

CALIFORNIA DEPARTMENT OF REHABILITATION

Vocational Rehabilitation Services Program and Supplement for the Supported Employment Services Program State Plan

Program Years 2020 – 2023
Effective July 1, 2020 through June 30, 2024



DEPARTMENT of
REHABILITATION

Employment, Independence & Equality

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CALIFORNIA DEPARTMENT OF REHABILITATION
VOCATIONAL REHABILITATION SERVICES PROGRAM
AND SUPPLEMENT FOR THE
SUPPORTED EMPLOYMENT SERVICES PROGRAM
STATE PLAN

Executive Summary

The California Department of Rehabilitation's (CDOR) State Plan is submitted to the United States Department of Education's Rehabilitation Services Administration to describe the vocational rehabilitation (VR) and supported employment services provided to Californians with disabilities under Title I and Title VI, Part B of the Rehabilitation Act of 1973, as amended. The State Plan addresses administrative functions and reporting requirements and identifies areas where service delivery can be improved, modified, or enhanced. As a part of the California workforce development system, and as a core partner identified in the Workforce Innovation and Opportunity Act (WIOA), CDOR's State Plan is an Appendix to California's Unified State Plan, which is submitted every four years through the California Workforce Development Board.

In CDOR's State Plan, we recognize the importance of looking toward the future of our workforce by promoting sustainable living wages for all consumers, aligning our systems to ensure individuals with disabilities with barriers to employment are successful, and serving our business partners. The State Plan, developed in collaboration between CDOR and the California State Rehabilitation Council (SRC), demonstrates CDOR's commitment to ensuring individuals with disabilities maximize employability, independence, and integration into the workplace and community. Some of the highlights of CDOR's State Plan include:

PRIORITIES AND GOALS

The CDOR and SRC jointly developed two new priorities and five new goals to ensure the VR and supported employment programs are in

alignment with WIOA and include increasing the quality and quantity of consumer employment outcomes; systems alignment, coordination and integration; and services to businesses. To this end, the priorities and goals identified are:

Priority 1: Increase the Quality and Quantity of Employment Outcomes

Goal: Provide effective VR services with quality Individualized Plan for Employment (IPE) developments consistent with workforce needs that lead to a career track with upward mobility offering sustainable living wages.

Goal: Develop innovative approaches to support an increase in obtaining and sustaining employment for all consumers including those with the most significant barriers to employment.

Goal: Improve systems alignment, coordination, and integration with partners to create a pathway toward successful employment outcomes for Californians with disabilities, including individuals with the most significant disabilities, with priorities focusing on individuals with behavioral health disabilities (BH), students with disabilities, transition-age foster youth with disabilities, individuals with intellectual and developmental disabilities (ID/DD), and justice involved individuals with disabilities.

Priority 2: Services to Businesses

Goal: Meet business talent needs by preparing consumers for in-demand jobs using local and regional labor market information.

Goal: Build a direct pathway between employers and workers with disabilities including developing innovative ways to engage businesses.

INTERAGENCY AGREEMENT WITH EDUCATION

In October 2018, CDOR signed an interagency agreement with the California Department of Education (CDE) to facilitate collaboration and shared responsibilities to increase opportunities for successful transition to adult life and employment for all students with disabilities.

The purpose of the agreement is to create a coordinated system of educational and VR services, including CDOR Student Services, for students with disabilities to facilitate a smooth transition from secondary

education to post-secondary employment-related activities and competitive integrated employment. The agreement serves as a mechanism for CDOR, CDE and, as appropriate, local educational agencies (LEAs) to clearly specify the plans, policies, and procedures for coordinating services to facilitate the transition of students with disabilities.

INNOVATION ACTIVITIES

The CDOR designed an innovative eligibility system that allows an individual to be determined eligible for CDOR services on the day of their application. The CDOR successfully developed and piloted a working, scalable business process model of same-day eligibility, “Expedited Enrollment”. The statewide implementation was completed in November 2018. The CDOR is planning to develop an outward-facing website that enables individuals to enroll in CDOR services electronically and reduces the data entry burden on CDOR staff by directly inputting the data provided by the applicant through the website into the AWARE referral module.

In 2019, CDOR carried the student work experience program Summer Training and Employment Program for Students (STEPS) into its second year. The program has expanded to include funding for local workforce boards and CDOR has more than doubled the number of students with disabilities who will receive work experience job training that is aligned with the employment needs of business partners as defined by the Local Workforce Development Board in each participating region. The CDOR is currently developing a web-based portal (VR Connections Portal) to enhance collaboration, business processes, and service delivery between CDOR consumers, staff, and vendors. The first stage of this project focuses on vendors with the intention to eventually include consumers. It is envisioned that the benefits to vendors related to this project will likely include the ability to electronically submit invoices, check invoice/payment status, and track service outcomes. Consumer benefits will likely include the ability to electronically sign documents without visiting CDOR offices, submit documents and receipts for timely services, and potentially apply for services online.

NEEDS ASSESSMENT

The triennial Comprehensive Statewide Assessment is designed to identify the rehabilitation needs of Californians with disabilities, as well as

stakeholder needs. CDOR, in collaboration with SRC, conducted the year one and two of the Comprehensive Statewide Assessment. The initial results indicate Hispanic/Latinx students with disabilities may be underserved. In addition, African American, American Indian, and Asian/Pacific Islander individuals with the most significant disabilities may also be underserved. Individuals with psychiatric disabilities and intellectual/developmental disabilities represent the largest portions of CDOR caseloads, including amongst consumers with the most significant disabilities, and appear to have lower performance outcomes than consumers with other disability categories. Additional qualitative analysis will be conducted in year three of the Comprehensive Statewide Assessment to determine if these populations are underserved and make recommendations, as applicable.

The initial findings of the Comprehensive Statewide Assessment results were considered when developing the State Plan priorities, goals, objectives, and strategies to meet the needs of consumers and stakeholders and align with requirements under WIOA.

SERVICE DELIVERY

In Federal Fiscal Year (FFY) 2021, CDOR estimates it will allocate over \$186 million in federal funds to provide VR services and Student Services to approximately 108,000 individuals with disabilities of working age. Of the 108,000 individuals with disabilities, 83,000 will receive VR services, including 10,000 students with disabilities receiving Student Services, and 25,000 potentially eligible students with disabilities will also receive Student Services. The funds will be used to provide a broad range of VR services, which include counseling and guidance; assessment, training, and education; mobility and transportation aids; job search and placement assistance; job retention services; post-employment services; and, accommodations or auxiliary aids connected to the consumer's vocational goal. The CDOR VR field staff, along with service partners including Community Rehabilitation Programs (CRPs), third-party cooperative programs, or in partnership with local public agencies, provides the VR services to applicants and eligible consumers.

