



# **Competitive Integrated Employment for Individuals with Intellectual Disabilities and Developmental Disabilities**

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

Written Guidance

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California Department of Education  
California Department of Rehabilitation  
California Department of Developmental Services

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## **Written Guidance on Collaboration to Achieve Competitive Integrated Employment for Individuals with Intellectual Disabilities and Developmental Disabilities**

The purpose of the CIE Blueprint, as well as this written guidance is to increase the number of individuals with intellectual disabilities and developmental disabilities (ID/DD) <sup>1</sup> who are afforded opportunities to work toward and achieve competitive integrated employment (CIE).

This initial written guidance is intended to provide managers, and staff from local educational agencies (LEA), Department of Rehabilitation (DOR) districts, and regional centers with useful and current information on what is possible within policies, statutory requirements, and roles and responsibilities that should be considered to implement the objectives of the California Employment First Policy and the CIE Blueprint. As stated in the CIE Blueprint, the departments will provide written guidance outlining interagency collaboration and coordination of service delivery between the California Department of Education (CDE), the DOR, and the Department of Developmental Services (DDS) at the statewide level, and between the many hundreds of LEAs, 14 DOR districts, and 21 regional centers in the local communities of California for the benefit of individuals with ID/DD and their families.

The departments will also encourage the development of and provide a template for Local Partnership Agreements that incorporate strategies for collaboration and coordinated service delivery in the local communities.

The CIE Blueprint can be found on the [California Health and Human Services Agency “CIE”](http://www.chhs.ca.gov/Pages/Competitive-Integrated-Employment-(CIE).aspx) webpage.  
[http://www.chhs.ca.gov/Pages/Competitive-Integrated-Employment-\(CIE\).aspx](http://www.chhs.ca.gov/Pages/Competitive-Integrated-Employment-(CIE).aspx)

### **Introduction**

This document provides context and guidance to support improved collaboration and coordination between the three departments through transition services; adult pathways to employment; postsecondary education activities; supported employment services; customized employment; other employment support options; and business partner engagement. The document is divided into the following sections:

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<sup>1</sup> “Individuals” means youth and adults with ID/DD.

- **Section I** – Relevant policy and statutory requirements, and what is possible within those requirements through statewide and local collaboration.
- **Section II** – Key aspects of coordinating local level services between LEAs, DOR districts, regional centers, and other stakeholders, including each partner’s roles and responsibilities.
- **Section III** – Examples of exemplary, effective, and emerging (“Triple E”) practices for transition planning and coordination at the local level.
- **Section IV** – Tools and resources for transition planning.

## **Vision**

Every individual with ID/DD has the opportunity to succeed in CIE.

## **Core Principles**

The core principles that guide the overarching systems change efforts by the three departments are:

1. Person-centered planning is the basis for decisions and actions affecting the lives of individuals with ID/DD.
2. Coordination across LEAs, DOR districts, and regional centers to develop and implement person-centered plans is the responsibility of each respective agency in collaboration with individuals with ID/DD and their families.
3. Outreach to and engagement of individuals with ID/DD and their families such that they understand the role of each agency and are included appropriately in planning and services.
4. All individuals with ID/DD seeking employment are afforded opportunities for career exploration, career development, and postsecondary education and training.
5. Career exploration and development activities include work experience in CIE settings in the community.
6. Individuals with ID/DD are connected with community resources and appropriate services and supports from transition to adulthood, including benefits planning to encourage employment.
7. Employment services focus on CIE and work to phase out the use of subminimum wage.
8. Continue to develop and use “Triple E” practices that support increased opportunities for individuals with ID/DD to prepare for and engage in CIE.

## **Section I. The Current Landscape: Statutory Requirements**

It is important to understand the current landscape in terms of the interplay between what's required and what's possible within our governing policies and laws. These policies and laws describe the framework within which the administrators, managers, and staff of LEAs, DOR districts, and regional centers can create coordinated service delivery resulting in multiple pathways to CIE for individuals with ID/DD.

The National and California Employment First policies, and each department's federal and state requirements, establish the primary infrastructure used to increase CIE outcomes for individuals with ID/DD.

### **A. Employment First Policy**

Employment First is a framework for systems change that is centered on the premise that all individuals, including individuals with significant disabilities, are capable of full participation in integrated employment and community life.

At the national level, Employment First has become a priority with the U.S. Department of Labor, Office of Disability Employment Policy (ODEP) and the Administration on Intellectual and Developmental Disabilities. These agencies have made significant investments to assist states to create systems change consistent with Employment First.

Under this approach, publicly-financed systems are urged to align policies, service delivery practices, and reimbursement structures to commit to community integrated employment as the priority outcome of publicly-financed day and employment services for individuals with disabilities including those with the most significant disabilities.

California adopted a formal Employment First Policy in 2013 as part of the Lanterman Act (Welfare and Institutions Code section 4869(a)(1)). It is the policy of California that opportunities for integrated, competitive employment will be given the highest priority for working age individuals with developmental disabilities, regardless of the severity of their disabilities.

#### What is Possible with Employment First?

- Every individual, regardless of any disability, has the opportunity to work toward and engage in meaningful employment, and enjoy all the benefits of such employment.

- Individuals with ID/DD are included in the mainstream life of their community to bring about more independent and productive lives.
- New levels of cooperation, trust, and resourcefulness at every level result in better services and outcomes for individuals with ID/DD.

