

Overview of Today's Presentation

- This will be an operator assisted webinar.
- Representatives from the California Department of Education, Department of Rehabilitation, and the Department of Developmental Services will take turns presenting.
- Competitive integrated employment will be referred to as CIE throughout the presentation.
- There will be an opportunity to type in questions during the presentation through the webinar chat function.
- All phones will be muted until the last 30 minutes when phones will be unmuted and there will be time for a question and answer period.

How do I get “Real Work for Real Pay in the Real World”?

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

“Real Work for Real Pay in the Real World” is Competitive Integrated Employment (CIE)

What is CIE?

- Working for pay (at least minimum wage).
- In the community alongside people without disabilities.
- Getting the same level of benefits as other employees where you work.
- Getting chances to advance to other positions, just like other employees.

PART I: INTRODUCTION

OBJECTIVE:

**LET'S LEARN HOW CIE CAN MAKE A
DIFFERENCE**

Why is CIE Important?

- It helps people with disabilities access the greater community.
- It facilitates relationships between people with and without disabilities.
- It helps people with disabilities build new skills and self-esteem.
- It helps bring people with disabilities out of poverty.
- It provides a way for people to contribute to their community.

What Are the Benefits of CIE for the Individual?

- Improved self-esteem
- Increased social skills
- Increased community engagement
- Greater independence
- Increased personal income

What Are the Benefits of CIE for the Family?

- Increased confidence in family member with a disability
- Pride in individual's achievement
- Increased family income
- Greater family independence

PART II: STATE AGENCY COLLABORATION

OBJECTIVE:

**LET'S LEARN MORE ABOUT WHAT THE
THREE DEPARTMENTS DO TO
INCREASE CIE OPPORTUNITIES**

California Department of Education (CDE)

What Does the CDE do?

Besides enforcing education law and regulations, CDE works with other state agencies to provide planned steps for special education student's transition from high school to a quality adult life.

Who's Eligible for Special Education and Related Services?

- A child is eligible for special education when determined to have a qualifying disability through an assessment process conducted by the school.

What is an Individualized Education Program or IEP?

- An IEP is a plan created by a team that identifies the services and supports needed to help a student eligible for special education reach their goals.
- The IEP includes a transition plan for when a student leaves high school, such as attending job skill training schools, college, and/or getting a job.
- The local DOR and regional center can be invited to the IEP transition meeting to talk about the services and supports they can provide for the student.

Department of Rehabilitation

What Does the DOR do?

Provides services and supports to people with disabilities to help them get and keep a job.

DOR works with other agencies, including schools, colleges, community rehabilitation programs, regional centers, and other community partners to provide employment services.

Who's Eligible for DOR Services?

A person is eligible for DOR services if the person:

- Has a disability that creates a barrier to getting a job
- Needs DOR services to prepare for, get, keep, and advance in a job

What is an Individualized Plan for Employment or IPE?

- The IPE is a written plan that shows a person's goal for work and the services to be provided to reach the goal.
- Services are provided that will help the person reach their work goal.
- The IPE is developed by the person and their DOR counselor.
- The IPE is reviewed each year.

Department of Developmental Services

What Does DDS do?

The DDS contracts with 21 regional centers who provide services and supports to people with intellectual disabilities and developmental disabilities (ID/DD).

These services include programs that prepare someone for a job and provide supports to help them keep a job.

Who's Eligible for DDS Services?

- To be eligible for services, a person must have a disability that begins before the person's 18th birthday, be expected to continue indefinitely and present a substantial disability.
- This disability can include an intellectual disability, cerebral palsy, epilepsy, autism and related conditions.
- Eligibility is established through diagnosis and assessment performed by regional centers.

What is an Individual Program Plan or IPP?

- The IPP is an agreement with the regional center and a person receiving regional center services.
- An IPP is a written plan that includes the services and supports a person needs to attain their goals and dreams.
- An IPP can contain a goal to attain CIE as well as the services and supports to reach this goal.

How Can an Individual Get a Copy of Their Plans (IEP, IPE, IPP)? (1 of 2)

For the IEP (from the school):

- A copy is provided after the IEP meeting.
- A copy may be requested by contacting the local case manager and/or school.