In 2018, CDOR made a significant change to its service delivery structure by redirecting 210 VR field staff to work directly with eligible and potentially eligible students with disabilities. This redirection underlines CDOR's

commitment to working with youth and setting them on a course for post-secondary success and self-sufficiency.

CONCLUSION

The implementation of the Unified State Plan is the combined efforts of the California Workforce Development Board, CDOR, SRC, community programs, and WIOA core program partners to work towards the common goals, objectives, and outcomes. The State Plan aims to achieve CDOR's mission of working in partnership with consumers and other stakeholders to provide services and advocacy resulting in employment, independent living, and equality for individuals with disabilities.

VR Portion of WIOA State Plan for the State of California Program-Specific Requirements for Vocational Rehabilitation

The Vocational Rehabilitation (VR) Services Portion of the Unified or Combined State Plan* must include the following descriptions and estimates, as required by section 101(a) of the Rehabilitation Act of 1973, as amended by WIOA:

* Sec. 102(b)(D)(iii) of WIOA

a. Input of State Rehabilitation Council

All agencies, except for those that are independent consumer-controlled commissions, must describe the following:

1. Input provided by the State Rehabilitation Council, including input and recommendations on the VR services portion of the Unified or Combined State Plan, recommendations from the Council's report, the review and analysis of consumer satisfaction, and other Council reports that may have been developed as part of the Council's functions;

The SRC and CDOR partner together to carry out the Rehabilitation Act to maximize the employment and independence for individuals with disabilities. The ongoing collaboration between the SRC and CDOR on the VR Services Portion of the State Plan (State Plan) is an essential component and result of this partnership.

Over the past three years, the SRC and the CDOR Planning Unit have met numerous times to review, discuss and evaluate CDOR's progress in meeting the 2016 – 2020 priorities: 1) services to youth and students with disabilities, 2) business engagement, 3) building program partnerships through capacity building, and 4) competitive integrated employment.

During this time, the SRC and CDOR Planning Unit also partnered on elements of the current Comprehensive Statewide Assessment and jointly developed and agreed to the 2020 – 2024 State Plan priorities and goals. The SRC enthusiastically supports, and acknowledges the quality and

timeliness, of the two priorities and five goals within the 2020 – 2024 State Plan. The priorities of 1) increasing the quality and quantity of employment outcomes and 2) services to businesses demonstrates CDOR's commitment to innovation and service delivery excellence.

As CDOR carries out these priorities and goals, the SRC encourages the CDOR to consider the following:

- The importance of stabilizing California's VR workforce, particularly the recruitment and retention of CDOR's VR Counselors. A sustainable and effective workforce will serve as the foundation for successfully carrying out and ultimately achieving the 2020 – 2024 State Plan priorities and goals.
- The significance of and need for cultural competency in the provision of VR services to youth, students and adults with disabilities. Per the 2017 Code of Professional Ethics For Rehabilitation Counselors, "The commitment involves providing respectful and timely communication, taking appropriate action when cultural diversity issues occur, and being accountable for the outcomes as they affect people of all races, ethnicities, genders, national origins, religions, sexual orientations, or other cultural group identities."
- The need to support VR Counselors and staff with developing the skills and abilities to serve individuals with disabilities who have been involved with the criminal justice system. Employment is a critical component of reintegration especially for individuals with mental/behavioral health disabilities.
- The benefits of increasing the variety and supply of potential employers, including small businesses.

The 2019 SRC Annual Report (posted on CDOR's website) provides additional details on the SRC's perspectives and accomplishments, including efforts to modernize and improve the Consumer Satisfaction Survey. During the past term (October 2018 – September 2019) the SRC adopted four recommendations. These recommendations were the result of many productive and active discussions between the SRC, CDOR and other stakeholders, and reflect the SRC's efforts to review, analyze and

advise CDOR on the performance and effectiveness of California's VR program. The recommendations are as follows:

SRC Recommendation 2018.5 – Rebranding

(adopted on November 15, 2018)

The SRC recommends the rebranding of individuals who receive CDOR services from consumer to students, job seekers or workers. This rebranding will strengthen CDOR's business engagement and partnerships; align with WIOA and terminology used by businesses, industry and labor; convey CDOR's expectations; and, empower those served by CDOR.

CDOR Response to SRC Recommendation 2018.5

The CDOR recognizes and appreciates the impact of language and terminology. In addition to the SRC's perspective, CDOR is also interested in hearing feedback from the broader disability community regarding the modification of the term "consumer" and what impacts this would have. Prior to moving forward with such a significant change, conducting a policy and impact study (which could be informed by focus groups) would be critical. Based on the results of the study, CDOR would need to develop a communication and change management plan to ensure successful implementation. The CDOR welcomes the opportunity to collaborate and have further discussions with the SRC regarding this recommendation. The topic of terminology and re-branding is particularly timely as the SRC has been asked to provide feedback and insight at both the state and national levels in anticipation of the next reauthorization of the Rehabilitation Act.

SRC Recommendation 2018.6 – State Price Schedule

(adopted on November 15, 2018)

The SRC understands that efforts are taking place to cancel the State Price Schedule for Assistive Technology and replace it with an alternative purchasing mechanism that may have implications for students, job seekers and workers. The SRC recommends that CDOR provide the SRC with all policy documentation for review and feedback before implementation.

In the VR Services Portion of the Unified State Plan, CDOR assures that "The designated State unit regularly consults with the Council regarding the development, implementation, and revision of State policies and

procedures of general applicability pertaining to the provision of vocational rehabilitation services” (34 CFR 361.16)

CDOR Response to Recommendation 2018.6

In January 2019, State of California agencies and departments transitioned from using the State Price Schedule for Assistive Technology (SPS-AT) to the new California Assistive Technology, Services and Devices (Cal-ATSD) Supplier Directory. The Cal-ATSD is a statewide change (not limited to vocational rehabilitation) that offers a streamlined supplier application, a user-friendly online directory, and expands the use of existing, flexible procurement methods available to all state buyers.