For example, the Lodi Unified School District and the Valley Mountain Regional Center have partnered to provide paid Internships to students transitioning from school to employment. These internships provide students with ID/DD the opportunity to work toward and engage in meaningful employment as part of their transition to adulthood.

## **B. Individuals with Disabilities Education Act**

The Individuals with Disabilities Education Act (IDEA) (PL 108-446, 20 United States Code (USC) 1400 et seq.) requires LEAs to develop and implement Individualized Education Programs (IEPs) for students with disabilities.

### Requirements for IEPs within the IDEA

- Postsecondary goals that are measurable and appropriate based upon assessments related to training, education, employment, and independent living skills, as appropriate. Transition services, including the course of study, that are needed to help the student in reaching postsecondary goals. These must be included no later than the first IEP to be in effect when the student is 16, or younger if determined appropriate by the IEP team, and updated annually thereafter.
- A statement that the student has been informed that the rights afforded to parents relating to special education will transfer to the student at age 18.
  - This must be included no later than one year before the student reaches the age of 18.

### What is Possible with the IDEA?

- A focus on early and ongoing assessments that support discovery and job exploration of career interests, as part of the student's introduction to postsecondary options that may include the world of work.

- Preparation for post-secondary education and/or vocational training including Comprehensive Transition Programs in institutions of higher education.
- Development of self-advocacy skills and independence.
- Development of postsecondary goals towards economic and personal self-sufficiency as an adult. Career development and employment will be considered as part of the IEP planning process, including supports to achieve success and steps to address any barriers.
- Utilization of a “career portfolio” containing an individual’s education history, work experience, skill sets, personal goals, and other information that would be valuable to share with each program as the individual moves forward in their pathway to employment.
- Vendorization of LEAs by the local regional center to become an employer of record for the purpose of developing paid internship programs (PIP) to assist students by providing work experience and guidance on a career pathway.
  - Schools may become vendorized by the regional center to provide the PIP and be eligible for CIE Incentive Payments.
    - A school must prepare a program design in order to be vendorized. A sample program design for a PIP and a sample of suggested required elements for a CIE Incentive Payments Program Design are available on the [California Health and Human Services Agency CIE](http://www.chhs.ca.gov/Pages/Competitive-Integrated-Employment-(CIE).aspx) webpage. ([http://www.chhs.ca.gov/Pages/Competitive-Integrated-Employment-\(CIE\).aspx](http://www.chhs.ca.gov/Pages/Competitive-Integrated-Employment-(CIE).aspx))
- Development of contracts with regional center vendors to meet the needs of students between the ages 18-22 who have not yet received a certificate of completion or diploma. (Welfare and Institutions Code section 4648.55)
- Provision of appropriate services to support the student during work experience and internship activities.

### Collaboration and Coordination

- The IEP planning process is informed by the youth’s strengths, preferences and interests and actively involves DOR, and regional



center partners as appropriate, resulting in multiple entities working toward the achievement of the student's IEP goals.

- Clearly stated and understood methods for coordinating services.
- Engagement in transition planning, where the team can identify the contribution of specific services, supports, and leadership of partner agencies.
- Outreach to, engagement of, and support for students, families, and community.

### **C. Workforce Innovation and Opportunity Act**

The Workforce Innovation and Opportunity Act (WIOA) (42 U.S.C. § 701 et seq.) makes significant changes to the DOR vocational rehabilitation program in support of CIE. A DOR participant's employment goal and appropriate vocational rehabilitation services are documented through the Individualized Plan for Employment (IPE) to help an individual with ID/DD prepare for and engage in CIE.

#### WIOA Requirements

- Collaboration with the CDE, DOR, DDS, Employment Development Department, and the California Workforce Development System.
- DOR Student Services, i.e., pre-employment transition services, are made available statewide to all students with disabilities.
- Participation in IEP and Individual Program Plan (IPP) meetings, when invited, for students receiving DOR Student Services or youth receiving transition services.
- Equal and meaningful participation by individuals with ID/DD in workforce development activities as a result of coordination and collaboration with America's Job Center of California.
- Limitations on the payment of subminimum wage to youth, students, and adults with disabilities.
  - An individual age 24 or younger cannot be placed in a job earning subminimum wage, unless: 1) the individual is, as of July 22, 2016, already employed at subminimum wage by a certified employer; or 2) the individual has received pre-employment

transition services, career counseling, and information and referrals designed to enable the individual to obtain CIE and the individual either a) applied for vocational rehabilitation services and was found ineligible or b) the individual was determined eligible, has an individualized plan for employment, is working toward an employment outcome, received appropriate supports and services including supported employment (SE) services for a reasonable period of time, without success, resulting in case closure, the individual has been provided career counseling and information and referrals to federal and state programs to help the individual discover, experience, and attain CIE, and the counseling and information was not for employment at subminimum wage.

- Provision of career counseling, information and referral (CC&IR) annually for youth and adults who are working at subminimum wage.
  - Any individual hired into subminimum wage employment after July 22, 2016, must receive CC&IR services twice the first year of employment and annually thereafter. All individuals employed at subminimum wage prior to July 22, 2016, require CC&IR services annually.

