save without fear of jeopardizing critical public supports; and increase federal efforts to promote free tax preparation, asset development, and financial literacy services for citizens with disabilities.

We have attached for your review additional reflection and feedback from our collective thinking as a result of the Disability Employment Summit in the following three areas: supported employment services & subminimum wages; education & transition; and engagement of private sector employers and progressive service providers. We have also included our proposed revisions to the draft Employment First definitions and principles that were introduced and initially discussed during the small working group on supported employment services and subminimum wages. We are interested in engaging in more specific discussions over the fall related to CPSD's more comprehensive policy framework, which is focused on creating a holistic federal infrastructure to support the employment of people with significant disabilities through the promotion of Employment First policies across the country.

Thank you again for your leadership and consideration of our proposals. Citizens with complex intellectual, cognitive and developmental disabilities deserve more in the way of opportunities to live productive, economically self-sufficient, fulfilling lives in fully integrated community settings, and we as a country can do better to help support this vision. We look forward to working with you and your staff in the months and years ahead to develop the comprehensive, holistic policy reforms necessary to create a system of supports that we can all be proud of.

Sincerely,

Autism Society
Association of Professionals for Supported Employment (APSE)
Autism Self Advocates Network
National Disability Institute
National Down Syndrome Society
National Fragile X Foundation
National Disability Rights Network
TASH

Collaboration to Promote Self Determination

Advancing Economic Opportunities for Citizens with Significant Disabilities

REFLECTIONS ON SEPTEMBER 2010 DISABILITY EMPLOYMENT SUMMIT

I. **Supported Employment Services & Subminimum Wages**

With respect to supported employment services (SES), the CPSD has already developed a comprehensive package of legislative recommendations aimed at improving the outcomes resulting from the provision of SES in the context of reauthorization of the Rehabilitation Services Act. We are attaching an updated version of those recommendations as an appendix to this memorandum and as a reaffirmation of our ferocious commitment to ensuring that a strong package of reforms are included in the reauthorization of both the Workforce Investment Act and Rehabilitation Act.

In terms of the working group that convened to discuss supported employment services and subminimum wages, we believe that overall the discussion was a step forward and are encouraged by the rigorous dialogue that took place. As indicated in our cover letter, CPSD partners were particularly pleased with the tentative agreement that was reached during the Working Group on Subminimum Wage and Supported Employment, which called for a **Federal commitment to increase and improve integrated employment outcomes for individuals with the most significant disabilities in through federal policies that will lead to a significant and systematic reduction in the dependence on subminimum wages.**

While we were appreciative of some of the broader discussion related to systemic reform that took place in the context of this working group on Day I of the Employment Summit, we were struck by the sheer lack of detailed recommendations around supported employment services (a key theme that the working group was tasked with addressing). Additionally, we wish to expand upon the topics that were summarized in the meeting notes to reflect a commitment in future discussions to have a more detailed conversation about the goal of reconceptualizing the role of supported employment services so as to ensure there is an expanded, and more effective use of SES to realize the aims of Employment First policy:

KEY OBJECTIVES THAT ARE ADDRESSED WITHIN CPSD'S CURRENT REHAB ACT REAUTHORIZATION RECOMMENDATIONS:

1. **Multi-System Collaboration:** Identify and address pressure points within the implementation of VR that disallows state VRs from collaborating across systems toward a common goal of drastically improving integrated employment outcomes for citizens with significant disabilities.
2. **Reformation of Definitions:** The CPSD recommends that the following reforms must be made to the definitions section of the Rehabilitation Act in order to ensure clarity in

the types of services that are provided, and the preferred outcome that is expected with the respect to the provision of such services.

- Expand the definition of SES to include activities of job seeking, job exploration, and job negotiation,
 - Modify the term “competitive, integrated employment” to become “integrated employment”: The continued inclusion of “competitive” in the term “competitive, integrated employment” is misleading because it is currently being misrepresented in some states that in order for a job placement to be reimbursed through supported employment services funding, the job has to be “competitive” in nature (meaning, the job had to be an advertised, pre-existing position, for which a person with a disability has successfully competed against other job seekers in a competitive hiring process. Many innovative strategies, including customized employment strategies (in which a completely new job is created out of a direct matching of an individual’s abilities, skills and interests with newly identified, unmet needs of an employer) are currently not being reimbursed in some states because the state VR is interpreting customized employment as not meeting the “competitive” standard required for VR reimbursement. This adversely and disproportionately impacts citizens with the most significant disabilities who could benefit the most from these innovative approaches. The term “competitive” originally was placed in the definition to specify an acceptable wage level; we believe that by including more specific language defining acceptable wage levels in the definition of an acceptable integrated employment outcome, use of the term “competitive” could be avoided, thus endorsing other approaches to facilitating employment for individuals with complex disabilities, including customized employment.
 - Add definition of customized employment strategies to allow access to employment services and supports for individuals who may not be able to compete for jobs on the open market (see CPSD’s recommended language).
3. **Presumption of Eligibility:** Modify current statutory language around presumption of eligibility to prevent state VR systems from deeming an individual ineligible for employment services, including prevention of such determinations through the inappropriate use of assessment.
 4. **Expansion of Assessment Process:** Expand the assessment process to allow a more customized approach to employment placement through discovery.
 5. **Funding Resources & Budget Implications:** Increase funding for supported employment for youth in transition to adulthood

RECOMMENDATIONS THAT REQUIRE FURTHER WORK AMONG CPSD AND COMMITTEE STAFF:

6. **Revisit Current Time Limits & Structure of SES:** Rebalance and increase VR funding so as to create more flexible, individualized, and realistic time limits set on the provision of SES, allowing for a sequencing of SES, a customization of the provision of SES (whether it be episodic or continual over time), that reflects the unique needs of the individual. This includes addressing challenges related to current Order of Selection policies being implemented by state VR agencies so that the most vulnerable individuals are protected and have ongoing access to SES and customized employment strategies.
7. **Require state VR agencies to conduct regular outreach to individuals in sheltered employment in order to help people transition into integrated employment.**
8. **Performance Measurement & Accountability:** Create a tiered incentives system to credit VR systems for the successful placement of the hardest to place individuals with significant disabilities into integrated employment, to include:
 - the establishment of a “partial closure” to reflect that someone has been successfully placed into a time-limited, integrated employment training or other integrated employment services aimed at preparing the individual for successfully pursuing the preferred outcome of integrated, supported employment, but recognizing that additional follow up is required in order to help the individual successfully transition into an integrated employment outcome within a reasonable timeframe from the point at which a partial closure is made.
 - Credit VR counselors for their involvement in successfully placing clients with the most significant disabilities in such a way that adequately captures any additional time or work effort involved on the part of the VR counselor so as to entice VR counselors to take all cases (even the hard-to-place individuals).
9. **Alignment of SES between VR and Medicaid-funded Long-Term Care:** Coordinate funding mechanisms and streamline SES processes with CMS
10. **Ensure provision of VR services, including but not limited to SES, for those individuals who actively pursue self-employment career paths:** Ensure that individuals who choose to pursue a career path through self-employment or individual entrepreneurship are still able to access SES as needed to successfully enter and sustain this self-determined, self-directed career path. Make sure that such a path is also included as a successful employment outcome.

The CPSD has provided a copy of its updated policy recommendations with respect to the reauthorization of the Workforce Investment Act and Rehabilitation Act. While we have not fully fleshed out several of the items listed above due to the complexities of the remaining issues we are bringing forth, we are deeply committed to working closely with Committee staff to craft specific legislative proposals for adequately tackling each of these core issues.

II. Education & Transition

It is the collective view of the CPSD that the most progressive, and thus productive, working group discussion that took place at the Disability Employment Summit was the working group focused on education & training, facilitated by RSA Director Lynnae Rutledge. We were particularly pleased with the working group's commitment to "Establish a coordinated, comprehensive approach to the investment of public resources that expands and improves the choices of youth with significant disabilities who are transitioning into adulthood to ensure the design and execution of an individualized plan aimed at securing meaningful post-secondary educational opportunities, career development and training, or supported employment in an integrated setting, and inclusion in the community setting through independent living and social engagement".

In particular, we'd like to call attention to several of the recommendations from the working group's discussion which we found to be particularly interesting and worthy of further discussion:

1. Create a new Social Security disability support program designed to replace SSI for eligible individuals with disabilities ages 14-28. Such a program should not be income-limited or require an individual to not work, but should provide benefits for the purpose of financing transition-related expenses, such as post-secondary education, employment support, assistive technology and other relevant expenses.
2. Consider the adoption of a Money Follows the Person program for integrated employment to move individuals currently in segregated and/or sub-minimum wage settings into integrated, competitive employment.
3. Allow Medicaid to pay private insurance premiums on either the individual market or within a group-based plan for working individuals with disabilities, so as to allow access to the private insurance market for this population while reducing Medicaid's health care costs and maintaining access to long term services and supports.
4. Double the budget of the vocational rehabilitation system, allocating the new dollars to the creation of a new employment support infrastructure geared specifically to the needs of transitioning students ages 14-28 (CPSD would particularly like to see this

increased funding go toward financing systems-change capacity grants, as discussed in the CPSD's recommendations for reauthorization of the Rehabilitation Act).

5. Build into the Elementary and Secondary Education Act a requirement for school districts to meaningfully collaborate with, including through the braiding of funds, vocational rehabilitation and intellectual disability/developmental disability agencies. This should mirror collaboration requirements already present for vocational rehabilitation systems within the Rehabilitation Act.
6. Introduce a new element to the accountability infrastructure in the Elementary and Secondary Education Act tracking student post-secondary outcomes one, three and five years after leaving the school system, disaggregated on the basis of disability status, income, race and English Language Learner status. Utilizing appropriate steps to ensure the privacy of identifying information, track this data on the school, district and state levels.

In addition to these recommendations, the CPSD has spent the past 18 months crafting comprehensive legislation that attempts to create a holistic, comprehensive, seamless transition system at all levels of government for youth transitioning to adulthood, with a primary focus on individuals with significant disabilities. Several of the CPSD's recommendations were introduced and discussed during this working group's exchange. As such, we respectfully offer the following policy recommendations that could conceivably be incorporated into a comprehensive legislative package focused on national systemic change aimed at producing successful transition outcomes for youth with significant disabilities.

CPSD has developed a detailed set of recommendations aimed at streamlining various legislative statutes in an effort to transform the federal response to the effective transition of youth with significant disabilities. CPSD has developed these recommendations based upon the following focused objectives:

1. **Focus on the Individual:** Streamline local transition process through the development of person-centered Individual Transition Plan (ITPs) that ensures that students exiting the school system are being effectively transitioned into programs and supports that are linked to producing an integrated employment outcome or a post-secondary educational opportunity that will likely result in an integrated employment outcome in the long-term. Such a process must:
 - Be based on person-centered planning and self-determination principles;
 - Adhere to the Guideposts for Success outlined by the National Collaborative on Workforce & Disability for Youth/Institute for Education Leadership, focused on improving opportunities for youth with significant disabilities in each of the four phases of transition related to career assessment, career exploration, career practice, additional educational opportunities, and connecting activities.