For the IPE (from the DOR):

- A copy is provided after the individual signs the IPE.
- A copy may be requested from the DOR Counselor at any time.

How Can an Individual Get a Copy of Their Plans (IEP, IPE, IPP)? (2 of 2)

For the IPP (from the regional centers):

- A copy is generated and mailed after the individual signs the IPP.
- A copy may be requested by contacting the regional center case manager.

How Can Individual Share their Plans?

There are a two of ways to share your IEP, IPE, and IPP with other agencies.

- 1. You can sign a release of information waiver with each agency which will allow the agency to share your plan with another agency.
- 2. You can give a copy of your plan from one agency to to another agency.

PART III: HOW CAN AN INDIVIDUAL PREPARE FOR CIE?

OBJECTIVE:

**LEARN ABOUT SERVICES AND
SUPPORTS TO HELP INDIVIDUAL
PREPARE FOR CIE**

What Can an Individual Do While They Are in School? (1 of 2)

1. A student or their family can request an IEP to discuss planning for transition, which can include preparing for: employment, vocational training and college.
2. Examples of high school transition programs that may be available are:
 - WorkAbility I (WAI)
 - Transition Partnership Program (TPP)
 - Paid Internship Program (PIP)

What can an Individual Do While They Are in School? (2 of 2)

3. DOR can be invited to the IEP meeting to talk about DOR Student Services and other career development services.
4. The regional center can be invited to the IEP to talk about employment and other services.
5. Once a student decides what career path to take with the above supports, the goals and services to move along this path can be added to their transition plan.

What Can an Individual Do When They Have Completed High School? (1 of 2)

1. They can contact DOR and request a meeting to discuss DOR career services.
2. They can request an IPP meeting with their regional center and ask them to invite DOR to the IPP meeting to discuss employment services.

The services offered by the DOR for CIE preparation include supported employment services. The services offered by regional center include the paid internship program, tailored day services.

What Can an Individual Do When They Have Completed High School? (2 of 2)

- Supported Employment Services offer job skills assessments, career guidance, job skills training, on-the-job training, job placement, job coaches, job retention support.
- Paid Internship Program offers minimum wage or greater while gaining work experience.
- Tailored Day Services can offer services that help an individual attend college and other post high school education facilities to better prepare an individual for a career in CIE.

PART IV: LOCAL COLLABORATION

OBJECTIVE:
**LEARN ABOUT LOCAL PARTNERSHIP
AGREEMENTS (LPAs)**

What is a Local Partnership Agreement or an “LPA”?

- LPAs are agreements between three local core partners consisting of school districts, DOR districts, and regional center(s) that tell how they will work together to help individuals with ID/DD get CIE in their community.
- LPAs may also include other community partners, such as: **Family Resource Centers**, America’s Job Center of California (AJCC), businesses and other possible partners.

How Can an LPA Help an Individual with ID/DD?

- LPAs can include Family Resources Networks and other family organizations.
- LPA core partners determine strategies to best share information so everyone understands their role and responsibilities.
- More information about LPAs can be found by clicking on the link to the CIE web page found at www.chhs.ca.gov.

LPA's Improve Person-Centered Planning

Individuals and families will be involved in person-centered planning across the three departments, resulting in:

- Better access to information about the three departments.
- Increased coordination of services, resulting in CIE outcomes. For example, each department's plan (IEP, IPE, IPP) may consider available services across departments, including accommodations and supports that each department may provide.

PART V: SSI BENEFITS AND MEDI-CAL

**OBJECTIVE:
LEARN HOW CIE EFFECTS AN
INDIVIDUAL'S SSI INCOME AND THEIR
MEDI-CAL**

What Happens to an Individual's SSI and Medi-Cal when they get a job? (1 of 2)

Getting a job can change an individual's Supplemental Security Income (SSI) and their Medi-Cal benefits, but not always.

- **Disability Benefits 101** is website that can help an individual understand how a job might change their benefits. It has a calculator for students and adults on SSI and Medi-Cal as well as other important information about how a job affects SSI and Medi-Cal.
 - We encourage you to visit **ca.db101.org** website for more information.