Due to the limited timeframe between issuance of the SRC’s recommendation and launch of the statewide Cal-ATSD on January 1st, a comprehensive review by the full SRC of all policy documentation was not feasible; however, CDOR did actively update and engage the SRC in the months leading up to this statewide change. Opportunities included:

- On June 18, 2018, CDOR and the California Department of General Services (DGS) held a public forum to inform stakeholders (including the SRC and other advisory bodies) of efforts to reform the SPS-AT.
- During the SRC’s August 15, 2018 and November 16, 2018 quarterly meetings, CDOR representatives provided an update on the SPS-AT, including stakeholder involvement, and offered an opportunity to address questions.
- Between September through December 2018, CDOR and DGS convened stakeholder focus groups to discuss issues and policy changes.
- CDOR representatives attended the SRC’s Executive Planning Committee meeting on December 19, 2018 and shared information regarding the policy changes.

The CDOR commits to joining the SRC during the June 2019 SRC quarterly meeting to provide an update on Cal-ATSD, answer questions and engage in a collaborative discussion. Additionally, SRC members are welcome and encouraged to participate in stakeholder forums taking place now through December 2019 to support implementation and continuous improvement of the statewide Cal-ATSD. For details on how to participate, please contact your SRC Executive Officer. Aligned with our core values and mission, CDOR is committed to transparency and continually

enhancing the Cal-ATSD to ensure an expeditious and effective procurement process for the State of California.

SRC Recommendation 2019.1 – Client Assistance Program Materials

(Adopted on June 13, 2019)

The SRC recommends that all local CDOR offices consistently and prominently display Client Assistance Program (CAP) materials in the reception areas. The Client Assistance Program will provide these materials free of charge to CDOR.

DOR Response to SRC Recommendation 2019.1

The Client Assistance Program is an excellent service available to support CDOR consumers. The SRC Executive Officer will coordinate with CAP and CDOR VR Employment Division representatives on next steps for distributing and displaying the materials. CDOR encourages CAP to also provide materials in alternative formats.

SRC Recommendation 2019.2 – Financial Participation

(Adopted on June 13, 2019)

In light of CDOR's funding challenges, the SRC appreciates the communication and partnership to identify cost mitigation strategies. As a result, the SRC supports CDOR's proposed conceptual changes to the financial participation policy. The SRC would like to continue discussions with CDOR regarding resulting policy changes and impacts.

Additionally, the SRC appreciates CDOR's thorough communication during the June 12 – 13, 2019 meeting (along with prior meetings) regarding funding changes and considerations, and that as a result, a potential challenge is that CDOR may not have sufficient funds to provide VR services to all individuals who apply. The SRC would like to remind CDOR of the following federal guidance: "There is no Federal requirement that the financial need of individuals be considered in the provision of vocational rehabilitation services" (34 CFR § 361.54) and encourages all CDOR team members to keep this guidance in mind during discussions with consumers.

July 22, 2019 Addendum: to provide clarify to the above statement, the SRC's Executive Planning Committee offers the following addendum:

CDOR field staff should be reminded that an individual's case expenditures should not be discussed with consumers or be a consideration in the provision of goods and services.

CDOR Response to SRC Recommendation 2019.2

The SRC's consideration, feedback and support of the proposed changes to CDOR's financial participation policy is greatly appreciated. CDOR will keep the SRC involved as an active partner, particularly regarding policy changes that may impact consumers.

Per federal and state regulations, CDOR is required to provide information related to cost of services to assist an applicant or consumer with exercising informed choice. Additionally, CDOR is required to ensure that the Individualized Plan for Employment (IPE) is developed and implemented in a manner that provides the individual with the opportunity to exercise informed choice in selecting services, service providers, and methods for procuring services. The information is not used to persuade or influence a consumer, but rather is provided as part of the informed choice and the IPE development process. Regulatory language details the purpose and utilization of communication regarding cost and expenditures.

For the regulatory language, please refer to the following sections of the California Code of Regulations. CDOR representatives are available to discuss and review this regulatory language with the SRC during a future meeting.

- § 7029.6. Informed Choice
- § 7130. Mandatory Procedures for Development of the Individualized Plan for Employment (IPE); Review; Amendment.

b. Request for Waiver of Statewideness

When requesting a waiver of the statewideness requirement, the designated State unit must identify the types of services to be provided by the program on a non-statewide basis. The waiver request must also include written assurances that:

1. A local public agency will provide the non-Federal share of costs associated with the services to be provided in accordance with the waiver request;

Request for Waiver of Statewideness. The CDOR requests a continuation of its waiver of statewideness for third-party cooperative arrangements (referred to in California as Cooperative Agreements) with local educational agencies, public higher education agencies, and county human services agencies. These arrangements between CDOR and local public agencies are designed to increase the availability and quality of VR services which assist consumers to achieve competitive integrated employment. Although cooperative arrangements exist in each CDOR district, CDOR does not have sufficient staff or budget authority to contract with every potential cooperative partner in the state. In geographic areas where a cooperative arrangement is not available, individuals in any area of the State can apply for VR services at any local CDOR field office at any time.

Cooperative arrangements include the following required federal assurances:

- Local funds used as match are verified as non-federal monies. The non-federal share of funds are made available by the local public agencies to CDOR and are either paid through a cash match contribution or reported as certified expenditures of redirected agency staff time to provide a unique pattern of VR services exclusively to CDOR applicants and consumers, or potentially eligible students with disabilities. Each cooperative arrangement identifies the type and amount of match to be provided by the local public agency.
- The types of VR or CDOR Student services provided to CDOR applicants and consumers, or potentially eligible consumers by the local public agency or associated vendor are identified by the VR Counselor.

- An authorizing case note is issued by CDOR to the local public agency or associated community rehabilitation provider, which designates the specific type of VR or CDOR Student services to be provided to CDOR applicants and consumers or potentially eligible consumer.
- The services provided are for CDOR applicants and consumers, or potentially eligible students with disabilities, and are new services that have a VR focus or existing services that have been modified, adapted, expanded, or reconfigured to have a VR focus; and, that are not customary services the local public agency is legally mandated to provide. The services included in each cooperative arrangement are based on the local needs of CDOR applicants and consumers and the local public agency.
- Program expenses for cooperative arrangement services are under the administrative supervision of CDOR through the cooperative arrangement.
- Each cooperative program and CDOR District establish a mutual referral system for individuals to apply for VR services.
- The requirements of the VR Services Portion of the Unified State Plan will apply to all services provided to CDOR applicants and consumers under the cooperative arrangement, including the Order of Selection identified in the response for Description (m) – Order of Selection.