- Provide support to the student and family whose responsibility will be to help them understand and connect to the complex systems and rules that will affect their decisions regarding the post-22 outcome.
 - Require representatives from key adult services agencies to participate in the planning and funding of the individual's transition goals through the blending and braiding of funds to support the young adult in his/her chosen outcome.
 - Assist individuals and families in making informed decisions about available supports, resources, opportunities and benefits.
2. **Focus on Systemic Reform:** For individuals with I/DD, develop the infrastructure and capacity within the state I/DD divisions to ensure the successful implementation of the ITP.
 3. **Focus on Improving Outcomes:** Escalate use of evidence-based best practices to ensure successful transition planning, services and supports for youth with significant disabilities related to achieving the preferred outcomes of integrated employment at minimum and prevailing wages, or alternatively post-secondary educational outcomes leading to integrated employment and minimum and prevailing wages, through the establishment of a National "Better Outcomes in Transition among Youth with Significant Disabilities" Initiative.

The Collaboration to Promote Self Determination has been working for the past 18 months with Members of Congress to craft a comprehensive package of legislation that attempts to tackle the ambitious objectives laid out above. The Transition toward Excellence & Achievement Mobility Act (TEAM Act) could provide a framework to the Senate HELP Committee as it begins to build a platform for improving the transition and employment opportunities for citizens with significant disabilities. Appendix II provides a brief outline of the CPD's legislative proposals related to TEAM. Draft legislative language is also available upon request of Committee staff.

III. Engagement of Private Sector Employers & Providers of Progressive Employment Placement Services

We applaud the Senator's interest in actively engaging the private sector early in the discussions around the development of comprehensive disability employment legislation. We would respectfully urge the Senator to include employers of various sizes who have successfully embraced individuals with the most significant cognitive, intellectual and developmental disabilities into their workplaces, either through the implementation of effective supported employment services or the deployment of customized employment strategies for these individuals. CPD will submit list of these dynamic, innovative employers for the Committee's consideration in upcoming dialogues under separate cover.

Additionally, the CPD it is imperative to involve pioneers of innovative models that lead to effective hiring and sustaining of employees with significant disabilities in integrated employment settings where the ratio of employees with disabilities and employees without disabilities are proportional to the local population. Recent media has focused primarily on national employers who have increased employment opportunities of individuals with significant disabilities through the promotion of enclaves or segregated employment settings. While these models have certainly created opportunities for citizens with significant disabilities, we would encourage a firm discussion of strategies that have resulted in the consistent, effective placement of individuals with the most significant disabilities into the general workforce in integrated settings.

A further point which we believes require further consideration is that little has been done in the way of ensuring that affirmative action policies include disability. There currently exists no federal regulations that require or guide employers to include disability in affirmative action policies. Beyond a need for federal regulations, the Equal Employment Opportunity Commission should collect data on those employees who voluntarily report their disability status. The Justice For All Action Network (JFAAN) recently provided specific non-legislative recommendations to the Obama Administration on how to address this issue, and we believe these recommendations may have application to the development of a comprehensive legislative framework to promote the employment of citizens with significant disabilities as well. JFAAN's policy recommendations are available in its report to the Obama Administration dated September 1, 2010.

APPENDIX I:

EMPLOYMENT FIRST PRINCIPLES

The **Employment First** is a service delivery strategy regarding the use of public funding for persons with disabilities, including persons with the most significant disabilities, which effectuates on a systemic basis the principles set out below. The strategy supports the primary or preferred employment outcome of integrated employment at minimum and prevailing wages for persons with disabilities including those with the most significant disabilities. The strategy includes the issuance and implementation of policies, practices, and procedures promulgated through federal and state statutes, regulations, and/or operational procedures, including policies, practices, and procedures requiring that systems have a statutory responsibility to provide services that align their reimbursement practices, policies and guidance to incent, encourage and fund services and supports that lead to integrated employment.

1. Disability is a natural part of the human experience that in no way diminishes the right of individuals with disabilities, including individuals with the most significant disabilities, to achieve the four goals of disability policy—equality of opportunity, full participation, independent living and economic self-sufficiency.
2. Self-determination and informed consumer choice are essential elements in all programs and service options related to employment.
3. Employment, or work for pay, is a valued activity both for individuals and society. Employment provides both tangible and intangible benefits. Employment helps people achieve independence and economic self-sufficiency. Employment also gives people purpose, dignity, self-esteem, and a sense of accomplishment and pride.
4. All individuals, including individuals with the most significant disabilities, should enjoy every opportunity to be employed in the workforce, pursue careers, advance professionally, and engage actively in the economic marketplace.
5. Individuals with disabilities, including individuals with the most significant disabilities, should be empowered to attain integrated employment with the highest possible wage with benefits, consistent with their interests, strengths, priorities, abilities, and capabilities.
6. It is presumed that all individuals with disabilities, including individuals with the most significant disabilities, can achieve integrated employment with appropriate services and supports.

7. Employment-related training services and supports should be provided to assist individuals with the most significant disabilities to become employed with a priority for integrated employment. Other employment activities and training (including prevocational services), while existing, shall be directed toward integrated employment for all citizens with disabilities.
8. Based on information from the employment marketplace, services and supports related to the provision of employment and training should target areas of present and future workforce growth. Input from employers and knowledge of the marketplace is critical to effectively direct employment-related training and services.
9. Service providers are expected to use best, promising, emerging practices with respect to the provision of employment-related services and supports.
10. Technical assistance should be available to service providers for the purpose of expanding and improving their capacity to provide supported employment, customized employment, and other services and supports that will enhance opportunities for integrated employment consistent with best, promising and emerging practices.
11. Supports should be provided for as long as needed, with a focus on the use of naturally- occurring supports.
12. The prioritization of integrated employment must reflect an establishment of infrastructure and resource allocations that coordinates multiple systems through an alignment of common objectives, targeted outcomes, performance measures and funding mechanisms while simultaneously ensuring a seamless delivery of supports and services at an individual level.
13. Exploitation of workers with disabilities is abhorrent and workers should enjoy meaningful and effective protections against exploitation.

TERMS OF INTEREST:

Integrated Employment: From an individual perspective, integrated employment is “work compensated at minimum and prevailing wages with related health and employment benefits, occurring in a typical work setting where the employee with the disability interacts or has the opportunity to interact continuously with non-disabled co-workers, has an opportunity for advancement and mobility and is preferably engaged full-time.

[**PLEASE NOTE:** The continued inclusion of “competitive” in the term “competitive, integrated employment” is misleading because it is currently being misrepresented in some states that in order for a job placement to be reimbursed through supported employment services funding, the job has to be “competitive” in nature (meaning, the job had to be an advertised, pre-existing position, for which a person with a disability has successfully competed against other job seekers in a competitive hiring process. Many innovative strategies, including customized employment strategies (in which a completely new job is created out of a direct matching of an individual’s abilities, skills and interests with newly identified, unmet needs of an employer) are currently not being reimbursed in some states because the state VR is interpreting customized employment as not meeting the “competitive” standard required for VR reimbursement. This adversely and disproportionately impacts citizens with the most significant disabilities who could benefit the most from these innovative approaches. The term “competitive” originally was placed in the definition to specify an acceptable wage level; we believe that by including more specific language defining acceptable wage levels in the definition of an acceptable integrated employment outcome, use of the term “competitive” could be avoided, thus endorsing other approaches to facilitating employment for individuals with complex disabilities, including customized employment.]

Work: From a systemic perspective, work provides both tangible and intangible benefits that enable people with disabilities to have a sense of purpose, dignity, self-esteem, accomplishment, and pride. Work can help people with disabilities achieve independence and economic self-sufficiency. It is the presumption that individuals with and without disabilities should take every opportunity to pursue careers, participate in the workforce and engage actively in the economic marketplace. Both the individual and society benefit from this engagement.

Self Determination: Self-determination activities as referenced in the DD Act include: activities that result in individuals with developmental disabilities, with appropriate assistance, having –

- (1) the ability and opportunity to communicate and make personal decisions;
- (2) the ability and opportunity to communicate choices and exercise control over the type and intensity of services, supports, and other assistance the individual receives;
- (3) the authority to control resources to obtain needed services, supports, and other assistance;

- (4) the opportunities to participate in, and contribute to, their communities; and
- (5) the support, including financial support, to advocate for themselves and others, to develop leadership skills, through training in self-advocacy, to participate in coalitions, to educate policymakers, and to play a role in the development of public policies that affect individuals with developmental disabilities.

[PLEASE NOTE: While CPSD generally agrees with the two definitions outlined for self-determination and informed choice, in subsequent legislative efforts undertaken by CPSD in recent months that have involved Leg Counsel, we have been challenged with the fact that these definitions as currently written do not translate well to legislative language. Thus, we offer the following modified versions of each definition, which can then be used in the context of draft legislative language in a number of venues and current policy discussions. The alternative definition offered for self determination is identical to the legislative language in the DD Bill of Rights Act.]

Informed Choice: a decision-making process that includes but is not limited to the following elements –

- (1) provision of adequate information to the individual and individual's parents about the full range of options that are to be considered;
- (2) sufficient resources (personnel as well as fiscal) to support the choice made by the individual and individual's parents;
- (3) willingness of any provider of services to accept the choice and the reasonable risks associated with the choice; and
- (4) information on the parameters of the choice and the relevant options being considered in the language and capabilities of the individual involved in the choice making process(es).

Informed choice in the provision of public supports requires publicly-financed systems to assure the provision of:

- (1) Accurate information in accessible formats
- (2) Support to interpret, understand and utilize the information provided
- (3) Support to assist the person with disabilities:
 - a. Understand relevant information
 - b. Communicate his or her choice
 - c. Understand and appreciate the nature of the issue or situation and the consequences of the choices made.
 - d. Comprehend the risks and benefits of the decisions made.

APPENDIX II:

Transition toward Effective Achievement & Mobility: Key Legislative Proposals

OBJECTIVE:

To establish a coordinated, comprehensive approach to the investment of public resources that expands and improves the opportunities for youth with significant disabilities who are transitioning into adulthood, to ensure meaningful postsecondary educational opportunities, employment in integrated settings at minimum and prevailing wages, long-term career development and growth, and inclusion in the community setting through independent living and social engagement, and for other purposes.