#### What is Possible with the WIOA?

- DOR Student Services provided to potentially eligible students with disabilities (students potentially eligible for vocational rehabilitation services).
- Individuals with ID/DD obtain the services necessary to pursue and engage in careers of their choice, including high-demand jobs available in today's economy.
- Individualized Plans for Employment with "projected postsecondary goals," which include multiple measurable steps and may incorporate work experience and continuing education and training, as appropriate.
- On-the-Job Training (OJT) and short-term supports to obtain work experience.
- Competitive integrated employment including full or part-time work based upon the individual's needs and preferences to support the individual in achieving their goals and maximum employment potential.

- Services to advance in employment, which may include advanced training in science, technology, engineering, and math.
- Alternative employment options, such as supported employment, OJT, customized employment, and microenterprise, to ensure opportunities in CIE for all individuals with disabilities.
- Employment retention services.
- Services to family members that enable the person with ID/DD to achieve CIE.

#### Collaboration and Coordination

- The IPE planning process is informed by person-centered planning and actively involves the LEA and regional center partners, as appropriate, resulting in multiple entities working toward the achievement of the individual's IPE goals.
- Career pathways, developed through collaboration between business partners and public entities to meet the needs of employers and the needs of individuals with disabilities.

#### **D. The Lanterman Act**

California law (Welfare and Institutions Code Divisions 4.1, 4.5, and 4.7 and Title 14 of the Government Code) requires that opportunities for integrated, competitive employment shall be given the highest priority for working age individuals with developmental disabilities, regardless of the severity of their disabilities. The IPP records the goals, services, and supports an individual with ID/DD needs to pursue CIE.

#### Lanterman Act Requirements

- Services and supports to enable persons with ID/DD to integrate into the community including opportunities for CIE as the highest priority.
- Informed choice through the person-centered planning process.
- Person-centered planning guides the decision making process within the IPP planning meetings.
- Provision of services as described through the person-centered planning process.

- Regional centers provide individuals, age 16 or older and families as appropriate, information about the Employment First Policy, options for CIE, and services and supports including postsecondary education.
- Competitive integrated employment regardless of the severity of an individual's disability.

### What is Possible with the Lanterman Act?

- Tailored Day Services allow postsecondary education, technical or vocational training in the community.
- Paid Internship Programs with wages provided as a pathway to CIE.
  - For the PIP, the PIP supports may be paid by the school, the regional center, or the DOR. Examples of each are provided below.
    - If the internship is used as work experience or for resume building for the individual PIP supports could be paid by the school.
    - If it is believed that the internship will not end in a CIE job the PIP supports could be paid by the regional center.
    - If the business, providing the internship, sees the employee as a future hire leading to a CIE job, the PIP supports could be paid by the DOR.
- Microenterprises owned by individuals with ID/DD who have control and responsibility for decision making and overseeing the business, may be considered CIE.
- Ongoing job support services for youth, under exemption, and adults in CIE through the SE services program to ensure the individual's retention of the job.
- Supported Employment Services when DOR is not providing such services under an Order of Selection.
- Ongoing support services (job coaching) after an individual's job is stable to ensure his or her retention of the job.

- In alignment with person-centered planning and California's Employment First Policy, CIE is the first option to be considered for working age individuals, but other goals may be chosen.

### Collaboration and Coordination

- The IPP planning process is informed by person-centered planning and actively involves LEA and DOR partners, as appropriate, resulting in multiple entities working toward the achievement of the individual's IPP goals.
- Clearly stated and understood methods for coordinating services subject to the restrictions in Welfare and Institutions Code section 4648.55 for individuals aged 18 through 21 who have not received a certificate of completion or diploma, including (1) assisting individuals to access generic services in cases where the planning team determines those services are appropriate; and 2) granting exemptions as appropriate which would allow the regional center to purchase those services directly.
- Clearly stated and understood methods for funding SE services in circumstances where individuals are placed on waiting lists for vocational rehabilitation services. These services include (1) intensive services job coaching until stabilization is achieved; (2) SE intake; (3) SE retention; and (4) SE placement fees.

## **Section II. Roles and Responsibilities of Local Partners**

It is the intention of the three departments as part of implementation of the Blueprint that the three core local partners come together and develop processes that will work best in their area to support individuals transitioning from school or other adult services to CIE. This process should be person-centered and based upon each individual's unique strengths, resources, priorities, concerns, abilities, and capabilities. Part of the conversation will include when to make referrals from agency to agency, when to invite participation in planning meetings, and who does what by when in the transition process leading to CIE.

Included in the topics of discussions are the following:

- Sharing of information from agency to agency.
- Development and maintenance of individual career portfolios.

- Effective times and methods to collaborate on behalf of each person seeking to achieve CIE.
- Appropriate engagement of family and other members of each individual's circle of support.

Within the context of that conversation, each core partner's roles and responsibilities are as follows:

### **A. Local Educational Agencies**

- Individualized education program development, including developing an individual's transition goals.
- Coordinate services with agencies that assist the individual to achieve their employment goal, for example regional centers, DOR, service providers, workforce development system and postsecondary education system.
- Coordinate IEP meetings.

### **B. Department of Rehabilitation Districts**

- Individualized Plan for Employment development, including developing an individual's employment goal.
- Coordinate services with agencies that assist individuals to achieve their employment goal, for example regional centers, LEAs, service providers, workforce development system and postsecondary education system.
- Coordinate IPE meetings.
- Attend IEP and IPP meetings when invited.

### **C. Regional Centers**

- Individual Program Plan development, including a conversation around employment and individual choice related to the individual's employment goal.
- Coordination with agencies that assist the individual to achieve their employment goal, for example LEAs, DOR, workforce system, postsecondary education system, and service providers.