The CDOR administers VR services through the following cooperative programs for which the waiver of statewideness is requested. Through these arrangements, the participating cooperative program provides one or more new or expanded VR services to CDOR applicants and consumer, or potentially eligible students with disabilities.

Transition Partnership Programs

The CDOR administers 107 cooperative programs, known as Transition Partnership Programs (TPPs) cooperative programs with Local Educational Agencies (LEAs), County Offices of Education, or Special Education Local Plan Areas (SELPA) providing CDOR Student Services and VR services to potentially eligible and eligible students with disabilities in hundreds of individual schools. The CDOR also administers six case service contracts through associated Community Rehabilitation Programs (CRPs) in conjunction with TPPs. The goal of the TPPs is to serve high school

students with disabilities including physical, blind, deaf, intellectual, developmental, and behavioral health disabilities by facilitating the effective transition from school to meaningful competitive integrated employment.

As of July 1, 2019, 70 of the 107 TPP contracts have transitioned to a new CDOR Student Services design that further identifies the provision of CDOR Student Services (pre-employment transition services) to accurately report to RSA both fiscal 15% spending and CDOR Student Services delivery. The remaining TPP contracts will transition to the new CDOR Student Services design on July 1, 2020. Currently, all TPP contracts are providing CDOR student services to students with disabilities in the potentially eligible and VR case type.

The LEA or SELPA will refer potentially eligible and eligible students with disabilities ages 16 through 21 who can benefit from CDOR Student Services and VR services to CDOR. The assigned VR Counselor will then open a case and work in partnership with the student to complete a CDOR Student Services Request (DR 203) and Student Services Plan (DR 205) for potentially eligible students or an IPE for students accepted as VR consumers as early as possible, but at the latest before the student leaves school. Through the cooperative arrangement or case service contract, the participating LEAs, SELPAs, or CRPs provide one or more new or expanded VR services to students.

These services conform to the definition of Pre–Employment Transition Services required by WIOA and contain the following key features: job exploration counseling; work-based learning experiences; counseling on post–secondary opportunities; workplace readiness training; and, instruction in self-advocacy. These services, in addition to others provided on an individual basis are intended to ultimately result in competitive integrated employment.

Through meetings, presentations and school events (i.e. back-to-school nights, etc.), CDOR Student Services staff continue to collaborate with local schools, districts and LEAs to promote, coordinate and provide CDOR Student Services.

The CDOR Executive Staff met with SELPA Directors in March 2019 to discuss benefits and facilitation of coordinating/collaborating on provision of DOR Services. The topics discussed included:

- Exchange of contact information of District Administrators and SELPA Directors.
- Utilization of the Education Training Catalog as a tool to support local partnerships.
- Clarification of the differences between CDOR and California Department of Education (CDE) Interagency Agreement Appendix A and the Competitive Integrated Employment (CIE) Blueprint Local Partnership Agreement (LPA).
- Leveraging resources between SELPA and CDOR. (This involves ongoing conversations on WIOA / Individuals with Disabilities Education Act (IDEA) Crosswalks.)

The CDOR districts are leveraging the CDOR and CDE Interagency Agreement (IA) Appendix-A template to develop local Memorandums of Understanding or Interagency Agreements, where appropriate, to facilitate the provision of Student Services in secondary schools. The template is an appendix of the state-level IA and defines the policies and procedures that LEAs and CDOR districts will use to facilitate a smooth transition from secondary education to post-secondary employment-related activities and competitive integrated employment for students with disabilities. The agreement will define the responsibilities of LEAs and CDOR districts, provide for efficient and effective utilization of resources, minimize duplication, and provide a foundation for continuous, effective working relationships between LEAs and CDOR districts.

WorkAbility II Cooperative Programs

The CDOR administers two WorkAbility II cooperative programs with LEAs, Adult Schools, or Regional Occupational Programs. The goal of the WorkAbility II is to assist adult and out-of-school youth and adults with disabilities to obtain competitive integrated employment. The VR services provided include vocational assessment, employment preparation and vocational instruction, job development, placement, and job retention, and non-Supported Employment job coaching.

WorkAbility III Cooperative Programs

The CDOR administers 19 WorkAbility III cooperative programs with community colleges. The goal of the WorkAbility III is to assist community college students with disabilities to obtain competitive integrated

employment. The VR services provided include vocational assessment, employment preparation, job development, placement, and job retention services.

WorkAbility IV Cooperative Programs

The CDOR administers eight WorkAbility IV cooperative programs with the California State University (CSU) or University of California (UC). The goal of the WorkAbility IV is to assist college students with disabilities to obtain competitive integrated employment. The VR services provided include internships, employment preparation, job development, placement, and job retention services.

Mental Health Cooperative Programs

The CDOR administers 23 mental health cooperative programs with county mental health agencies and 30 case service contracts with associated CRPs. The goal of the mental health cooperative programs is to assist individuals with behavioral health disabilities live independently in the community through obtaining successful competitive integrated employment. The VR services provided may include vocational assessment, personal vocational and social adjustment, work adjustment, employment preparation, job development, placement, and job retention services, as well as non-Supported Employment job coaching.

Welfare Cooperative Programs

The CDOR administers one Welfare cooperative program with county human services agencies and one case service contract with an associated CRP. The goal of the Welfare cooperative program is to assist individuals with disabilities who receive Temporary Assistance to Needy Families to achieve competitive integrated employment. County Welfare programs provide work related programs for recipients of Temporary Assistance to Needy Families but have exempted people with disabilities. The services they have available for non-disabled Temporary Assistance to Needy Families recipients do not meet the needs of people with disabilities. The VR services provided include employment preparation, job development, placement, and job retention services.

2. The designated State unit will approve each proposed service before it is put into effect; and

Refer to the bullet point under Description (b)(1) – Request for Waiver of Statewideness, which states, “An authorizing case note is issued by CDOR to the local public agency or associated community rehabilitation provider, which designates the specific type of VR or CDOR Student services to be provided to CDOR applicants and consumers or potentially eligible consumer.”

3. All State plan requirements will apply

Requirements of the VR services portion of the Unified or Combined State Plan will apply to the services approved under the waiver.