DEFINITIONS OF INTEREST:

- Asset Development
- Asset Development Services
- Braiding of Funds
- Customized Employment Strategies
- Disability
- Employment First
- Family Organization
- Informed Choice
- Integrated Employment
- Integrated Setting
- Self-Advocacy Organization
- Supported Employment Services
- Self-Determination
- State Intellectual/Disability Authority
- Transition
- Transition Services
- Work

FINDINGS:

(1) Disability is a natural part of the human experience and in no way should diminish the opportunity of citizens with disabilities, including individuals with the most significant disabilities, for full participation in society (including but not limited to school, work, family, social engagement, interpersonal relationships, and community), independent living and economic self sufficiency.

(2) Self-determination and informed choice are essential elements in all program and service options.

(3) Work for pay (employment) is a valued activity both for individuals and society. Employment provides both tangible and intangible benefits. Employment helps people achieve independence and economic self-sufficiency. Employment also gives people purpose, dignity, self-esteem, and a sense of accomplishment and pride as well as an ability to contribute to society as a whole.

(4) Individuals with disabilities, including those with the most significant disabilities, should enjoy a presumption that they can achieve integrated employment with appropriate services and supports.

(5) More than thirty (30) years of research and experience demonstrates that all youth, including youth with disabilities, achieve better outcomes when they have access to high quality standards-based education in an inclusive setting; information about career options and exposure to the world of work, including structured internships; participation in post-secondary education; opportunities to develop social, civic, and leadership skills; strong connections to caring adults; access to safe places to interact with their peers; and support services and specific accommodations to allow them to become independent adults.

(6) The diverse and complex needs of today's youth cannot be met by one's family, school district, government program, or private organization acting alone. The successful transition of all youth to adulthood and a productive, independent, self-sufficient life demands coordination and collaboration across agencies, along with an integrated services approach to serving youth at the federal, state, and local levels.

PURPOSES

(1) Create a systemic focus on cultivating the high expectations for youth with significant disabilities to transition successfully into adulthood and be able to work, earn a liveable wage, and live independently in the community through public policies that advance equality of opportunity, informed choice, employment first, and economic self-sufficiency.

(2) Promote innovative strategies to foster academic, professional, and social inclusion, and the solidification of long-term services and supports required to ensure full integration into the society (including but not limited to school, work, family, social engagement, interpersonal relationships, and community living).

(3) Better define and coordinate specific services related to the effective transition of youth with significant disabilities.

(4) Eliminate barriers and provide incentives for multiple stakeholders to collaborate and improve transition services for youth with significant disabilities.

(5) Create a holistic system across multiple federal, state & local public entities promoting employment first strategies and the successful transition of youth with significant disabilities into adulthood through strengthened coordination among and between public entities,

including but not limited to the alignment of planning processes, implementation systems and funding streams.

(6) Align, enhance, and improve performance and accountability measures among public entities involved in the transition of youth with significant disabilities into adulthood.

(7) Provide financial incentives to States to align their planning processes across and within public entities involved in transition, strengthen & coordinate regulations to ensure cross-agency emphasis on the promotion of Employment First policies and practices, and re-balance resources toward an Employment First paradigm, focused on the preferred outcomes of advancing integrated employment, economic self-sufficiency, independent living and community participation for youth and adults with significant disabilities.

(8) Ensure proper level of professional development training of publicly-financed professionals involved in the transition of youth with significant disabilities into adulthood on evidence-based promising practices.

KEY LEGISLATIVE PROPOSALS

I. Focus on Strengthening Existing IEP Process in the Educational System to Ensure Greater Focus on Desired Transition Outcomes:

A. Intent: *Enhance and improve current transition strategies and practices through the IEP process for youth with significant disabilities eligible for DD Services currently in the educational system.*

B Proposed Strategies

1. Require transition services provided to youth with significant disabilities to adhere to the Guideposts for Success outlined by the National Collaborative on Workforce & Disability for Youth/Institute for Education Leadership, focused on improving opportunities for youth with significant disabilities related to career assessment, career exploration, career practice, additional educational opportunities, and connecting activities.
2. Elevate performance indicators related to the inclusion of transition strategies within Individual Educational Plans (IEPs) as outlined in IDEA-2004 to the same level of importance as compliance indicators.
3. Require DD State agencies to be a mandated partner fully participating in the IEP process from age 16.
4. Clarify that school districts are allowed and encouraged to use IDEA discretionary funds for contracting out transition services as needed, based on stringent criteria that these contracts be focused on the preparation and confirmation of integrated employment or other desired post-secondary outcomes.

5. Provide additional funding to state and local educational agencies to hire internal transition coordinators specifically focused on coordinating and implementing transition strategies for youth with significant disabilities.

C. Authorization Statute: Individuals with Disabilities Education Act

II. Focus on Creating Effective Person-Centered, Individualized Transition Process for Young Adults Transitioning from Secondary Education into the Adult Services System

A. Intent: *Develop a person-centered, individualized transition process for all young adults with significant disabilities once they exit the school system.*

B. Proposed Strategies

1. Individualized Transition Process will be led by the State DD Agencies and comprised of a multi-agency team of educators, adult service providers, transition brokers, individuals and families that will lead to real work experiences, career exploration and other preparatory activities resulting in a final outcome of either integrated employment or post-secondary education.
 - The transition process will be based on person-centered planning and principles of self-determination.
 - Creation of Individual Transition Plans (ITPs), via a multi-agency collaboration led by the State Division on Developmental Disability Services, which will be evaluated annually.
 - Require representatives from key adult services agencies to participate in the collaborative planning and funding of the individual's ITP in order to support the young adult in his/her chosen outcome.
2. Establishment of mandatory Adult Transition Services Divisions under the State DD Agencies. Part of the infrastructure will include the provision of a transition broker to the individual and family through the State Division on Developmental Disability Services, whose responsibility will be to help individuals and their families understand and connect to the complex systems and rules that will affect their decisions regarding the post-22 outcome.
 - The Transition Broker will be responsible for convening the various multi-agency stakeholders required participate in the Individualized Transition Planning process, thus working across agencies to create a plan and individualized budget that meets the individual's post-22 transition goals.
 - The Transition Broker will also be held accountable and evaluated to ensure that individuals are given multiple options for successfully attaining their post-22 transition goals, and that final decisions related

to the ITP are made by the individual and their family based on informed choice.

- This work will involve knowledge of asset development, as well as expertise in benefits management and navigating available public and private resources and supports.

C. Authorization Statute: DD Bill of Rights Act

III. Focus on Improving Outcomes through Building Capacity

A. Intent: *Escalate use of practices that have effectively demonstrated successful transition planning, services and outcomes for youth with significant disabilities through the establishment of a “Better Outcomes for Young Adults with Significant Disabilities” National Transition Initiative.* Provide states across the country with funds for a five-year period to target youth with significant disabilities transitioning from special education to ensure that they achieve employment outcomes such as integrated employment, self-employment, supported and customized employment services, paid internships or participating in postsecondary education, including enrollment in Transition and Post-secondary Education as authorized in the Higher Education Opportunity Act.

B. Proposed Strategies: Redesign and implement public policy that transforms the practice and delivery of supports and services to ensure that students with significant disabilities transitioning from school become employed in integrated settings and earn at least minimum wage, or are enrolled or attending an appropriate post-secondary program intended to lead to an integrated employment outcome. Strategies utilized to achieve these outcomes should include general education elementary and secondary classes with supports and services; school-based preparatory experiences, career preparation and work-based learning experiences, youth development and leadership, self-advocacy training and self-determination skill building and peer mentoring.

C. Authorizing Statute: Rehabilitation Act

AGENDA ITEM DETAIL SHEET
Employment First Committee (EFC)
January 7, 2011

ISSUE: ROLES AND RESPONSIBILITIES OF STATE AND LOCAL AGENCIES RE: EMPLOYMENT OPPORTUNITIES FOR PEOPLE WITH DEVELOPMENTAL DISABILITIES

BACKGROUND: At the September Employment First Committee (EFC) meeting, the essential elements of the report to the Governor and Legislature were reviewed, which included the roles and responsibilities of state and local agencies. In the November EFC meeting, there was a discussion that the report should identify the roles and responsibilities of state and local agencies; additionally, it could perhaps include where opportunities lie for those agencies to better collaborate to create a seamless service delivery system that increases integrated employment for people with developmental disabilities earning at least minimum wage.

ANALYSIS/DISCUSSION: N/A

COUNCIL STRATEGIC PLAN OBJECTIVE: Advance the rights and abilities of all Californians with developmental disabilities and their families to exercise self-advocacy and self-determination.

Shape public policy that positively impacts Californians with developmental disabilities and their families.

PRIOR EFC/COUNCIL ACTIVITY: N/A

RECOMMENDATION(S):

- 1) It is recommended that the EFC review the attached document before the meeting and be prepared to share ideas about where opportunities lie for those agencies to better collaborate to create a seamless service delivery system that increases integrated employment for people with developmental disabilities earning at least minimum wage.
- 2) The attachment is a brief summary of the roles and responsibilities of state local agencies in the employment of people with developmental disabilities. It is admittedly a bare-boned outline. It is recommended that agencies who play a

role in the employment of people with developmental disabilities flesh out the details of their agency's role and responsibilities, discuss any barriers as they see them, include strategies to resolve such barriers, and present it all to the EFC at the March meeting.

ATTACHMENT(S):

1) Handout – A Brief Summary of State and Local Agencies and Their Roles and Responsibilities in the Employment of People with Developmental Disabilities

PREPARED: Christofer Arroyo, December 16, 2010

STATE COUNCIL ON DEVELOPMENTAL DISABILITIES
EMPLOYMENT FIRST COMMITTEE
A BRIEF SUMMARY OF STATE AND LOCAL AGENCIES AND
THEIR ROLES AND RESPONSIBILITIES IN THE EMPLOYMENT OF
PEOPLE WITH DEVELOPMENTAL DISABILITIES

- School Districts
 - Provide special education services that prepare students for further education, employment, and independent living
 - Transition students from high school to adult life and/or post secondary education in accordance with individualized education programs (IEPs)
 - May include referrals to the Department of Rehabilitation or regional centers
 - May include programs where the district works collaboratively with the Department of Rehabilitation

- Regional Centers
 - Fund and provide services that achieve goals in accordance with individual program plans (IPPs)
 - This includes referrals to vendors to perform job development funded by the Department of Rehabilitation and job coaching necessary to maintain employment

- Department of Rehabilitation (DOR)
 - Fund and provide services that achieve vocational goals in accordance with individualized plans for employment (IPEs)
 - This includes job placement, initial job coaching, supported employment programs, supports in the post secondary environment to prepare for employment (such as counseling, reimbursement for some educational fees, etc.)

- Apparent Challenges
 - Lack of coordination between agencies
 - Lack of a lead agency
 - Supports necessary for employment are spread across multiple agencies
 - The barriers presented by an employment “readiness” model
 - Lack of technical assistance
 - Insufficient knowledge base of other agencies

- The need for highly trained support staff
- The need to consider centralizing and professionalizing job development

AGENDA ITEM DETAIL SHEET
Employment First Committee (EFC)
January 7, 2011

ISSUE: GOALS AND MEASURING PROGRESS TOWARDS GOALS

BACKGROUND: At the September Employment First Committee (EFC) meeting, the essential elements of the report to the governor and legislature were reviewed, which included the requirements to identify existing resources for employment data, recommend goals for increasing integrated employment for people with developmental disabilities, and recommend approaches to measure progress of the goals.