What Happens to an Individual's SSI and Medi-Cal when they get a job? (2 of 2)

- The Social Security Administration (SSA) Redbook is a manual that explains how a job and any other income affect SSI and Medi-Cal. SSA also offers various work incentive programs. For example:
 - Plan to Achieved Self-Support (PASS)
 - Impaired Related Work Expenses (IRWE)

Here is an example of how the SSA's IRWE reduces the amount the SSA will take out of an SSI check

Joe earns \$1000 a month from his job.	\$1000.00
Joe's IRWE for transportation is \$100 a month, so SSA subtracts that amount from his earned income.	-\$100.00
Also, SSA does not count the first \$85 earned so this is subtracted from his earned income as well.	-\$85.00
So SSA will count \$815 as Joe's earned income instead of \$1000.	= \$815
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IRWE example continued

SSA will subtract one dollar for every two dollars earned from the \$815 to calculate the amount SSA will withhold from Joe's monthly SSI check.	$\$815 \div 2$
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SSA will withhold \$407.50 from Joe's SSI check.	$=\$407.50$
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Before Joe worked he earned \$850 from SSI.	$\$850.00$
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So SSA will withhold \$407.50 from Joes SSI Check of \$850.	$-\$407.50$
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Joe's new monthly SSI check will be \$442.50.	$=\$442.50$
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IRWE example continued

Joe's take home pay minus his \$100 in IRWE transportation costs is \$900.	\$900.00
Joe's new monthly SSI Check amount is \$442.50.	+\$442.50
So now Joe makes \$1342.50 a month versus \$850.00 and he keeps his Medi-Cal.	=\$1342.50

PART V I: SAFETY AND TRANSPORTATION

OBJECTIVE:

**LEARN ABOUT COMMUNITY AND
TRANSPORTATION SAFETY**

Community Safety

Individuals can receive advocacy training to:

- Learn about, understand, and assert their rights
- Learn and develop the skills necessary to advocate for them self
- Learn strategies for self protection
- Obtain advocacy services

Job coaches are required to provide on-going work-site safety training including but not limited to work place hazard training, fire drills and other emergency drills.

How Does an Individual Get to Work Safely? (1 of 2)

Public transportation: Bus, Light Rail, Train, Ferry, and Trolley.

- Public transportation agencies often have a website with information about how to use their transportation and be safe. Some may offer transportation training. If the public transportation does not offer training, this type of service is often available through either school supports, vocational rehabilitation services, or regional center services.

How Does an Individual Get to Work Safely? (2 of 2)

- Door to door public transportation: Paratransit, ride shares, taxis, Uber, Lyft.
- Natural supports: A family member, friend, or hired driver can drive an individual to and from work.
- Independent travel: person's own vehicle, riding their bike, or walking

Some programs offer free bus passes and/or provide door to door transportation. Ask the program the individual is receiving services from if they have this service and if the person qualifies for this service.

PART V: REAL SUCCESS STORIES

OBJECTIVE:
**SHARE HOW OTHERS HAVE GONE TO
WORK**

WAI Case Scenario – Jack (1 of 2)

- Jack, a high school student, was eligible for special education and WAI under the category of Autism.
- Before Jack entered the WAI program he was very shy, but he knew that he wanted to be his own boss. He previously made and sold t-shirts in school colors and wanted to continue down this path.
- Jack was referred to and participated in the WAI program, wherein he established his goal of self employment.

WAI Case Scenario – Jack (2 of 2)

- In the WAI program, he received services in career exploration; business plan development and implementation; work ethic, salesmanship and professional skills; social skills and public speaking.
- Jack now has his own business, selling his huge inventory t-shirts at many locations, including state fairs and street fairs.
- Jack earns enough money to live on his own and pay his bills and living expenses.

PIP Case Scenario – (1 of 2)

- Jill, who had enough skills and abilities to achieve CIE without the PIP, was able to use the PIP to demonstrate her abilities for her dream job.
- Jill desperately wanted to work with children as a teacher's aide, but faced barriers from many employers who had reservations about hiring her.

PIP Case Scenario – (2of 2)

- With the PIP she was able to allay the employer's initial fears.
- In the words of the service provider, "there are significant concerns that most childcare facilities have with clients seeking employment and we are excited to see the way the internship program provided an opportunity for the individual to overcome the concerns that her employer initially had."