Refer to the bullet point under Description (b)(1) – Request for Waiver of Statewideness, which states, “The requirements of the VR Services Portion of the Unified State Plan will apply to all services provided to CDOR applicants and consumers under the cooperative arrangement, including the Order of Selection identified in the response for Description (m) – Order of Selection.”

c. Cooperative Agreements with Agencies Not Carrying Out Activities Under the Statewide Workforce Development System.

Describe interagency cooperation with and utilization of the services and facilities of agencies and programs that are not carrying out activities through the statewide workforce development system with respect to:

1. Federal, State, and local agencies and programs;

Cooperation with Agencies Not Carrying Out Activities Under the Statewide Workforce Development System. The CDOR works cooperatively with the following state and local agencies that do not carry out activities under the statewide workforce investment system, through Cooperative Agreements, Memorandum of Understandings, Interagency Agreements, or grants:

California Association of Student Financial Aid Administrators

Memorandum of Understanding: Guidelines for Joint Financial Support – establishes guidelines for the joint financial support of CDOR student consumers to achieve their educational goals, eventually leading to employment. This Memorandum of Understanding supports students enrolled in the California post–secondary setting with a financial aid office on campus.

California Commission on Disability Access

Interagency Agreement: California Commission on Disability Access promotes disability access in California through dialogue and collaboration with stakeholders including, but not limited to, the disability and business community and all levels of government.

California State University (CSU)

Memorandum of Understanding: Service Commitment for CSU Students who are CDOR Consumers – details the commitment of the CSU and CDOR to work cooperatively to provide services to eligible CSU students who are CDOR consumers with disabilities.

California Community Colleges Chancellors Office

A Memorandum of Understanding between CDOR and the California Community Colleges that provides the framework to work cooperatively to improve services to the consumers of both departments. The agreement establishes processes for information sharing and service provision by each agency. This partnership results in more comprehensive, complete, and timely services for consumers of both programs.

The Regents of the UC

Memorandum of Understanding: Service Commitment for UC Students who are CDOR Consumers – details the commitment of the UC and CDOR to work cooperatively to provide services to eligible UC students who are CDOR consumers with disabilities.

California State Controller's Office

Interagency Agreement 1: Claim Processing – expedites services to process claim schedules containing vendor invoices for goods and services provided to CDOR staff and consumers to ensure timely payment for continuance of services and compliance with the California Prompt Payment Act.

Interagency Agreement 2: Employee Leave System – provides CDOR Human Resource staff access and use of the State Controller's Office California Leave Accounting System for CDOR employees to perform a variety of functions necessary to accurately record and track leave system eligibility, balances, state service credits, and leave benefit activity.

Interagency Agreement 3: Human Resource Reports – provides CDOR Human Resource staff access and use of the Management Information Retrieval System to generate pre-written reports or create ad hoc reports on CDOR employee employment history, payment history, employer-sponsored deductions, and position inventory.

California Department of General Services

CDOR Purchasing Agreements – The California Department of General Services oversees the statewide contracts for purchasing where agreements establish a pre-qualified list of vendors and simplify the purchasing process. Cooperative agreements are available to all State of California governmental entities, including CDOR, that expend public funds

for the acquisition of both goods and services. The California Multiple Award Schedules offer a wide variety of commodities, non-information technology services and information technology products and services at prices which have been assessed to be fair, reasonable, and competitive.

Interagency Agreement 1: CDOR Applicant and Consumer Mediation Assistance – the California Department of General Services, Office of Administrative Hearings mediators assist applicants and consumers who request fair hearing or mediation to explore options for mutual resolution of a dispute in a timely, non-confrontational manner. Through mediation, applicants and consumers can better understand CDOR regulations and policies, and CDOR can better understand the individual's needs. The California Department of General Services, Office of Administrative Hearings also provides fair hearing services to review determinations made by CDOR that affect VR services and CDOR Student Services to individuals with disabilities and applicants and consumers.

Interagency Agreement 2: Business Enterprises Program Fair Hearing Services – the California Department of General Services, Office of Administrative Hearings provides fair hearing services for CDOR Business Enterprise Program vendor appeals.

Interagency Agreement 3: Business Enterprises Program Insurance Management – the California Department of General Services, Office of Risk and Insurance Management provides management of the Business Enterprises Program statewide insurance program funded from food service vending machine locations.

California Department of Health Care Services Information Exchange

Interagency Agreement: Verification of CDOR Applicant's Benefit Status – used by CDOR to verify an applicant's Supplemental Security Income or Social Security Disability Insurance benefit status to assist in determining eligibility for CDOR services including application of the presumptive eligibility rules for Supplemental Security Income or Social Security Disability Insurance beneficiaries in accordance with Title I of the Rehabilitation Act.

California Department of Developmental Services: Individuals Eligible for Home and Community Based Waiver Programs

The CDOR has a formal agreement with the California Department of Developmental Services, California's State agency responsible for administering the Home and Community Based Services waiver for the State Medicaid plan under Title XIX of the Social Security Act (42 U.S.C. 1396 et seq.). The California Department of Developmental Services has the primary responsibility to provide services and supports for individuals with intellectual disabilities and individuals with developmental disabilities, including extended services, or individuals with the most significant disabilities who have been determined to be eligible for home and community-based services under a Medicaid waiver, Medicaid State plan amendment, or other authority related to a State Medicaid program period.

California Employment Development Department

Interagency Agreement: Provides CDOR with confidential California Employment Development Department wage and employer information to verify CDOR consumers' cases can be closed as employed and conducting federally required evaluation of the federal VR program.

California Department of Technology Services

Interagency Agreement: Data Processing – provides CDOR data processing services.

California Office of Systems Integration

Interagency Agreement: Formalized Governance – CDOR reimburses Office of Systems Integration for the proportional share of costs for on-going formalized governance, project assessment and strategic architecture services for delegated and non-delegated information technology projects.

Independent Living Centers

Statewide Grants: Administration and Oversight of Independent Living Services – Title VII Rehabilitation Act funds, state general funds, and state Social Security Reimbursement funds are used to administer CDOR's Independent Living program and monitor 28 Independent Living Centers that provide federally required services, including Independent Living skills and assistive technology services to individuals with disabilities.

Grant 1: Provision of Independent Living Services – Assembly Bill 204 grants that are issued to non-profit Independent Living Centers provide Independent Living services that assist individuals with disabilities in achieving social and economic independence. Core services provided include peer counseling, advocacy, attendant referral, housing assistance, and Independent Living skills training; and other services and referrals deemed necessary such as transportation, job development, equipment maintenance and evaluation, and mobility assistance and communication.