ANALYSIS/DISCUSSION: Goals and ways to measure progress towards those goals must be recommended in the report to the governor and legislature.

COUNCIL STRATEGIC PLAN OBJECTIVE: Advance the rights and abilities of all Californians with developmental disabilities and their families to exercise self-advocacy and self-determination.

Shape public policy that positively impacts Californians with developmental disabilities and their families.

PRIOR EFC/COUNCIL ACTIVITY: N/A

RECOMMENDATION(S): It is recommended that the EFC review the attached document before the meeting and be prepared to share ideas about what goals are needed to increase integrated employment for people with developmental disabilities earning at least minimum wage and how to measure those goals.

ATTACHMENT(S):

1) Handout – Goals and Measuring Progress Towards Goals

PREPARED: Christofer Arroyo, December 10, 2010

STATE COUNCIL ON DEVELOPMENTAL DISABILITIES EMPLOYMENT FIRST COMMITTEE GOALS AND MEASURING PROGRESS TOWARDS GOALS

Goals should be **SMART**:

- **Specific** – specific goals target exactly what is being measured and include clear descriptions
- **Measurable** – means you can count or observe it; measurable goals describe how much progress has been made towards achieving the goal
- Use **Action Words** – action words tend to create goals that are stated in measurable terms; for example, directionality (increase, decrease, maintain, etc.)
- **Realistic and Relevant** – goals that are realistic and relevant are more likely to be achieved and target what is being measured
- **Time Limited** – goals that are time limited allow progress to be monitored at regular intervals

In order to be able to measure progress, goals must be SMART. Additionally, a baseline is needed to know the starting point for what you are measuring, so you can monitor progress and know if the goal is achieved. Baseline information should use objective data.

For example, let's make a goal about weight loss. Let's pretend you weigh 175 pounds (the *baseline* weight) and your doctor informs you that you should weigh between 140 and 150 pounds. Your goal: I will lose 25 pounds in six months.

Is this goal SMART? Yes, because anyone who looks at the information (your weight from the bathroom scale) will know if you are making progress towards reaching your goal and if you eventually reach your goal six months from now.

Sample goals the Employment First Committee may wish to consider:

- Increase the number of people in individual placement supported employment earning at least minimum wage by X% in one year.
- Divert at least 5% of willing people from non-work related programs to work related programs
- Ensure at least X% of high school students go into work related programs upon graduation.

These goals may need to be turned into SMART goals.

AGENDA ITEM DETAIL SHEET
Employment First Committee (EFC)
January 7, 2011

ISSUE: EXISTING EMPLOYMENT DATA

BACKGROUND: At the September Employment First Committee (EFC) meeting, the essential elements of the report to the governor and legislature were reviewed, which included the requirements to identify existing resources for employment data, recommend goals for increasing integrated employment for people with developmental disabilities, and recommend approaches to measure progress of the goals.

ANALYSIS/DISCUSSION: Not only is identifying existing resources of employment data required, but it is essential in order to measure progress towards completing goals that increase integrated employment for people with developmental disabilities earning at least minimum wage.

COUNCIL STRATEGIC PLAN OBJECTIVE: Advance the rights and abilities of all Californians with developmental disabilities and their families to exercise self-advocacy and self-determination.

Shape public policy that positively impacts Californians with developmental disabilities and their families.

PRIOR EFC/COUNCIL ACTIVITY: N/A

RECOMMENDATION(S): It is recommended that the EFC review the attached documents before the meeting and be prepared to share ideas about what kind of data is needed to develop the goals required for the report.

ATTACHMENT(S):

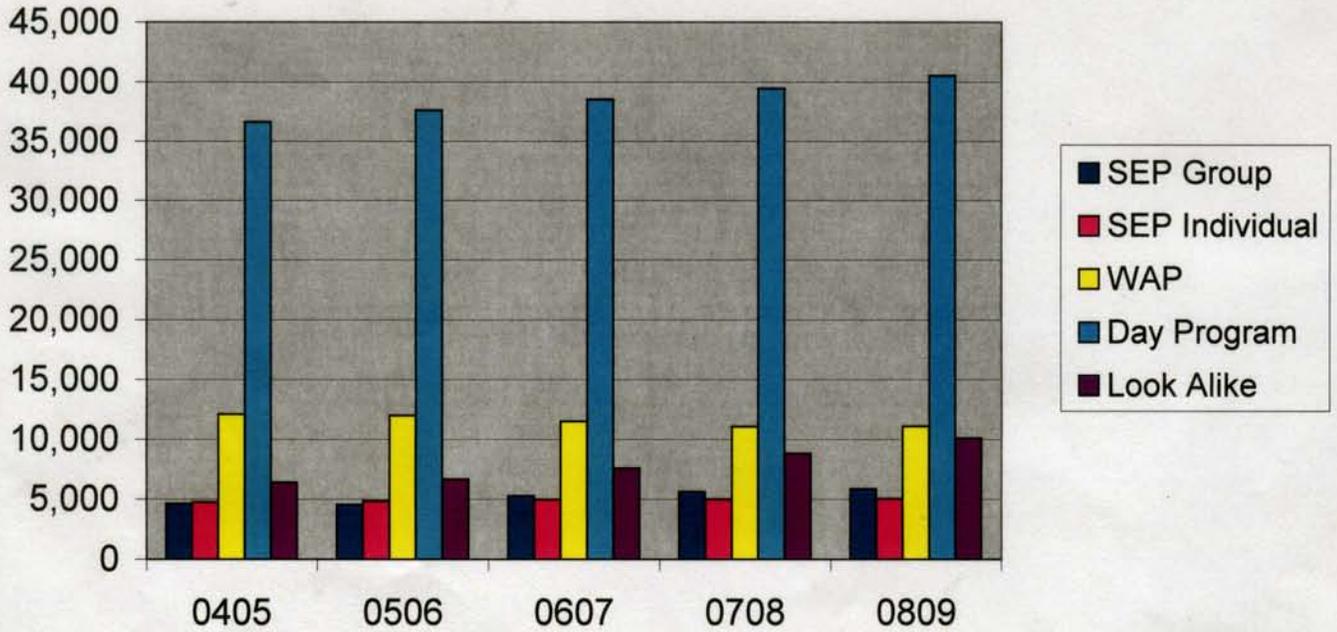
- 1) Persons Receiving Services – Statewide, Department of Developmental Services (DDS)
- 2) DDS Community Development Branch Employment Data
- 3) DOR Supported Employment Data for fiscal years 2005-2006, 2006-2007, 2007-2008, 2008-2009, 2009-2010

4) Governing magazine article, "Back to School: Performance Measurement Workshops"

PREPARED: Christofer Arroyo, December 10, 2010

Persons Receiving Services: Statewide					
FY	SEP Group	SEP Individual	WAP	Day Program	Look Alike
0405	4,610	4,757	12,090	36,641	6,396
0506	4,548	4,842	11,988	37,629	6,651
0607	5,258	4,976	11,499	38,555	7,565
0708	5,623	5,004	11,063	39,472	8,820
0809	5,863	5,054	11,093	40,528	10,096

Persons Receiving Services - Statewide



COMMUNITY DEVELOPMENT BRANCH EMPLOYMENT DATA

TITLE	DESCRIPTION	VARIABLES	WHO PROVIDES THE DATA	HOW OFTEN WE RECEIVE THE DATA	DATA USED FOR
DDS Forms					
1962s - Request For New SEP Group	A copy is given to: DOR, RC, DDS, and CPS A Supported Employment Program-Group Placement (SEP-GP) approval request is submitted by service providers to DDS to obtain approval of new SEP groups. <i>This form has number of consumers in group, where the group will work, hours, days, and start date, and group id.</i>	- Provider Contact Information - Worksite Information - Weekly Work Schedule *Please see DS 1962 attachment for detailed descriptions	SEP-GP Service	Upon request	Approval of new SEP groups
1964s - Supported Employment Group Billing and Attendance Form	This form must be completed as an excel file, password protected and submitted to regional centers, DOR and DDS monthly.	- Service Provider Name - Funded By - Regional Center ID - Service Month/Year - Regional Center Vendor ID - Sep Group ID - RC CADDIS Vendor ID - Name - DOR Facility ID - Consumer Average Wage - UCI # - Approved Lunch - Authorization # - Approved Staggered Lunch - Productivity - Total Hours - Provider Contact Name, Phone, Email *Please see DS 1964 attachment for detailed descriptions	SEP-GP Service Providers	Monthly	SEP - Group billing and attendance
DDS Monitoring Forms					
1971s - WAP/Work Activity Program Consumer Monthly Report	Outcome data for consumers provided Work Activity Program services are documented on this form. WAP Services Providers; Regional Center can preload consumer names and identification numbers.	- Program Information - UCI # - RC Vendor # - # of Hours in Program - DOR Facility # - Percentage of Paid Work - Date - Productivity - Vendor RC # - Hourly Wage - Consumer Name - Monthly Wage *Please see DS 1971 attachment for detailed descriptions	WAP Service Providers, Regional Centers	Upon request	Work Activity Program services outcome data for consumers are documented on this form.
1972s - SEP/Supported Employment Individual Placement Consumer Monthly Report	Outcome data for consumers provided Supported Employment Program- Individual Placement services are documented on this form. SEP Services Providers; Regional Center can preload consumer names and identification numbers.	- Program Information - UCI # - RC Vendor # - Hours Worked - DOR Facility # - Hours of Job Coaching - Date - Percent of Intervention - Vendor RC # - Hourly Wage - Consumer Name - Monthly Wage *Please see DS 1972 attachment for detailed descriptions	SEP-Ind Services Providers, Regional Centers	Upon request	Supported Employment Program - Individual Placement Services outcome data for consumers are documented on this form.
ISD Reports					
POS Claims	This system includes: service type, claim amount, month of service, vendor, and authorization information on all services to all clients and contract service claims since 1987. Each record comprises twelve months (fiscal year base) of information. The 150 service types currently delivered include living arrangement support, medical and non-medical professional services, medical care and equipment, day programs, respite, prevention, and transportation.	Please see Attachment 1 for variables	DDS Data Extraction Unit	Can pull file from K drive on a monthly basis	Reports that require type of services, consumer, vendor, and claim amount.
Vendor System	This system tracks vendor information for all DDS service providers. Vendors include large service provision organizations to single client service providers. Currently, the system contains 300,000 vendor records with 80,000 active vendors. Database includes: vendor name, vendor type, vendor number, contracting regional center, other authorized regional centers, vendor address, vendor billing address, etc.	Please see Attachment 1 for variables	DDS Data Extraction Unit	Per Request	Any report that needs information on vendor ID, address, vendoring regional center.
Client Master File	This file contains demographic and address information on all persons served by DDS. Currently, it contains information on over 750,000 clients historically served, 200,000 active clients, 106 data elements. The file is extracted and archived monthly from June 1992 forward, with over 36,000,000 historical records. It is updated as needed, with most clients contacted at least yearly, and usually more frequently. Database includes: unique client identifier, name, birth date, SSN, MediCal number, addresses, phone, gender, ethnicity(ies), marital status, regional center, living arrangement, IPP frequency, case mgr. ID, etc.	Please see Attachment 1 for variables	DDS Data Extraction Unit	Per Request	A report that requires Client ID, name, address, biographics, and demographics.