- Coordination of exemptions for students and youth, as appropriate.
- Coordinate IPP meetings.
- Attend IEP and IPE meetings when invited.

### **Section III. Coordinating Efforts: Local Partnership Agreements**

Local educational agencies, DOR districts, and regional centers will collaborate by developing Local Partnership Agreements (LPAs).

Local Partnership Agreements create frameworks that transcend changes to personnel, funding, and political climates. They are critical in efforts to change the ways mutual consumers of the core partners (LEAs, DOR Districts, and regional centers) are served, to better utilize resources, and to produce improved employment outcomes. By taking the time to develop a plan for working together, partners create a shared vision of what's possible.

The CIE Blueprint requires the following targeted outcomes for LPAs:

- By June 30, 2018, the departments have a goal to establish at least 13 new LPAs between LEAs, DOR districts, and regional centers, including linkages to the workforce development system, and other key partners and stakeholders such as individuals, family members, and providers.
- Over the next five years (2017 through 2022), the goal is to have LPAs developed between DOR districts, regional centers, and 270 LEAs.

Each state department instructs the development of LPAs as follows:

- The **CDE** will direct all WorkAbility I programs (currently 270) to enter into LPAs.
  - For contracts beginning in state fiscal year 2018/2019, the CDE will revise the WorkAbility I statement of assurances to include LPA participation.
- The **DOR** directed all of its 13 geographical districts to enter into LPAs beginning in state fiscal year 2016/2017.
- The **DDS** added LPA development, and other CIE-related outcomes, to the 21 regional center performance contracts beginning in state fiscal year 2017/2018.

## **A. What are Local Partnership Agreements?**

Local Partnership Agreements articulate the ways in which local partners will work together to streamline service delivery, engage their communities, and increase CIE opportunities for individuals with ID/DD. These agreements are the result of conversations and provide the opportunity for each set of local partners to determine what strategies will work best for them and the populations they serve.

Core partners (LEAs, DOR districts, and regional centers) should initiate the process now to ensure compliance with the commitments made in the CIE Blueprint.

An [LPA Template](#) is available on the [California Health and Human Services Agency CIE](#) webpage and should be used to guide your local conversations. [http://www.chhs.ca.gov/Pages/Competitive-Integrated-Employment-\(CIE\).aspx](http://www.chhs.ca.gov/Pages/Competitive-Integrated-Employment-(CIE).aspx)

## **B. Who is Included in a Local Partnership Agreement?**

Both core and community partners may enter into an LPA. Core partners are LEAs, DOR districts, and regional centers. Community partners are any other local stakeholders, such as providers, individuals with ID/DD and their families, whose participation supports the intentions of the LPA.

An LPA can include any number of local community partners. The incorporation of local community partners expands on what's possible when creating an LPA, but is not required. Potential community partners will vary based on the local resources; examples of these are included in the [LPA Template](#).

## **C. How are Local Partnerships Established?**

An LPA begins with the identification of local core partners. Once a LEA, DOR District or regional center has identified who their local partners are, they should set up an initial meeting to begin the conversation. At the first meeting core partners are encouraged to:

- Review the LPA Template.
- Discuss areas of consensus and identify areas that need more discussion.



- Identify other local partners that may be invited to subsequent meetings.
- Determine a regular meeting schedule to begin drafting the LPA.

Examples of specific steps local communities could take to establish their LPAs are provided below:

#### Identify Key Entities for Change in Employment

- Conduct outreach to local community partners (e.g., local workforce development, providers, Family Resource Centers) who may contribute to the implementation of new strategies for employment. Communicate expectations for participation to the community partners.

#### Identify a Coordinator for the LPA

- Identify a partner or team of partners to conduct the administrative functions of the LPA process, such as scheduling meetings, preparing agendas, and following up on action items.

#### Convene the Local Planning Team for the LPA

- Coordinator(s) identified above convenes the LPA team. This will likely occur over a series of discussions/meetings, but could include the following framework:
  - Enhance understanding of what is called for in the Blueprint, including a review what each agency may contribute and identification of other potential community resources.
  - Enhance understanding of what is called for in the establishment of the LPA.
  - Establish a framework for the LPA. Provide examples of how partners can engage in this work together in the planning and implementation of the LPA.
  - Invite more partners as needs and/or deficits arise.

#### Test out Some Small Changes

- The LPA working group should identify a practice (new way for referral, person centered planning, etc.) to see how successful they are at making changes, gather feedback from all entities, especially individuals with ID/DD served and their families.

### Develop Measurable Outcomes for the Planned Changes with a Timeline

- Measurable goals will allow partners to track progress and modify goals and practices as needed.

### Provide Support and Education to Build Capacity within the Agencies, Providers, Families and Individuals with ID/DD.

- Foster information exchange across agencies and with individuals with ID/DD and their families, etc. There may also be a need for each agency to communicate information and training specific to their work.

### Communicate, Communicate, Communicate

- Share information freely. Integrate employment activities with other priority changes like HCBS, Disparities, and Self-Determination. Also share information about obstacles encountered and how these were addressed.
- Consider identifying a website/repository for sharing and exchanging information.

### Evaluate Progress

- Use data to support whether or not the partners have made the planned changes. Over time, under each of these steps there could be examples that are shared across the state, e.g., agendas; training materials; practices that work; well-sequenced funding; referrals; benefits planning; etc. Information sharing is critical; there is no need to reinvent the wheel.