In addition, grant provisions as of federal fiscal year 2016-17 have been updated to align with WIOA. This adds a new category of core services under transitions: the transition of consumers from nursing homes and other institutions to home and community-based residences; assistance to consumers who are at risk of entering institutions so that they may remain in the community; and facilitate the transition of youth with significant disabilities who have completed their secondary education or otherwise left school, to postsecondary life.

Grant 2: Independent Living Transition Services – Title VII B grants funds used to assist independent living centers with the one-time costs associated with assisting people with disabilities of all ages to transition from institutional settings to community settings, to remain in the community when at risk of entering institutionalization, and for youth with disabilities to transition to postsecondary life.

State Independent Living Council

Grants: State Independent Living Council Operation – Title VII B, Rehabilitation Act funds used to operate the State Independent Living Council and provide State Independent Living Council funds for various sub-grants and contracts necessary to carry out objectives of the State Plan for Independent Living by programs for people with disabilities.

Older Individuals who are Blind

Grants: The Older Individuals who are Blind Program Administration and Services – Title VII, Chapter 2 Rehabilitation Act funds used to administer and monitor the delivery of local Older Individuals who are Blind program services to visually impaired individuals age 55 and older to assist them to live independently, including funding 18 organizations to provide training in low-vision assistance, adaptive equipment, orientation and mobility,

communication, daily living skills, self–advocacy, adjustment counseling, and transportation skills services to eligible individuals.

California State Personnel Board

Interagency Agreement: Exam Access – State Personnel Board’s Selection System provides CDOR computer access to conduct departmental civil service examinations, as well as process and maintain civil service eligible lists and certification lists.

Ticket to Work and Self–Sufficiency Program

The CDOR actively coordinates with the Ticket to Work and Self–Sufficiency Program. Ticket to Work is a voluntary work incentive program for Social Security Disability Insurance or Supplemental Security Income beneficiaries between the ages of 18 and 64 who are interested in going to work. The Ticket to Work Program provides beneficiaries with access to VR, training, and placement services, as well as other services and support. Beneficiaries can use their ticket to obtain employment services and support from CDOR or they can take their ticket to an approved service provider called an Employment Network. A ticket cannot be assigned to an Employment Network and in–use with CDOR at the same time.

The CDOR’s Work Incentives Planners and VR Counselors have an active role in the Ticket to Work program. The CDOR’s Work Incentives Planners verify ticket status, provide information as needed, and facilitate referrals to Employment Networks at case closure. VR counselors distribute CDOR’s Ticket to Work fact sheet at intake, verify the ticket status prior to approving the Individualized Plan for Employment, and facilitate sequential services.

Coordination with the State Agency Responsible for Providing Mental Health Services

In California, the State agency responsible for mental health services is the California Department of Health Care Services. The CDOR has developed a Memorandum of Understanding with Department of Health Care Services to establish a framework for collaboration between CDOR and Department of Health Care Services to provide local technical assistance and support in order to strengthen existing CDOR Mental Health Cooperative Programs or to develop new patterns of vocational rehabilitation services available to individuals living with severe mental illness, with the ultimate goal of

ensuring that consumers have access to a comprehensive, coordinated, and quality service delivery system.

The CDOR is also a member of the California Behavioral Health Planning Council, which evaluates the behavioral health system for accessible and effective care. It advocates for an accountable system of responsive services that are strength-based, recovery-oriented, culturally competent, and cost-effective.

Disability Related Services

The CDOR has Interagency Agreements with the following state and local government entities for disability related services. The Agreements further the mission of CDOR toward the employment, independence, and equal access for individuals with disabilities. The agreements provide physical, digital and communication accessibility expertise for state government entities, businesses, and consumers, guidance to public organizations and businesses on their responsibilities and the requirements of accessibility for persons with disabilities, and specific information and links on the major laws, regulations, resources, and referrals regarding disability access and rights in California for public entities, citizens, employers, businesses, and other interested persons.

Document remediation

- Governor's Office of Emergency Services
- Department of Fair Employment and Housing
- Department of Business Oversight

Program access

- California Secretary of State – polling places, voting centers, voting systems
- California State Lottery - retailers

Document accessibility training

- Department of Technology
- Department of General Services
- State Controllers' Office
- Office of Environmental Health Hazard Assessment
- California Energy Commission
- Air Resources Board

- Department of Transportation
- Franchise Tax Board
- Department of Conservation
- Department of Industrial Relations
- California State Teacher's Retirement System
- Department of Fish and Wildlife

2. State programs carried out under section 4 of the Assistive Technology Act of 1998;

The CDOR is the designated state entity for provision of the Assistive Technology (AT) Act services and, as such, does not require additional agreements to coordinate AT Act and VR services. For additional information on State programs carried out under section 4 of the Assistive Technology Act, refer to the response for Description (o) – State's Strategies, specifically the information under the following header: "How a broad range of Assistive Technology services and assistive technology devices will be provided to individuals with disabilities at each stage of the rehabilitation process; and on a statewide basis."

The state of California offers low-interest, guaranteed loans to finance AT or modified transportation through the Assistive Technology and Modified Transportation Loan Guarantee Program (LGP). The CDOR LGP has been inactive since 2014 when the prior financial lending partner ended their agreement with the CDOR. The AT Act / AT Hub grant concluded its previous 3-year cycle on June 30, 2018 and CDOR completed a Request for Application for a new 3-year cycle beginning July 1, 2018 and will conclude on September 30, 2021. The AT grant was finalized and executed in October 2018. The CDOR is currently working with the AT grantee to plan the next steps with identifying key financial partners to reinstate the LGP as well as begin the AT Lease to Own Program.

3. Programs carried out by the Under Secretary for Rural Development of the United States Department of Agriculture;

U.S. Department of Agriculture

The CDOR is not a part of an interagency cooperation on the utilization of services and facilities of the programs carried out by the Undersecretary for Rural Development of the U.S. Department of Agriculture. However, CDOR

field offices in rural areas do collaborate with local farm worker programs, such as CalAgrAbility, to coordinate and deliver services to farmworkers with disabilities.