TITLE	DESCRIPTION	VARIABLES	WHO PROVIDES THE DATA	HOW OFTEN WE RECEIVE THE DATA	DATA USED FOR
Client Development Evaluation Report (CDER)	The CDER system is the largest developmental disability diagnostic information database in the world, serves as a model system and as an unparalleled resource for research and planning throughout the United States. Recently it has been fundamental to groundbreaking autism research in several studies nationwide. The system comprises diagnostic, developmental, and behavioral assessment information on all active service recipients over the age of three. It contains over 190,000 active cases, 2,000,000 unduplicated historical assessments, and 194 raw data elements. Reports are updated yearly in most cases, tri-annually in some. It is extracted and archived monthly back through June 1992 (twice yearly from June 1986 through December 1991), with over 22,000,000 historical records.	Please see Attachment 1 for variables	DDS Data Extraction Unit	Accessible on DDS website	Developmental disability diagnostic and functioning evaluation for clients over 36 months of age.
Early Start Report System (ESR)	This system contains diagnostic, developmental, and behavioral assessment information on active population under the age of three. Records include 22,000 active cases, 157 raw data elements, 400,000 historical assessments. ESRs are to be updated at least yearly. Compiled since 1997, the archive file has new and updated records added on a monthly basis.	Please see Attachment 1 for variables	DDS Data Extraction Unit	Per Request	Acquiring information on developmental delay and service information for clients less than 36 months of age.

Reports from other Agencies

DOR Regional Center Consumers	WSS receives DOR report on a quarterly basis and is then sent to the Data Extraction Unit to have it matched with DDS' data to produce the Regional Center Consumer Report (J6942 DOR Regional Center Consumers).	This report provides information on consumers: <ul style="list-style-type: none"> - Client ID Number - Regional Center Number - Regional Center - Date of Birth - Name (Last, First, Middle) - SSI Number - SSA Number - Secondary - District Name - Branch - District Number - Counselor Last Name - Plan Code - Current Status - ST14 Counseling Guidance - ST16 Physical Mental Restoration - ST18 Training Placement - ST20 Ready for Employment - ST22 Employed - Date Closed - Reason for Closure - Employment Status 	DOR	Quarterly	In response to the RC request for data to assist in the management of employment and related services. RCs may share the report with the service providers.
EDD Wage Data	Brian Winfield from Regional Center Operations Section receives the EDD Wage Data from EDD and forwards it to Work Services upon request.	This report provides wage information by quarters for each RC: <ul style="list-style-type: none"> - Total Consumers 16+ - Average Wages - Number of Consumers Receiving Wages - Percentage of RC Population Receiving Wages 	EDD	Annual upon request	To provide the summary of percentage of RC Consumers 16+ Receiving Wages, number of consumers receiving wages and average consumer wages for ARCA report

Association of Regional Center Agencies (ARCA):

TITLE	DESCRIPTION	WHO PROVIDES THE DATA	HOW OFTEN WE RECEIVE THE DATA	DATA USED FOR
Age of Individuals	Data Run J6540 – Status 0, 1, 2 Consumers by Age Group (based upon CMF) Status 0: Diagnosis and Evaluation, Status 1: Early Start <36 Months, Status 2: Active Consumers	DDS Data Extraction Unit	Upon request	ARCA report
Community Caseload	There are two charts displayed for Caseload Growth. The first chart shows the growth through an 8 year span for status codes 1 and 2. The second chart shows the cumulative percent of caseload growth with annual percent changes between 8 years.	DDS Facts and Stats Monthly Consumer Caseload reports	We can pull this data from OASIS Facts and Stats as needed. The DDS Fact book is update on an annual	ARCA report
Quarterly DOR Data	DOR sends their quarterly client data and WSS forward it to Data Extraction Unit to complete a match with DDS data	DOR and DDS Data Extraction Unit	Quarterly	ARCA report
EDD	Used the data from Cornell University Disability Status Report, UMASS National Report on Employment Services and Outcomes, and CA EDD Data to calculate the Percent Employed, Annual Earnings, and Annual Percent Change	Cornell University, UMASS, and EDD	Annual basis	ARCA report
POS Dollars	Used data from the Budget Category Table from the DDS Fact Book to display the percentage of prior year POS dollars for each service area in a pie chart.	DDS Fact Book	We can pull this data from OASIS Facts and Stats as needed. The DDS Fact book is update on an annual basis.	ARCA report
Statewide Reports	Data run for report J6387 Transition between SEP Ind SEP Grp Hab Day and Look Alikes by FY, J6387 Hab Services Transition with Synthetic Waiver. This was broken out by all ages and 22-31 age groups. J6387 report can also be filtered for ages 18-21. This data looks at the prior four years.	DDS Data Extraction Unit	Upon request	ARCA report

Other Reports Requested				
TITLE	DESCRIPTION	WHO PROVIDES THE DATA	HOW OFTEN WE RECEIVE THE DATA	DATA USED FOR
DOR	Compared the statuses between Regional Centers for the number of individuals having their cases closed after receiving employment and individuals with cases closed without employment. WSS receives DOR report on a quarterly basis and is then sent to the Data Extraction Unit to have it matched with DDS' data to produce the Regional Center Consumer Report (J6942 DOR Regional Center Consumers). This information is then broken out as SEP Individuals and SEP Group by two age groups (Under Ages 32 and Ages 32 and Older).	DOR and DDS Data Extraction Unit	Quarterly	Comparing statuses between Regional Centers
ICI Report	On an annual basis, Institute for Community Inclusion (ICI), requests a report that displays the percent funding for each ICI designated groups (Day Programs, SEP and WAP) using the November Estimates and May Revision.	DDS Budget Office and Estimates	We have access to the November Estimates and May Revision after each process is done for the year.	ICI report that displays the percent funding for each ICI designated group

DRAFT

VARIABLES

Client Master File (CMF)		Client Development Evaluation Report (CDER)			
Client ID Number	Last Name Mom	Unique Client Identifier	Epilepsy Seizure Frequency 2	Impact of Major Medical Cond. 6	Unacceptable Social Beh.
Regional Center	First Name Mom	Client ZIP Code	Epilepsy Condition Impact 2	Hearing Loss Uncorrected	Aggression
Last Name	Mid Initl Mom	Reporting Regional Center	Epilepsy Type Seizure 3	Hearing Loss Corrected	Self Injur Behav. Freq
First Name	Phone Num Mom	Client Health District	Epilepsy Seizure Frequency 3	Vision Loss Uncorrected	Self Injur Behav. Sev.
Middle Initial	Last Name Dad	Client Birthday	Epilepsy Condition Impact 3	Vision Loss Corrected	Smearing
Date of Birth	First Name Dad	Client Sex	Epilepsy Etiology 1	Antipsychotic Medication	Destruction of Property
Date of Death	Mid Initl Dad	CMF Active Record Code	Epilepsy Etiology 2	Antidepressant Medication	Run or Wander Away
Gender	Phone Num Dad	Current Residence	Client Takes Anticonv Rx	Antianxiety Medication	Depress Behav.
SSI Number	Mother SSN	Current Status Effective Date	Status Epilepticus	Sedative/Hypnotic Medication	React Frustration
Medi-Cal Number	Father SSN	CMF Client Status	Icd-9 Type of Other Disability	Stimulant Medication	Repeat Body Movements
Health District	Mother Date of Birth	Counselor ID	Icd-9 Type of Other Disability	Other Psychotropic Medication	Inapp. Undressing
Active Record Code	Father Date of Birth	County of Legal Presence	Icd-9 Etiology of Other Disability	Hist of Rx for Maladapt Behav	Hyperactivity
Day Program Code	Mother Disabled	County of Physical Presence	Icd-9 Etiology of Other Disability	Parkinsonism	Temper Tantrums
Living Arrangement	Father Disabled	Initial Interview Date	Low Birth Weight	Dystonia	Resistiveness
Prior Residence Type	Mother Deceased	Ethnic Code	Teen Pregnancy	Dyskinesia	Adj. Chg. Soc. Rel.
SSA Number	Father Deceased	Primary Language	Maternal Age GT 34 Years	Akathisia	Adj. Chg. Phy. Env.
SSA Suffix	Case Management Code	Legal Status	Near Drowning	Paroxysmal	Auditory Perception
Phone Number	Part H Flag	Case Level Freq	Auto Accident	Special Aids 1-10	Visual Perception
Status Date	Language of Caretaker	IPP Frequency	Other Vehicle Accident	Special Condition (Item 86-100)	Assoc. Time/Events
Prior Status	Case Level Freq	Case Management Code	Other Accidents	Rolling And Sitting	Number Awareness
Previous Prior Status	BIC	CDER Sending Agency	Environmental Toxins	Hand Use	Writing Skills
Prior Status Date	Transfer Close Date	CDER Status Code	Drug/Alcohol Abuse	Arm Use	Reading Skills
Prior.Prior Status Date	Children	CDER Report Date	Environmental Deprivation	Crawling Or Standing	Attention Span
Initial Interview Date	Residence Date	Client Height	Family MR History	Ambulation	Safety Awareness
First Address Line	Legal Stat Chg Date	Client Weight	Child Abuse	Climbing Stairs	Remember Instr.
Second Address Line	IPP Frequency	Program	Other Causes 1	Wheel Chair Mobility	Word Usage
City	Legal Commitment	Section	Other Causes 2	Food Preparation	Express Nonverbal Com.
ZIP Code	Marital	Unit	Other Causes 3	Bed Making	Recept Nonverbal Com.
Current Status	Other Contacts	Adaptive Behavior (16)	Type of Mental Disorder Axis1 1	Washing Dishes	Receptive Language
Case Manager Code	Prior Residence Date	Retardation Level	Date of Last Evaluation Axis1 1	Household Chores	Expressive Language
Sending Regional Center	Underlying Offense	MR Etiology 1	Condition Impact Axis1 1	Basic Med. Self Help	Recept Sign Language
Sending Date	RC Shared	MR Etiology 2	Type of Mental Disorder Axis1 2	Self Medication	Express Sign Language
Report Date	Language Mom	Date of Last Eval (A3) (MMYY)	Date of Last Evaluation Axis1 2	Eating	Express Comm/Aids
County of Legal Residence	Language Dad	IQ	Condition Impact Axis1 2	Toileting	Speech Clarity
County of Physical Presence	Maiden Name Mom	Intelligence Test	Type of Mental Disorder Axis2 1	Bladder Cntl Level	Major Behavior Problems
Date of Last CMF Update	Birth Place	Pres of Cerebral Palsy	Date of Last Evaluation Axis2 1	Bowel Cntl Level	Primary Need
Maiden Name	State	Cerebral Palsy Etiology 1	Condition Impact Axis2 1	Personal Hygiene	Developmental Level
Ethnicity 1-21	Mail Name	Cerebral Palsy Etiology 2	Type of Mental Disorder Axis2 2	Bathing	Physical Indicator
Hispanic Flag	Mail Address 1	Motor Dysfunction Level	Date of Last Evaluation Axis2 2	Dressing	Frankland Factor
Primary Language	Mail Address 2	Motor Dysfunction Type	Condition Impact Axis2 2	Mvmt in Familiar Setting	Dual Diagnoses
Date Eligibility Determined	Mail City	Motor Dysfunction Location	Major Medical Condition 1	Mvmt in Unfamiliar Setting	Rate
Legal Status	Mail State	Motor Dysfunction Cond Impact	Impact of Major Medical Cond. 1	Transport Comm.	Preferred Program
Referral Source	Mail Zip	Autism Level	Major Medical Condition 2	Money Handling	Motor Count
Vendor System		Autism Etiology 1	Impact of Major Medical Cond. 2	Making Purchases	Control Factor
Vendor	Zip Code	Autism Etiology 2	Major Medical Condition 3	Order Food in Public	Self Sufficiency
County	Invoice Address Lines 1-3	Date Autism Determined (MMYY)	Impact of Major Medical Cond. 3	One to One Interact Peer	Client Age at Report Date
Vendoring Regional Center	Telephone	Autism Condition Impact	Major Medical Condition 4	One to One Interact Others	CDER Action Code
Sending Regional Center	Vendor Type	Epilepsy Type Seizure 1	Impact of Major Medical Cond. 4	Friendship Formation	Operator Initials
Send Date	Tax ID	Epilepsy Seizure Frequency 1	Major Medical Condition 5	Friendship Maintenance	Date CDER Transmitted
Active Record	Other Vendoring Regional Centers 01-21	Epilepsy Condition Impact 1	Impact of Major Medical Cond. 5	Participation Social Act.	CDER Expiration Date
Name	Regional Centers Dates 01-21	Epilepsy Type Seizure 2	Major Medical Condition 6	Participation Group Act.	
Address Lines 1-3	Provider Agreement				
State	Activity Flag				
POS Claims					
Fiscal Year	Service Sub Code				
Authorization Number	Account Code				
Regional Center	Vendor ID				
UCI	Claim \$ Amounts July-June				
Service Code	Cost Center				