Family Case Scenario – Jane

(1 of 4)

Jane's sister shares Jane's employment story:

The role my parents played in assisting Jane achieve CIE was mostly a supportive one, because Jane is most successful when she is feeling supported and loved. They had many fears about how she might be treated, what might happen to her benefits, and if she would truly be able to be successful in a job.

Family Case Scenario – Jane

(2 of 4)

- The conversations started in her transition program with the school district, where Jane first voiced the desire to get a job. Because of those fears and uncertainty of whether Jane could obtain a job, she initially went into a community-integrated day program. Within one-month after placement in the day program, Jane made it very clear that this was not what she wanted and that she wanted to earn a paycheck.

Family Case Scenario – Jane

(3 of 4)

- My parents called her service coordinator to discuss options, and also talked to friends in the field who may have known of employment opportunities available for her. An internship position was available at a state department, and the service coordinator assisted Jane in getting that internship- which led to Jane receiving a permanent CIE job. (Jane has been employed by this state department for---years)

Family Case Scenario – Jane

(4 of 4)

- The main role my parents played throughout this process was to listen to their child, who was expressing a desire to work, and then making sure she felt supported in doing so. They talked with other parents and with professionals to gain knowledge on their barriers and lessons learned, to help ease their fears. After that they really had to just take a step back and let Jane have this experience the same as their other children.

Case scenario – Javier, 16 year-old male (1 of 4)

- Javier was a 16 year old student with ID/DD who wanted CIE. A CIE goal was not included in his transition plan. Javier told his teacher and his family that he was interested in CIE. Javier's family and teacher decided to have an IEP meeting to help Javier come up with some goals that would help him get CIE.

Case Scenario – Javier, 16 year-old male (2 of 4)

- The IEP team talk to Javier about what was important to him and what he wanted in his future including the types of jobs that interested him.
- Javier wanted to be more independent and have more money to spend on the things he liked to do and have.
- He liked working with food and wanted to work in a restaurant.

Case Scenario – Javier, 16 year-old male (3 of 4)

- Javier and his family were informed that his school had a WorkAbility I project that could assist him with a job skills assessment, job skills training, student wages for try-out employment, and other assistance with transition to a more independent life.

Case Scenario – Javier, 16 year-old male (4 of 4)

- He and his family also learned that as of the age of 16 he was eligible for DOR student services which offers job exploration, work skills training, self advocacy, and work experience amongst other services and that they could invite DOR to his IEP meetings to learn more about these services.

WAP Case Scenario: Shelly

(1 of 3)

- Shelly is a 24 year-old woman who decided to transition from high school into a work activity program (WAP) where she has worked for two years earning less than minimum wage. Shelly decided she wants to earn more than minimum wage and work in her community.
- Shelly told her WAP job coach she wants CIE. Shelly also told her family and ask her regional center coordinator to set up an IPP meeting to talk about how she can get CIE.

WAP Case Scenario: Shelly (2 of 3)

- Her service coordinator asked if she would like DOR to attend this meeting. Shelly agreed to invite DOR. During the IPP meeting she learned she could go to a job training school or college to learn more job skills.
- She learned that she could be assessed by DOR to see if she was eligible for DOR services and if she was not eligible for DOR services she was eligible for:

WAP Case scenario: Shelly (3 of 3)

- Tailored day services that could support her college courses
- A paid internship program that would allow her to try out jobs that interest her.
- Or her current work program could create new goals for her to work toward CIE.

Questions?

Acronym - Word/Phrase

AJCC - America's Job Center of California

CDE - California Department of Education

CHHSA - California Health and Human Services Agency

CIE - Competitive Integrated Employment

DDS - Department of Developmental Services

DOR - Department of Rehabilitation

ID/DD - Intellectual and Developmental Disability

IEP - Individualized Education Program

IPE - Individualized Plan for Employment

Acronym - Word/Phrase

IPP - Individualized Program Plan

IRWE - Impaired Related Work Expense

LPA - Local Partnership Agreement

PASS - Plan to Achieve Self-Support

PIP - Paid Internship Program

SSA - Social Security Administration

SSI - Supplemental Security Income

TPP - Transitional Partnership Program

WAI - WorkAbility I

WAP – Work Activity Program