4. Non-educational agencies serving out-of-school youth;

The CDOR serves out-of-school youth through multiple venues and methods. The CDOR Districts provide unique types of programs and services for youth and adults with disabilities. The majority of programs are with educational agencies (short or long-term training or educational programs). The CDOR Districts have strong working relationships with the local regional centers that serve youth and adults with intellectual disabilities and developmental disabilities. Similarly, CDOR Districts also have established working relationships with local county mental health and county welfare programs that also serve youth and adults with psychiatric disabilities. Additionally, some CDOR Districts have also formed connections with foster youth programs. The CDOR has established four third-party contractors to provide vocational services for out of school youth with behavioral health disabilities.

The CDOR developed a new mental health cooperative program in Ventura County. It went into effect early July and is scheduled for renewal in July 2022. The contract will serve 200 youth with psychiatric diagnosis.

The CDOR built upon existing relationships with the CDE to support information and referral services to out-of-school foster youth with disabilities, particularly those that suffer the traumatic effects of displacement from family and schools and multiple placements in foster care. In particular, CDOR initiated contact with a key entity within CDE titled, "Foster Youth Services Parent/Family and Community" that helps connect foster youth to services that include counseling, tutoring, mentoring, vocational training, training for independent living, and other related services. The CDOR intends to obtain and disseminate the contact information of local county CDE foster youth services coordinators to the CDOR districts to support local relationships and increase awareness about CDOR services in addition to sharing information about services available to foster youth through Foster Youth Services Coordinating (FYSC) Programs.

5. State use contracting programs.

Refer to the response for Description (c)(1) – Cooperative Agreements with Agencies Not Carrying Out Activities Under the Statewide Workforce Development System for information on State use contracting programs (particularly with the California Department of General Services).

d. Coordination with Education Officials

Describe:

1. DSU's plans

The designated State unit's plans, policies, and procedures for coordination with education officials to facilitate the transition of students with disabilities from school to the receipt of VR services, including pre-employment transition services, as well as procedures for the timely development and approval of individualized plans for employment for the students.

Coordination with Education Officials

The CDOR ensures coordination with education officials at the local, regional, and statewide level through a variety of mechanisms, as described below. At the local level, the CDOR has established cooperative agreements as described in Description B and has established a list of all California secondary schools and assigned a CDOR staff liaison to each secondary school to ensure VR and Pre-Employment Transition Services (CDOR Student Services) are made available, particularly those that do not have a cooperative agreement. The CDOR also provides training and technical assistance at the local and regional level to education officials on VR and pre-employment transition services. The CDOR coordinates services through an interagency agreement with the California Department of Education (CDE) as described in response to Description d (2)(A). The CDOR additionally coordinates with the Western Educational Corporation to encourage collaboration with Learn4Life Charter Schools doing business in California.

Consultation, Technical Assistance and Community of Practice

The CDOR provides consultation and technical assistance to support state and local agencies in planning for the transition of students with disabilities, including the provision of CDOR Student Services. Locally, each CDOR District has liaison staff to provide outreach, consultation, and technical assistance to local educational agencies seeking information on CDOR Student Services and VR services for students with disabilities. In addition, CDOR participates in the Community of Practice, which is supported by the National Association of Special Education Administrators and has created a shared work website for programs that support transition practices for

students with disabilities. The Community of Practice leadership team includes representatives from CDOR, CDE, the California Department of Developmental Services, the California Department of Social Services, the California Employment Development Department, the State Independent Living Council, educators, and parents who all share the goal of providing a seamless delivery of transition services to students with disabilities that lead to positive post school outcomes.

Regional Training and Technical Assistance Curriculum

In keeping with the goal of collaboration to support transitioning students with disabilities, CDOR and CDE collaboratively fund and provide a core series of regional training and technical assistance curriculum to local CDOR and Local Educational Agency (LEA) staff and partners. Expert consultants provide training on topics related to CDOR Student Services and vocational services and supports leading to employment for students and youth with disabilities. The trainings include topics such as employment preparation, job development and placement; transition-age youth; benefits planning and management. These trainings help support the further success of CDOR consumers who are students with disabilities in securing and maintaining employment. Trainings are provided, as mutually requested by CDOR and the local education agency. Approximately 20 trainings are provided annually.

Collaborative Team Process

In the coordination of goals, objectives, and services for transitioning students with disabilities, CDOR and LEAs are encouraged to use a collaborative team process to develop the transition services section of the Individualized Education Program (IEP) for students determined eligible for VR services. This process should include the involvement of the student, family, representatives of the LEA, CDOR staff when invited, and other service providers, as appropriate.

The CDOR and CDE's specific responsibilities are defined in the Interagency Agreement by each agency's applicable rules and regulations. The LEA is identified as the lead agency responsible for providing transition services by qualified personnel to students with disabilities to the point of exit from school. In planning for transition, the school should inform the

parents and the student with a disability no later than age 16 about CDOR services and facilitate the referral process.

When invited, CDOR staff attend IEP meetings to actively participate in the planning and development of pre-employment transition services and transition services for the individual student.

For CDOR, a student's Individualized Plan for Employment (IPE) must be coordinated with the IEP or 504 services, as applicable, for that individual in terms of the goals, objectives, and services identified in the education program

Determining Eligibility and Individualized Plan for Employment Development

The CDOR is responsible for determining eligibility for VR services needed to prepare for or obtain employment and is designated as the lead agency responsible for providing VR services by qualified personnel to students with disabilities meeting eligibility and Order of Selection requirements, as identified in the response for Description (m) – Order of Selection. The CDOR is providing Student Services (pre-employment transition services) to eligible and potentially eligible students with disabilities. In addition and where appropriate, when a student with a disability is referred to CDOR for vocational rehabilitation services, is determined eligible (60-days from the date of application), and is able to be served under an Order of Selection, CDOR develops the consumer's IPE. The IPE is developed within 90 days from the date of eligibility determination or by an agreed-upon extension date, and before leaving the school setting. The CDOR is responsible for providing and paying for the transition services, including CDOR Student Services, agreed upon in the IPE while the student with a disability is still in high school and continuing for the period the consumer is participating in the VR program.

Individualized Education Program or Individualized Plan for Employment Responsibilities

The CDOR and the CDE's responsibilities include the provision of services outlined and required by the IEP or IPE. When developing these plans, both agencies work to ensure duplication of services does not occur. Where responsibilities overlap, the primary responsibility for specific

services rests with the most appropriate agency, as determined by the consumer's present status and when an agency is legally obligated and funded to provide that service. When a service could be provided by either agency, the CDOR and LEAs use the following criteria to determine and assign the financial roles and responsibilities of each agency for the provision of the service:

- Determine the purpose of the service - Is it related more to an employment outcome or education?
- Determine if the service is customary - Is the service one that the LEA customarily provides under part B of the IDEA?
- Determine the student's eligibility for the service - Is the student with a disability eligible for transition services under the IDEA?