VARIABLES			
Early Start Report System (ESR)			
UCI	DD Type- Autism	PrchA-Infant Dev Prog	Freq of 2nd Type Epil
Regional Center	DD Type- Cerebral Palsy	PrchA-Svs Coord/Case Mgmt	Freq of 3rd Type Epil
Selpa Code	DD Type- Epilepsy	PrchA-Transportation	Impact of 1st Type-Epil
Referral Source	DD Type- Other Dev Dis	PrchA-Hlth Svs/Interv	Impact of 2nd Type-Epil
Report Reason	Vision Status	PrchA-Beh Interv	Impact of 3rd Type-Epil
Report Date	Hearing Status	Test Code 1	Etiol ICD-9-1
IFSP Last Date	SpEqp- None	Mental Test Score 1 (Numeric)	Etiol ICD-9-2
Weight in Pounds	SpEqp- Feeding Tube (N.G.)	Motor Test Score (Numeric)	Takes Anti-Convulsive Rx
Weight in Ounces	SpEqp- Gastrostomy Tube	Behavior Rating Index 1 (Numeric)	Seizure in Past Year
Weight in Grams	SpEqp- Other Ostomy Equipment	Language Score 1 (Numeric)	Other Type of DD - A
Birth Weight (pounds)	SpEqp- Apnea Monitor	Test Date 1 (YYYYMM)	Other-DD ICD-9
Birth Weight (ounces)	SpEqp- Oxygen Equipment	Mental Test Score 1 (Age Equivalent)	Other-DD Etiol ICD-9
Birth Weight (grams)	SpEqp- Feeding Devices	Motor Test Score 1 (Age Equivalent)	Other Type of DD - B
Current Length (in)	SpEqp- Positioning Equipment	Behavior Rating Index 1 (Age Equivalent)	Other DD ICD-9-2
Current Length (cm)	SpEqp- Splints, Casts, Braces	Language Score 1(Age Equivalent)	Other DD Etiol 2
Baby Delivered At	SpEqp- Tracheostomy Equipment	Test Code 2	Last Name
Hospital Code	SpEqp- Other Assistive Devices	Mental Test Score 2 (Numeric)	First Name
Family Income	Clients Ambulation Status	Motor Test Score 2 (Numeric)	Middle Initial
Mothers Education Level	Medical Assessment/Consultation	Behavior Rating Index 2 (Numeric)	Test Code 3
Fathers Education Level	Nutrition Assessment/Consultation	Language Score 2 (Numeric)	Mental Test Score 3 (Numeric)
Mothers Disability	Nursing Assessment/Intervention	Test Date 2 (YYYYMM)	Motor Test Score 3 (Numeric)
Fathers Disability	Developmental/Psychological Assessment	Mental Test Score 2 (Age Equivalent)	Behavior Rating Index 3 (Numeric)
Mothers Maiden Name	Social Work Services	Motor Test Score 2 (Age Equivalent)	Language Score 3 (Numeric)
Very Low Birth Weight (1500 Gms)	Family Training & Counseling	Behavior Rating Index 2 (Age Equivalent)	Test Date 3 (YYYYMM)
Prematurity (<32 Wks)	Occupational Therapy	Language Score 2 (Age Equivalent)	Mental Test Score 3 (Age Equivalent)
Metabolic Problem	Physical Therapy	Tms Refrl-School	Motor Test Score 3 (Age Equivalent)
CNS Infection/Abnormality	Language/Speech Services	Tms Refrl-Private Agency	Behavior Rating Index 3 (Age Equivalent)
Seizure Activity During 1st Week of Life	Audiology	Tms Refrl-Head/Start	Language Score 3 (Age Equivalent)
Serious Biomedical Insult (CNS Bleeds)	Vision Services	Tms Refrl-Family Resource Cntr	PrmSrv-Early Intervention Prog
Multi Congenital Anomalies Req Spec Svs	Assistive Technology Services	Tms Refrl-Other Regional Cntr	PrmSrv-Family Child Care
Pos Neonatal Tox Screen/Drug Withdrw	Respite Care	Tms Refrl-None Required	PrmSrv-Home
Significantly SGA	Infant Development Program	Level of Retardation	PrmSrv-Hospital, Inpatient
Prolonged Hypoxemia	Service Coordination/Case Management	Etiology of MR Code 1	PrmSrv-Outpatient Svc Facility
Hyperbilirubinemia	Transportation	Etiology of MR Code 2	PrmSrv-Regular Nursery/Child Care
Prenatal Exposure to Teratogens	Health Service/Intervention	MR - Last Eval Date	PrmSrv-Residential Facility
Significant Failure to Thrive	Behavior Intervention	Cerebral Palsy	PrmSrv-Other Setting
Mothers 2nd Disability	Mothers 3rd Disability	CP Etiol ICD9-1	Transmission Flag
Fathers 2nd Disability	Fathers 3rd Disability	CP Etiol ICD9-2	Client Status (CMF)
Clinical Risk- Born to DD Parents	PrchA-Med Assess/Consult	Level of CP	County of Presence (CMF)
Clinical Risk- Tonal Problems	PrchA-Nutri Assess/Consult	Type of CP	Sequential Record Number
Counselor ID #	PrchA-Nursing Assess/Consult	Location of CP	Date of Birth (CMF)
Delay- Cognitive	PrchA-Dev/Psyc Assess	Impact of Condition-CP	Gender
Delay- Physical	PrchA-Social Work Svs	Autism	Ethnicity
Delay- Communication	PrchA-Family Trng & Counsel	Contributing Factor 1	Current Residence
Delay- Social/Emotional	PrchA-Occup Trng	Contributing Factor 2	File Date
Delay- Adaptive/Self-Help Skills	PrchA-Phys Therapy	Date of Determination	
Risk Cond 1 (ICD-9-CM)	PrchA-Lang/Speech Svs	Impact of Condition-Autism	
Risk Cond 2 (ICD-9-CM)	PrchA-Audiology	1st Type of Seiz/Epil	
Risk Cond 3 (ICD-9-CM)	PrchA-Vision Svs	2nd Type of Seiz/Epil	
Risk Cond 4 (ICD-9-CM)	PrchA-Assist Tech Svs	3rd Type of Seiz/Epil	
DD Type- Mental Retardation	PrchA-Respite Care	Freq of 1st Type Epil	