## **D. What Outcomes Are Local Partnerships Supposed to Achieve?**

Local Partnership Agreements are developed to improve local collaboration to achieve increased participation in CIE for individuals with ID/DD. For example, this includes tracking employment participation rates, earnings data, and school exit data. This data can be looked at based on many characteristics such as age and other demographic information and type of service received. The following data sources are available to assist LPA partners track their results:

- [Employment First Data Dashboard](https://scdd.ca.gov/employment_data_dashboard/)  
[https://scdd.ca.gov/employment\\_data\\_dashboard/](https://scdd.ca.gov/employment_data_dashboard/)
- [Regional Center Oversight Dashboard](http://www.dds.ca.gov/RCOversight/index.cfm)  
<http://www.dds.ca.gov/RCOversight/index.cfm>

- CIE Blueprint Annual Report
  - Status updates on Blueprint Targeted Outcomes and Actions will be included in the annual report.
  - Paid Internship Program outcomes and CIE Incentive Payment outcomes will be included in the annual report.

**E. Where Should Local Partnership Agreements be Submitted?**

The DOR will require all District Administrators to send a copy of all new LPAs to the CIE Interagency Leadership Workgroup through the California CIE inbox at [CaliforniaCIE@dor.ca.gov](mailto:CaliforniaCIE@dor.ca.gov). The LPAs will be posted in the CIE Toolbox as a resource.

Submit questions and requests for technical assistance to the CaliforniaCIE inbox at [CaliforniaCIE@dor.ca.gov](mailto:CaliforniaCIE@dor.ca.gov).

**Section IV. Exemplary, Effective, and Emerging (“Triple E”) Practices**

The term “Triple E” practices refers to exemplary, effective, and emerging practices that support increased opportunities for individuals with ID/DD to prepare for and engage in CIE. “Triple E” practices illustrate successful programs and local collaboration through success stories, as applicable, from the individual, business, and service perspectives.

- Exemplary means a method proven by evidence based practice(s).
- Effective means a method that is anecdotally reported to work well.
- Emerging means a new method currently being developed.

The following are examples of “Triple E” practices.

**A. Well-Sequenced Services**

One example of well-sequenced services was developed by WorkLink, TransCen, Inc.’s San Francisco-based transition and employment direct services provider, specializing in assisting job seekers with disabilities find employment. WorkLink developed a toolkit on methods to create flexible person-centered supports.

Some of these methods include:

- Sequencing services to create a menu of supports.

- Using individualized service plans that focus on building work skills and independence and include employment objectives.
- Using the person-centered discovery and customized employment methods to find the right job.
- Using customized job development plans.

The toolkit can be found here [WorkLink Toolkit](#).

[https://www.semel.ucla.edu/sites/default/files/cecy/pdf/WorkLinkToolkit\\_v1.pdf](https://www.semel.ucla.edu/sites/default/files/cecy/pdf/WorkLinkToolkit_v1.pdf)

## **B. Collaborative Funding Structures**

An example of an emerging practice is collaborative funding of paid internships. The Valley Mountain Regional Center has vendorized the Lodi Unified School District to be the employer of record for paid internships funded under [Assembly Bill x2-1](#). The Lodi Unified School District funds and provides job supports to each intern and the Valley Mountain Regional Center funds the intern's wages and employer costs up to \$10,400 per intern, per year. Each intern, age 18 through 21, has an IPP goal of CIE with an appropriate exemption required by Welfare and Institutions Code section 4648.55. If the business hires the individual in a CIE placement, the DOR may fund hourly job coaching, as appropriate, through a Community Rehabilitation Program.

The Lodi Unified School District's Sample Program Design - Paid Internship Program can be found on the [California Health and Human Services Agency CIE](#) webpage under the Resources section.

[http://www.chhs.ca.gov/Pages/Competitive-Integrated-Employment-\(CIE\).aspx](http://www.chhs.ca.gov/Pages/Competitive-Integrated-Employment-(CIE).aspx)

## **C. Strategic Planning to Encourage Integrated Settings**

An example of an effective practice is early initiation of collaborative conversations to meet the new [Centers for Medicaid and Medicare Services \(CMS\)](#) federal statutory and regulatory requirements regarding integrated settings for day programs and prevocational services. One example is the Far North Regional Center's Strategic Plan developed in consultation with their local community partners including the DOR.

The Far North Regional Center Strategic Plan for Employment itemizes a vision and mission to improve CIE outcomes. Specific objectives and strategies are listed to achieve their local vision.

The Far North Regional Center Strategic Plan for Employment can be found on the [California Health and Human Services Agency CIE](http://www.chhs.ca.gov/Pages/Competitive-Integrated-Employment-(CIE).aspx) webpage under the Resources section. [http://www.chhs.ca.gov/Pages/Competitive-Integrated-Employment-\(CIE\).aspx](http://www.chhs.ca.gov/Pages/Competitive-Integrated-Employment-(CIE).aspx)

## **Section V. Tools and Resources**

Tools and resources are available to assist in the development of LPAs. These resources may help identify additional partners, practices, services, and supports that can be accessed to create multiple pathways to CIE.