DEPARTMENT OF REHABILITATION

Supported Employment Data

FY 2005/2006

AH10-160 Requested By: Megan Hellam

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Region	District	Individual Placement (Hab and Non-Hab)						Group Placement (Hab and Non-Hab)						VR / WAP					
		Open	26	28	Success Ratio	Average Weekly Wage	Average Monthly Wage	Open	26	28	Success Ratio	Average Weekly Wage	Average Monthly Wage	Open	26	28	Success Ratio	Average Weekly Wage	Average Monthly Wage
560	560: Blind Field Services	10	1	1	50.0%	\$203.00	\$879.67	2	1		100.0%	\$237.00	\$1,027.00	6	1		100.0%	\$75.00	\$325.00
560 Total		10	1	1	50.0%	\$203.00	\$879.67	2	1	0	100.0%	\$237.00	\$1,027.00	6	1	0	100.0%	\$75.00	\$325.00
Northern	110: Redwood Empire	231	36	47	43.4%	\$183.58	\$795.53	56	20	18	52.6%	\$148.95	\$645.45	77	45	40	52.9%	\$145.84	\$631.99
	130: Northern Sierra	314	97	91	51.6%	\$214.37	\$928.94	52	21	15	58.3%	\$119.33	\$517.11	77	9	45	16.7%	\$154.78	\$670.70
	150: San Joaquin	265	55	58	48.7%	\$162.64	\$704.76	151	75	40	65.2%	\$140.09	\$607.07	26	12	8	60.0%	\$121.42	\$526.14
	210: Greater East Bay	213	79	27	74.5%	\$214.09	\$927.72	47	36	9	80.0%	\$166.83	\$722.94	21	6	14	30.0%	\$159.50	\$691.17
	230: San Francisco	393	74	47	61.2%	\$188.58	\$817.18	22	6	5	54.5%	\$99.83	\$432.61	101	9	28	24.3%	\$192.56	\$834.41
	250: San Jose	183	38	20	65.5%	\$209.68	\$908.63	68	15	6	71.4%	\$175.67	\$761.22	69	9	22	29.0%	\$190.00	\$823.33
	320: Santa Barbara	358	94	68	58.0%	\$193.26	\$837.44	141	49	29	62.8%	\$129.14	\$559.62	51	7	11	38.9%	\$121.86	\$528.05
Northern Total		1957	473	358	56.9%	\$195.17	\$845.74	537	222	122	64.5%	\$139.98	\$606.58	422	97	168	36.6%	\$155.14	\$672.26
Southern	340: Inland Empire	235	84	40	67.7%	\$210.90	\$913.92	340	144	40	78.3%	\$127.28	\$551.57	131	71	39	64.5%	\$146.14	\$633.28
	350: San Diego	333	155	70	68.9%	\$177.60	\$769.60	122	87	41	68.0%	\$173.57	\$752.16	91	29	35	45.3%	\$120.72	\$523.14
	410: Van Nuys/Foothill	427	107	101	51.4%	\$189.98	\$823.25	150	58	32	64.4%	\$169.93	\$736.37	1	2	3	40.0%	\$214.50	\$929.50
	440: Greater Los Angeles	97	43	69	38.4%	\$182.56	\$791.09	48	19	19	50.0%	\$96.53	\$418.28	72	12	43	21.8%	\$206.75	\$895.92
	530: LA South Bay	154	36	48	42.9%	\$194.08	\$841.03	108	44	20	68.8%	\$123.39	\$534.67	119	27	63	30.0%	\$116.15	\$503.31
	550: Orange/San Gabriel	460	149	67	69.0%	\$186.56	\$808.41	102	56	23	70.9%	\$165.75	\$718.25	270	90	111	44.8%	\$124.61	\$539.98
Southern Total		1706	574	395	59.2%	\$190.28	\$824.55	870	408	175	70.0%	\$142.74	\$618.55	684	231	294	44.0%	\$154.81	\$670.85
Grand Total		3673	1048	754	58.2%	\$193.63	\$839.08	1409	631	297	68.0%	\$148.09	\$641.74	1112	329	462	41.6%	\$149.27	\$646.85

SGA 2005 \$830
 SGA 2006 \$860
 TWL 2005 \$590
 TWL 2006 \$620

DEPARTMENT OF REHABILITATION

Supported Employment Data

FY 2006/2007

AH10-160 Requested By: Megan Hellam

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		Open	26	28	Success Ratio	Average Weekly Wage	Average Monthly Wage	Open	26	28	Success Ratio	Average Weekly Wage	Average Monthly Wage	Open	26	28	Success Ratio	Average Weekly Wage	Average Monthly Wage
560	560: Blind Field Services	14			#DIV/0!		\$0.00	4			#DIV/0!		\$0.00	5	1		100.0%	\$155.00	\$671.67
560 Total		14	0	0	#DIV/0!	\$0.00	\$0.00	4	0	0	#DIV/0!	\$0.00	\$0.00	5	1	0	100.0%	\$155.00	\$671.67
Northern	110: Redwood Empire	242	56	44	56.0%	\$166.93	\$723.36	107	21	24	46.7%	\$113.86	\$493.38	53	42	29	59.2%	\$163.88	\$710.15
	130: Northern Sierra	356	78	53	59.5%	\$193.28	\$837.56	64	35	7	83.3%	\$181.66	\$787.18	119	10	11	47.6%	\$171.20	\$741.87
	150: San Joaquin	279	60	57	51.3%	\$180.55	\$782.38	181	78	38	67.2%	\$150.69	\$653.00	28	16	3	84.2%	\$126.31	\$547.35
	210: Greater East Bay	196	67	39	63.2%	\$204.19	\$884.84	79	17	5	77.3%	\$198.12	\$858.51	14	1	6	14.3%	\$203.00	\$879.67
	230: San Francisco	359	64	99	39.3%	\$212.95	\$922.80	21	4	7	36.4%	\$98.50	\$426.83	53	4	52	7.1%	\$51.75	\$224.25
	250: San Jose	192	32	27	54.2%	\$208.69	\$904.31	77	11	7	61.1%	\$211.18	\$915.12	54	7	18	28.0%	\$161.71	\$700.76
	320: Santa Barbara	369	110	31	78.0%	\$184.95	\$801.43	178	28	8	77.8%	\$139.39	\$604.04	47	4	4	50.0%	\$99.00	\$429.00
Northern Total		1993	467	350	57.2%	\$193.08	\$836.67	707	194	96	66.9%	\$156.20	\$676.87	368	84	123	40.6%	\$139.55	\$604.72
Southern	340: Inland Empire	255	51	36	58.6%	\$203.55	\$882.05	346	145	57	71.8%	\$134.20	\$581.53	134	43	37	53.8%	\$148.51	\$643.55
	350: San Diego	353	150	56	72.8%	\$180.67	\$782.92	153	87	25	77.7%	\$177.68	\$769.94	94	12	28	30.0%	\$184.58	\$799.86
	410: Van Nuys/Foothill	419	158	88	64.2%	\$188.01	\$814.69	144	57	63	47.5%	\$184.26	\$798.47	1		1	0.0%		\$0.00
	440: Greater Los Angeles	135	31	14	68.9%	\$173.26	\$750.78	60	27	5	84.4%	\$136.04	\$589.49	65	15	5	75.0%	\$150.13	\$650.58
	530: LA South Bay	133	56	37	60.2%	\$197.68	\$856.61	120	54	36	60.0%	\$133.57	\$578.82	122	22	33	40.0%	\$109.55	\$474.70
	550: Orange/San Gabriel	450	158	75	67.8%	\$186.99	\$810.28	107	56	14	80.0%	\$159.57	\$691.48	243	63	79	44.4%	\$157.59	\$682.88
Southern Total		1745	604	306	66.4%	\$188.36	\$816.22	930	426	200	68.1%	\$154.22	\$668.29	659	155	183	45.9%	\$150.07	\$650.31
Grand Total		3752	1071	656	62.0%	\$190.90	\$827.23	1641	620	296	67.7%	\$155.29	\$672.91	1032	240	306	44.0%	\$144.79	\$627.41
SGA 2006	\$860																		
SGA 2007	\$900																		
TWL 2006	\$620																		
TWL 2007	\$640																		

DEPARTMENT OF REHABILITATION

Supported Employment Data

FY 2007/2008

AH10-160 Requested By: Megan Hellam

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		Open	26	28	Success Ratio	Average Weekly Wage	Average Monthly Wage	Open	26	28	Success Ratio	Average Weekly Wage	Average Monthly Wage	Open	26	28	Success Ratio	Average Weekly Wage	Average Monthly Wage
560	560: Blind Field Services	15	1		100.0%	\$200.00	\$866.67	4			#DIV/0!		\$0.00	6			#DIV/0!		\$0.00
560 Total		15	1	0	100.0%	\$200.00	\$866.67	4	0	0	#DIV/0!		\$0.00	6	0	0	#DIV/0!	0	0
Northern	110: Redwood Empire	216	71	33	68.3%	\$196.32	\$850.74	125	43	34	55.8%	\$172.88	\$749.16	21	27	11	71.1%	\$171.81	\$744.53
	130: Northern Sierra	395	79	59	57.2%	\$220.24	\$954.38	66	35	9	79.5%	\$170.09	\$737.04	118	21	11	65.6%	\$202.19	\$876.16
	150: San Joaquin	294	73	53	57.9%	\$176.05	\$762.90	202	106	43	71.1%	\$155.65	\$674.49	12	21		100.0%	\$117.14	\$507.62
	210: Greater East Bay	182	74	44	62.7%	\$194.46	\$842.66	89	48	14	77.4%	\$196.17	\$850.06	6	4	4	50.0%	\$208.00	\$901.33
	230: San Francisco	338	54	56	49.1%	\$206.80	\$896.12	30	5	3	62.5%	\$90.60	\$392.60	40	8	22	26.7%	\$110.63	\$479.38
	250: San Jose	176	39	46	45.9%	\$183.51	\$795.22	70	37	17	68.5%	\$192.51	\$834.23	9	9	39	18.8%	\$183.78	\$796.37
	320: Santa Barbara	376	94	73	56.3%	\$192.23	\$833.01	179	50	33	60.2%	\$137.18	\$594.45	13	15	19	44.1%	\$60.27	\$261.16
Northern Total		1977	484	364	57.1%	\$195.66	\$847.86	761	324	153	67.9%	\$159.30	\$690.29	219	105	106	49.8%	\$150.55	\$652.36
Southern	340: Inland Empire	293	52	37	58.4%	\$196.08	\$849.67	362	154	63	71.0%	\$147.71	\$640.10	97	34	38	47.2%	\$158.32	\$686.07
	350: San Diego	358	140	77	64.5%	\$190.55	\$825.72	153	84	37	69.4%	\$178.18	\$772.11	93	31	21	59.6%	\$149.29	\$646.92
	410: Van Nuys/Foothill	413	143	115	55.4%	\$203.92	\$883.67	111	53	45	54.1%	\$179.11	\$776.16	1			#DIV/0!		\$0.00
	440: Greater Los Angeles	94	56	34	62.2%	\$199.88	\$866.13	68	27	14	65.9%	\$132.00	\$572.00	75	14	4	77.8%	\$193.86	\$840.05
	530: LA South Bay	183	38	34	52.8%	\$225.55	\$977.39	126	63	41	60.6%	\$152.48	\$660.73	83	33	30	52.4%	\$133.06	\$576.60
	550: Orange/San Gabriel	426	139	83	62.6%	\$194.86	\$844.38	140	60	21	74.1%	\$161.10	\$698.10	224	58	71	45.0%	\$158.90	\$688.55
Southern Total		1767	568	380	59.9%	\$201.81	\$874.49	960	441	221	66.6%	\$158.43	\$686.53	573	170	164	50.9%	\$158.69	\$687.64
Grand Total		3759	1053	744	58.6%	\$198.60	\$860.62	1725	765	374	67.2%	\$158.90	\$688.55	798	275	270	50.5%	\$153.94	\$667.06

SGA 2007 \$900

SGA 2008 \$940

TWL 2007 \$640

TWL 2008 \$670

DEPARTMENT OF REHABILITATION

Supported Employment Data

FY 2008/2009

AH10-160 Requested By: Megan Hellam

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560 Total		14	1	1	50.0%	\$75.00	\$325.00	2	0	2	0.0%	\$0.00	\$0.00	4	1	2	33.3%	\$0.00	\$0.00
Northern	110: Redwood Empire	226	43	33	56.6%	\$196.05	\$849.53	117	61	33	64.9%	\$181.74	\$787.53	16	5	13	27.8%	\$164.80	\$714.13
	130: Northern Sierra	408	76	74	50.7%	\$204.64	\$886.79	61	38	13	74.5%	\$159.13	\$689.57	84	13	46	22.0%	\$164.31	\$712.00
	150: San Joaquin	241	67	94	41.6%	\$177.28	\$768.23	208	120	44	73.2%	\$149.73	\$648.84	7	4	2	66.7%	\$152.50	\$660.83
	210: Greater East Bay	149	66	45	59.5%	\$208.95	\$905.47	83	49	19	72.1%	\$173.43	\$751.52	1	3	2	60.0%	\$166.33	\$720.78
	230: San Francisco	347	70	39	64.2%	\$195.41	\$846.80	32	7	4	63.6%	\$110.71	\$479.76	22	9	16	36.0%	\$101.67	\$440.56
	250: San Jose	129	60	38	61.2%	\$196.57	\$851.79	60	29	9	76.3%	\$206.38	\$894.31	3	3	3	50.0%	\$182.67	\$791.56
	320: Santa Barbara	332	99	101	49.5%	\$180.32	\$781.40	153	62	46	57.4%	\$147.08	\$637.35	2	5	6	45.5%	\$138.80	\$601.47
Northern Total		1832	481	424	53.1%	\$194.18	\$841.43	714	366	168	68.5%	\$161.17	\$698.41	135	42	88	32.3%	\$153.01	\$663.05
Southern	340: Inland Empire	265	74	75	49.7%	\$227.01	\$983.73	326	183	65	73.8%	\$170.59	\$739.22	40	18	37	32.7%	\$203.50	\$881.83
	350: San Diego	346	150	77	66.1%	\$185.97	\$805.86	173	111	42	72.5%	\$169.16	\$733.04	73	27	31	46.6%	\$185.89	\$805.52
	410: Van Nuys/Foothill	369	135	136	49.8%	\$205.49	\$890.45	94	61	34	64.2%	\$166.16	\$720.04	1			#DIV/0!		\$0.00
	440: Greater Los Angeles	104	26	19	57.8%	\$201.54	\$873.33	77	21	10	67.7%	\$184.76	\$800.63	44	8	31	20.5%	\$133.75	\$579.58
	530: LA South Bay	179	52	66	44.1%	\$235.46	\$1,020.33	122	72	47	60.5%	\$136.28	\$590.54	40	25	32	43.9%	\$125.44	\$543.57
	550: Orange/San Gabriel	382	117	138	45.9%	\$199.68	\$865.30	140	82	40	67.2%	\$174.95	\$758.12	106	75	86	46.6%	\$160.43	\$695.18
Southern Total		1645	554	511	52.0%	\$209.19	\$906.50	932	530	238	69.0%	\$166.98	\$723.60	304	153	217	41.4%	\$161.80	\$701.14
Grand Total		3491	1036	936	52.5%	\$192.10	\$832.43	1648	896	408	68.7%	\$163.85	\$710.04	443	196	307	39.0%	\$144.62	\$626.69

SGA 2008 \$940

SGA 2009 \$980

TWL 2008 \$670

TWL 2009 \$700

DEPARTMENT OF REHABILITATION

Supported Employment Data

FY 2009/2010

AH10-160 Requested By: Megan Hellam

Note:

- The Open column shows the number of cases which were still open or closed with status other than 26 or 28 during the fiscal year.
- The Total Open data has not been "cleaned" and will contain some duplicate records.
- The Average Wage is the weekly income at 26 closure and is the total weekly income divided by the number 26 closure.

Region	District	Individual Placement (Hab and Non-Hab)						Group Placement (Hab and Non-Hab)						VR / WAP						
		Open	26	28	Success Ratio	Average Weekly Wage	Average Monthly Wage	Open	26	28	Success Ratio	Average Weekly Wage	Average Monthly Wage	Open	26	28	Success Ratio	Avg Weekly Wage	Average Monthly Wage	
560	560: Blind Field Services	13	2	1	66.7%	\$300.50	\$1,302.17	2			#DIV/0!		\$0.00		4	1		100.0%	\$0.00	\$0.00
560 Total		13	2	1	66.7%	\$300.50	\$1,302.17	2	0	0	#DIV/0!	\$0.00	\$0.00	4	1	0	100.0%	\$0.00	\$0.00	
Northern	110: Redwood Empire	180	34	54	38.6%	\$202.18	\$876.10	109	43	26	62.3%	\$179.07	\$775.97	8	3	6	33.3%	\$156.67	\$678.89	
	130: Northern Sierra	328	63	65	49.2%	\$230.35	\$998.18	47	29	11	72.5%	\$164.72	\$713.80	81	12	5	70.6%	\$205.83	\$891.94	
	150: San Joaquin	228	48	71	40.3%	\$205.15	\$888.97	169	129	52	71.3%	\$148.34	\$642.81	6	2	2	50.0%	\$187.50	\$812.50	
	210: Greater East Bay	147	57	30	65.5%	\$211.54	\$916.69	71	56	12	82.4%	\$158.79	\$688.07			1	0.0%		\$0.00	
	230: San Francisco	296	75	79	48.7%	\$182.89	\$792.54	27	5	10	33.3%	\$89.20	\$386.53	10	3	7	30.0%	\$170.67	\$739.56	
	250: San Jose	127	32	14	69.6%	\$192.91	\$835.93	35	24	4	85.7%	\$225.71	\$978.07	2	1		100.0%	\$160.00	\$693.33	
	320: Santa Barbara	312	57	46	55.3%	\$189.30	\$820.29	107	78	17	82.1%	\$136.77	\$592.67	1			#DIV/0!		\$0.00	
Northern Total		1618	366	359	50.5%	\$202.04	\$875.53	565	364	132	73.4%	\$157.51	\$682.56	108	21	21	50.0%	\$176.13	\$763.24	
Southern	340: Inland Empire	220	43	63	40.6%	\$267.70	\$1,160.02	290	158	72	68.7%	\$176.27	\$763.85	17	7	18	28.0%	\$172.14	\$745.95	
	350: San Diego	377	91	73	55.5%	\$184.13	\$797.90	137	131	49	72.8%	\$172.99	\$749.63	44	24	11	68.6%	\$145.92	\$632.31	
	410: Van Nuys/Foothill	257	123	135	47.7%	\$196.19	\$850.14	64	59	30	66.3%	\$154.63	\$670.05			1	0.0%		\$0.00	
	440: Greater Los Angeles	107	25	6	80.6%	\$175.00	\$758.33	69	32	13	71.1%	\$154.34	\$668.82	35	5	13	27.8%	\$173.20	\$750.53	
	530: LA South Bay	160	46	43	51.7%	\$192.07	\$832.28	114	82	32	71.9%	\$145.34	\$629.81	9	17	14	54.8%	\$116.94	\$506.75	
	550: Orange/San Gabriel	367	91	71	56.2%	\$208.63	\$904.05	136	92	40	69.7%	\$168.86	\$731.72	48	26	23	53.1%	\$163.23	\$707.33	
Southern Total		1488	419	391	51.7%	\$203.95	\$883.79	810	554	236	70.1%	\$162.07	\$702.31	153	79	80	49.7%	\$154.29	\$668.57	
Grand Total		3119	787	751	51.2%	\$209.89	\$909.54	1377	918	368	71.4%	\$159.62	\$691.68	265	101	101	50.0%	\$150.19	\$650.83	

SGA 2009 \$980

SGA 2010 \$1000

TWL 2009 \$700

TWL 2010 \$720

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Back to School: Performance Measurement Workshops

There is value in all-day workshops beyond tuning up one's performance measurement game. Workshops offer a rare opportunity for those in the human services business to rub elbows and compare notes.

[Jonathan Walters](#) | December 14, 2010

About 10 years ago, a friend of mine approached me about building some sort of performance measurement foundation under New York state's human services systems. Fresh off writing [Measuring Up!](#), a book on performance measurement in the public sector, I agreed, figuring it was a good opportunity to practice what I was preaching.

But initially, New York counties -- which administer human services with state oversight -- seemed intent on foot dragging; some even seemed to be edging toward head-long rebellion.

The reasons: Data being collected by the state in 2001 didn't always match up with county data, causing the potential for conflict. Counties were also worried that some information was just too time consuming to collect, and not worth the trouble. With 62 counties in New York, there was the legitimate concern that policymakers would start trying to compare the performance of counties, even though circumstances from county to county in the state can be vastly different.

So it wasn't really the data that county social services officials were afraid of, it was how it might be used and how it might be used against them. The fact was that numerous county social services officials back then understood full well the value of data, and were actually collecting and using it internally.

Fast forward to today and the performance measurement and data collection landscape in New York has done a 180. I can say this with confidence after attending an all-day seminar on integrating, interpreting and using data. Put on by the Cornell School of Labor and Industrial Relations and the state Office of Temporary and Disability Assistance, the school has been running these sessions for high-level county social services staff for the past three years. Three things are especially interesting about these classes:

- First, the high level of cooperation that exists today between state and county officials is impressive. The state now manages huge databases that monitor everything from current levels of heating assistance money, to the most prescribed drugs under Medicaid, to all manner of trends in caseload growth and movement.
- Second, the remarkable ability of the state to do mash-up reports across databases is helping counties do very detailed and sophisticated analyses of things that include who is availing themselves of what services in direct relation to how counties are being billed by providers.
- Probably most impressive, though, is the level of knowledge of performance measures -- and the various ways data can and should be used -- among the county officials who are now attending the workshops. The questions and the discussions around data are way beyond those of earlier classes.

In fact, those attending the data sessions now have a working knowledge of performance measurement that was simply unheard of 5 to 10 years ago. Those in class now routinely track caseload patterns and are running sophisticated reports on everything from emergency room visits by Medicaid patients to delinquent payments by deadbeat parents.

Just as impressive in all of this is the progress that New York state has made in collecting, analyzing and sharing data with counties. The Office of Temporary and Disability Services, the Office of Children and Family Services and the Department of Health all have staff dedicated to teaching the course and helping county officials access and run both routine and customized reports on everything from trends in food stamp use to which kids might be about to age out of foster care.

State officials are also now working with county social service commissioners to do regular updates of key "dashboard" indicators, while also starting to produce reports that can be broken out by a variety of geographical configurations, including ZIP code and school district.

There is value in these workshops beyond tuning up one's performance measurement game, however. They offer a rare opportunity for those in the human services business to hang out and compare notes.

If you're in a state that may be doing interesting and ambitious work around data and performance measurement, that's great. But I'd strongly encourage you to partner with some organization -- schools of public affairs and public policy are probably the most logical place to look -- and begin doing your own sessions on using data in human services to improve performance. They're not only a good way to tune up data analysis skills, but also a good exercise in trend-spotting and even morale building.

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