### **A. Assistive Technology**

- [Ability Tools](http://abilitytools.org/) – Ability Tools is California’s Assistive Technology Act Program. The program provides services for Californians with disabilities of all ages, helps answer assistive technology (AT) questions and assists individuals with AT issues. Ability Tools offers a variety of trainings each month that local partners could participate in to learn about AT and assist individuals with their AT needs on their pathway to CIE.  
<http://abilitytools.org/>
- [Assistive Technology Program](http://www.dor.ca.gov/AT/index.html) – The Assistive Technology Program provides AT services statewide to assist individuals with disabilities to live independently and participate in the community. Services provided could be included in the LPAs as a resource for accommodations and supports.  
<http://www.dor.ca.gov/AT/index.html>
- [Center for Accessible Technology \(CforAT\)](http://www.cforat.org/) – The CforAT could be included in the LPAs as a resource for accommodations and supports. The center provides assistive technology training or technical assistance for professionals, teachers and aides, and students.  
<http://www.cforat.org/>

### **B. Benefits and Financial Planning**

- [Disability Benefits \(DB\) 101](https://ca.db101.org/) – DB 101 helps people with disabilities and service providers understand the connections between work and benefits. DB101 will help individuals with ID/DD make informed choices and show how they can make work part of their plan.  
<https://ca.db101.org/>
- [California Achieving a Better Life Experience \(CalABLE\) Program](#) – The CalABLE program allows qualified individuals with disabilities and

their families to open tax-free savings accounts without the worry of losing vital government assistance.

<http://treasurer.ca.gov/able/resources/factsheet.pdf>

- [Social Security Work Incentives](#) – The Social Security Work Incentives provides facts about work incentives and employment supports for individuals receiving SSI or SSDI allowing them to remain in control of their finances and health care during their transition to work and financial independence. <http://www.dor.ca.gov/VRED/Social-Security-Work-Incentives-Status.html>
- [Work Incentives Planning and Assistance \(WIPA\)](#) - The WIPA program enables beneficiaries with disabilities to receive accurate information, and use that information to make a successful transition to work. <https://www.ssa.gov/work/WIPA.html>

### **C. Career Planning Resources**

- [California Career Center](#) - The California Career Center is a career and college exploration and planning portal for middle and high school students. The portal aligns with seven California and national organizations' standards, guidelines, and frameworks. The center can assist students, families, teachers, and other professionals in the career planning process. <http://calcareercenter.org/>
- [California CareerZone](#) – The California CareerZone is a resource of the CDE's [California Career Resource Network \(CalCRN\)](#) program. The California CareerZone focuses on career and transition planning and helps individuals explore, plan for and pursue careers that reflect their passion, skills, and life goals. <https://www.cacareerzone.org/>

### **D. Community Resources**

- [Independent Living Centers \(ILCs\)](#) – Independent Living Centers provide services to individuals with disabilities to maximize their ability to live independently in the environment of their own choosing. Local ILCs are potential community partners for LPAs. <http://www.dor.ca.gov/ILS/ILS-What-Is-ILC.html>
- [Regional Centers Directory](#) – The Regional Center Directory provides the location and contact information for the 21 regional centers in California. Local LEAs and DOR districts may use this list to identify their local regional center. <http://www.dds.ca.gov/RC/RCList.cfm>

## E. Customized Employment

- [LEAD Center Customized Employment](http://www.leadcenter.org/customized-employment) – The LEAD Center provides intensive technical assistance and training to staff at American Job Centers and their partners on group discovery, customized employment, self-guided discovery and self-employment, while highlighting the benefits of partnerships, collaborations, and leveraging resources.  
<http://www.leadcenter.org/customized-employment>

## F. Employment Resources and Programs

- [America's Job Center of California \(AJCC\)](http://americasjobcenter.ca.gov/) – The AJCC provides access to the state's employment-related services. The center helps employers find qualified workers and job seekers find good jobs. Employers can get help in posting job openings and recruiting candidates. Job seekers can get assistance in assessing skills, finding job opportunities and training, and prepping a resume. Local AJCCs are potential community partners for LPAs.  
<http://americasjobcenter.ca.gov/>

## G. Family

- [California Early Start Program](http://www.dds.ca.gov/EarlyStart/index.cfm) – The California Early Start Program provides appropriate early intervention and family support services for young children with developmental disabilities from birth to three years of age.  
<http://www.dds.ca.gov/EarlyStart/index.cfm>
- [CA Parent Training and Information Center](http://www.parentcenterhub.org/findurcenter/california/) – The seven CA Parent Training and Information Center are potential community partners for LPAs. The centers are nonprofit organizations that educate and empower families of children with disabilities.  
<http://www.parentcenterhub.org/findurcenter/california/>
- [Family Resource Centers](http://www.frcnca.org/) – Family Resource Centers are potential community partners for LPAs. The centers provide parent to parent support, outreach, information and referral services to families of children with disabilities and the professionals who serve them.  
<http://www.frcnca.org/>

## H. Home and Community-Based Settings Rule

- [Centers for Medicaid and Medicare Services \(CMS\) Home and Community-Based Services \(HCBS\) Regulations](#) – These federal rules,



effective March 17, 2014, require homes and programs where HCBS are delivered to meet new criteria in order to qualify for federal funding under the Medicaid program (called "Medi-Cal" in California). Each state must write a plan for how its HCBS programs meet these new rules. States have until March 17, 2022, to implement the requirements for home and community-based settings in accordance with CMS-approved plans. Initially, CMS required states to be in compliance with the new rules by March 17, 2019, before extending the compliance date by three years. However, consistent with CMS' original direction, the blueprint contains a compliance date of March 2019. While compliance in all settings may not be achieved by this date, DDS will work with regional centers to prioritize employment settings and make its best effort to achieve substantial compliance by March 2019.

<http://www.dds.ca.gov/HCBS/>

- [Extension of Transition Period for Compliance with Home and Community-Based Settings Criteria](#) – This informational bulletin was released on May 9, 2017, indicating that the transition period for compliance with home and community-based settings criteria has been extended by three years until March 17, 2022.

<https://www.medicaid.gov/federal-policy-guidance/downloads/cib050917.pdf>

## I. Informed Choice

- [How I Want to Spend My Time](#) - This guide is an easy-to-use six page booklet geared for users with disabilities seeking person-centered adult services to support their futures. With plain language and graphic cues, the tool guides individuals to practice self-direction as they: identify how they want to spend their time and the support they need. The tool also provides questions to ask when choosing service agencies to meet their goals and a straightforward agreement page.

[http://www.dds.ca.gov/ConsumerCorner/docs/HowIWantttoSpendMyTime\\_English.pdf](http://www.dds.ca.gov/ConsumerCorner/docs/HowIWantttoSpendMyTime_English.pdf)

- [Making Informed Choices](#) - This guide is an easy-to-use six page booklet geared for users with disabilities who are in transition from high school to adult life. With plain language and helpful graphics, the tool guides individuals to practice self-direction as they: Think about their futures; make a simple plan; and do what they need to get started. After completing, the booklet can be easily shared at team meetings, with family, teachers and support staff.

[http://www.dds.ca.gov/ConsumerCorner/docs/MakingInformedChoices\\_English.pdf](http://www.dds.ca.gov/ConsumerCorner/docs/MakingInformedChoices_English.pdf)



- [Making My Own Choices](http://www.dds.ca.gov/ConsumerCorner/docs/MakingMyOwnChoices.pdf) - This booklet provides information to help people choose things that are important to them in their life.  
<http://www.dds.ca.gov/ConsumerCorner/docs/MakingMyOwnChoices.pdf>
- [Tailored Day Services](http://www.dds.ca.gov/WorkServices/docs/tailoredDayProgramI.pdf) – These services are designed to maximize a consumer's individualized choices and needs, with customization of day services through individualized services. Tailored Day Services provide opportunities for increased integration and inclusion, as well as further opportunities for the individual to develop or maintain employment/volunteer activities, and pursue postsecondary education. Tailored Day Programs are potential community partners for LPAs.  
<http://www.dds.ca.gov/WorkServices/docs/tailoredDayProgramI.pdf>

## J. Person-Centered Planning

- [Leadership Through Personal Change: Think - Plan – Do Guides](#) – The following guides help people with developmental disabilities to have self-determined lives:
  - [Building a Career](http://www.dds.ca.gov/ConsumerCorner/thinkplando/Building_a_Career.pdf)  
[http://www.dds.ca.gov/ConsumerCorner/thinkplando/Building\\_a\\_Career.pdf](http://www.dds.ca.gov/ConsumerCorner/thinkplando/Building_a_Career.pdf)
  - [Finding a Job](https://www.dds.ca.gov/ConsumerCorner/thinkplando/Finding_a_Job.pdf)  
[https://www.dds.ca.gov/ConsumerCorner/thinkplando/Finding\\_a\\_Job.pdf](https://www.dds.ca.gov/ConsumerCorner/thinkplando/Finding_a_Job.pdf)
  - [Having My Own Business](http://www.dds.ca.gov/ConsumerCorner/thinkplando/Having_My_Own_Business.pdf)  
[http://www.dds.ca.gov/ConsumerCorner/thinkplando/Having\\_My\\_Own\\_Business.pdf](http://www.dds.ca.gov/ConsumerCorner/thinkplando/Having_My_Own_Business.pdf)
- [From Conversations to Actions Using the IPP](http://www.dds.ca.gov/ConsumerCorner/docs/CAC_IPP_2004.pdf) - This booklet shares the real life stories of how consumers can set their goals and objectives and work through the IPP process to achieve them  
[http://www.dds.ca.gov/ConsumerCorner/docs/CAC\\_IPP\\_2004.pdf](http://www.dds.ca.gov/ConsumerCorner/docs/CAC_IPP_2004.pdf)
- Independent Living Checklist – This checklist provides a list of questions that could be used with individuals with ID/DD to help them determine whether they are prepared to live more independently.



NCWD  
Independent Living

- [Navigating College for Students with Autism](#) – This handbook is written by adults and youth on the autism spectrum for current and future autistic college students. The handbook provides information to help these individuals understand some important differences between what they experienced in high school and what they can expect to

experience in college. The rights and responsibilities of college students are very different from those of students in elementary and high school.

<http://www.navigatingcollege.org/download.php>

- [Person-Centered Planning](#) – This DDS document provides excerpts taken from the IPP Resource Manual to facilitate consumers and their families regarding person-centered planning.  
[http://www.dds.ca.gov/Publications/docs/Person\\_Ctrd\\_Planning.pdf](http://www.dds.ca.gov/Publications/docs/Person_Ctrd_Planning.pdf)
- [Ways to Find Jobs](#) – This easy-to-use guide provides information on ways to find a job for individuals with disabilities.  
[http://www.dds.ca.gov/ConsumerCorner/docs/LearnAboutSeries\\_FindingAJob.pdf](http://www.dds.ca.gov/ConsumerCorner/docs/LearnAboutSeries_FindingAJob.pdf)

## **K. Provider Transformation**

- [California Association of People Supporting Employment \(APSE\)](#) – The APSE is a national organization with an exclusive focus on integrated employment and career advancement opportunities for individuals with disabilities.  
<http://apse.org/>
- [Home and Community Based Compliance Activities Funding](#)  
[www.dds.ca.gov/HCBS/](http://www.dds.ca.gov/HCBS/)

## **L. Teacher Resources**

- [California School Directory \(K-12\)](#) – The California School Directory contains information about California public schools, private schools, nonpublic nonsectarian schools, school districts, and county offices of education. The DOR districts and regional centers may use this directory to identify the LEAs in their area.  
<http://www.cde.ca.gov/schooldirectory/>
- [California Community College Campuses](#) – This link provides a list of all California Community Colleges. Local community colleges are potential community partners for LPAs.  
<http://californiacommunitycolleges.cccco.edu/AlphaList.aspx>
- [California State University Campuses](#) - This link provides a list of all California State Universities. Local universities are potential community partners for LPAs.  
<https://www2.calstate.edu/attend/campuses>
- [Essential Skills for Teens](#) – This resource assists students in assessing and developing essential skills to be able to innovate, to think critically, to analyze, to collaborate and to communicate.

- <http://cacareerbriefs.com/quick-tips/workplace-skills/>
- [Soft Skills to Pay the Bills Curriculum](#) – This curriculum focuses on teaching "soft" or workforce readiness skills to youth, including youth with disabilities.  
<https://www.dol.gov/odep/topics/youth/softskills/>
- [University of California Campuses](#) - This link provides a list of all Universities of California. Local universities are potential community partners for LPAs.  
<https://www.universityofcalifornia.edu/uc-system/parts-of-uc>

## M. Transition Resources

- [California Transition Alliance](#) - The California Transition Alliance supports youth-serving professionals who assist youth and families as they transition from secondary education to adult life.  
<http://www.catransitionalliance.org/catransitionalliance.aspx>
- [Comprehensive Transition Programs for Postsecondary Education/Training](#) - The Comprehensive Transition and Postsecondary Programs for Students with Intellectual Disabilities provides grants to institutions of higher education or consortia of institutions of higher education to enable them to create or expand high quality, inclusive model comprehensive transition and postsecondary programs for students with intellectual disabilities.  
<https://www2.ed.gov/programs/tpsid/index.html>
- [Secondary Transition Planning](#) – This link provides resources and guidelines to assist youth with disabilities as they transition from school to adult life, including education and training, employment and independent living.  
<http://www.cde.ca.gov/sp/se/st/>

### Additional National Resources

- [Workforce Innovation Technical Assistance Center \(WINTAC\)](#) – The WINTAC has compiled a comprehensive resource list on pre-employment transition services, including the attached snapshot. The info can be accessed at [http://www.wintac.org/topic-areas/pre-employment-transition-services/resources#preets\\_resources](http://www.wintac.org/topic-areas/pre-employment-transition-services/resources#preets_resources).
- [National Collaborative on Workforce and Disability \(NCWD\)](#) – The NCWD/Youth provides information about employment and youth with disabilities. The NCWD partners with experts in disability, education, employment, and workforce development.  
<https://www.dol.gov/odep/resources/NCWD.htm>

- [National Technical Assistance Center on Transition](https://www2.ed.gov/programs/rsa-ntact/index.html) – This center provides technical assistance to all States and U.S. territories to ensure transition-age youth with disabilities receive high-quality education services.  
<https://www2.ed.gov/programs/rsa-ntact/index.html>
- [Office of Disability Employment Policy \(ODEP\)](https://www.dol.gov/odep/) - The ODEP is the only non-regulatory federal agency that promotes policies and coordinates with employers and all levels of government to increase workplace success for people with disabilities.  
<https://www.dol.gov/odep/>
- [Think College](http://www.thinkcollege.net/) - Think College is a national organization dedicated to developing, expanding, and improving inclusive higher education options for people with intellectual disability.  
<http://www.thinkcollege.net/>
- [Workforce GPS](https://www.workforcegps.org/) – This resource is an interactive online communication and learning technical assistance platform to communicate with and build the capacity of the public workforce investment system to develop and implement innovative approaches to workforce and economic development in the 21st Century economy. The website offers resources and peer-to-peer connection to public workforce system, education professionals, and business.  
<https://www.workforcegps.org/>
- [Promoting the Readiness of Minors in Supplemental Security Income \(PROMISE\)](http://www.promisetacenter.org/) - This project is an interagency collaboration of the U.S. Departments of Education, Health and Human Services, Labor, and the Social Security Administration. Under this grant program, state agencies have partnered to develop and implement six model demonstration projects that provide coordinated services and supports to youth with disabilities receiving supplemental security income (SSI) benefits and to their families in order to improve the education and career outcomes. <http://www.promisetacenter.org/>
- [Institute for Educational Leadership's \(IEL\) Vocational Rehabilitation \(VR\) Training and Technical Assistance \(TA\) Center for Youth \(Y-TAC\)](http://iel.org/vryouth-tac) – This program provides state VR programs and related rehabilitation professionals with technical assistance and training to help more effectively serve youth with disabilities. <http://iel.org/vryouth-tac>