The local agency (LEA, SELPA, or other entity) that develops the eligible student's IEP is responsible for paying for the agreed upon transition services required to be provided under the IDEA. The CDOR is responsible for providing and paying for the VR services, including CDOR Student Services, included in the consumer's agreed upon IPE for the period the consumer is in high school and continues to participate in the VR program.

Outreach

The CDOR conducts outreach through third party agreement partners. To do so, the CDOR implements procedures for enhancing outreach and identification of students with disabilities in need of transition services. The outreach by VR counselors includes a description of the VR program, eligibility requirements, application procedures and scope of services that may be provided to eligible individuals. The CDOR provides local presentations and informational literature to LEAs, educators, student associations, and parents about CDOR eligibility and program services. Additionally, CDOR assigns liaison VR Counselors to many secondary schools as a single point of contact for Special Education departments. Each liaison assists in the identification of local coordination activities between CDOR and the LEA and is responsible for annually reviewing the interagency agreement with designated LEA staff. The CDOR will continue to provide outreach and information to high schools about available VR services.

Collaboration with Partners

The CDOR communicates the value and benefits of VR services by reaching out to organizations that serve and represent students with disabilities, including parent resource centers, Independent Living Centers, Regional Centers, and organizations that serve youth with disabilities that are blind or visually impaired or deaf or hard of hearing.

Cooperative Programs Annual Meetings

The CDOR Cooperative Programs Section has implemented annual in-person meetings by cooperative program type. These meetings have provided an opportunity for CDOR field staff, cooperative programs and stakeholders the opportunity to engage in reciprocal conversation, sharing of ideas and communication on new policy, emerging service strategies, best practices and participant success. By conducting these meetings in the community it allows for greater participation of CDOR and cooperative program staff that enhances cooperative program CDOR student services and vocational service delivery.

Pre–Employment Transition Services

The CDOR will engage or engaged in the following activities to coordinate with schools and provide Pre–Employment Transition Services (CDOR Student Services):

- Developed and published a “Services to Youth” Webpage on the CDOR Internet in January 2018.
- Established and maintain a CDOR School Liaisons to secondary schools in August 2017.
- Communicated and will continue to communicate the statewide availability of pre-employment transition services with Special Education Local Planning Area Directors and the Advisory Commission on Special Education.
- Outreached and will continue to outreach to schools and closer coordination between VR and LEA staff that do not currently have a Transition Partnership Program cooperative arrangement.
- Expand transition services beyond school to work to include school to postsecondary training transitions.

- Provide information about the transition from school to work at an earlier age to eligible and potentially eligible students with disabilities.
- Provide work incentives education and planning services to students as well as parents and guardians of students with disabilities.
- Provide specialized training and increase awareness for VR staff and service providers on the unique needs of students with disabilities.

In addition, CDOR will utilize a variety of methods to ensure the provision of CDOR Student Services to students with disabilities:

- **Job Exploration Counseling:** This service will be provided by CDOR field team members. It will also be provided to some students with disabilities through TPP third-party cooperative arrangements and through purchased services provided through other contracts or fee for service arrangements through LEAs, CRPs, or other providers.
- **Work-Based Learning Experiences:** CDOR VR team members will arrange for on-the-job trainings, internships, apprenticeships, work experiences, and other work-based learning experiences for students with disabilities through direct interaction with businesses, TPP third-party cooperative arrangements, and through vocational services provided through other contracts or fee-for-service arrangements through LEAs or CRPs.
- **Counseling on Postsecondary Education Opportunities:** This service will be provided primarily by CDOR VR team members. Team members may also arrange for the provision of this service through contracts or fee-for-service arrangements through LEAs, CRPs, or other providers.
- **Workplace Readiness Training:** CDOR VR team members will provide training on workplace readiness skills, including soft skills, financial literacy, independent living skills, and resume development, or arrange for training through TPP third-party cooperative arrangements as well as other contracts or fee-for-service arrangements through LEAs, CRPs, or other providers. As part of the financial literacy component, CDOR Work Incentives Planners will provide limited Work Incentives Planning services to students who are Supplemental Security Income or Social Security Disability Insurance recipients who need support and information regarding the impact of paid work experience on their benefits.

- **Instruction in Self-Advocacy:** The CDOR VR team members provide training on self-advocacy. It will also be provided to some students with disabilities through TPP third-party cooperative arrangements as well as through other contracts or fee-for-service arrangements. Activities that will support the CDOR Student Services methods above include the following:
 - The TPP contract services have been revised to emphasize the provision of CDOR Student Services.
 - The CDOR developed new CRP work experience services, in which work experiences are arranged by CRPs across the state that serve as the employers of record.
 - The CDOR established and expanded contracted work experience opportunities through WE Can Work contracts, in which LEAs serve as the employer of record.
 - The CDOR will continue to establish other work opportunities in collaboration with the local America's Job Center of California (AJCC).
 - The CDOR will continue STEPS, as funding permits, in collaboration with local workforce boards to provide work experience job training to that is aligned with the employment needs of business partners.
 - The CDOR will develop additional work opportunities for students with disabilities on an ongoing basis by working directly with businesses and establishing the Community College Foundation as the employer of record.
 - The CDOR will additionally prioritize the development of a fee-for-service service option for self-advocacy training.

2. Information on the formal interagency agreement with the State educational agency with respect to:

A. Consultation and technical assistance to assist educational agencies in planning for the transition of students with disabilities from school to post-school activities, including VR services;

Interagency Agreement with the California Department of Education

Introduction

Under the WIOA, the IDEA and the Rehabilitation Act of 1973 require State Educational Agencies (SEA) and VR agencies to plan and coordinate transition services, as well as pre-employment transition services (CDOR Student Services) for students with disabilities through a formal interagency agreement. In October 2018, CDOR signed an updated interagency agreement with the CDE to facilitate collaboration and shared responsibilities to increase opportunities for successful transition to adult life and employment for all students with disabilities. VR services may be provided to students with disabilities and youth with disabilities; CDOR student services may only be provided to students with disabilities.

The purpose of the agreement is to create a coordinated system of educational and VR services, including CDOR Student Services, for students with disabilities to facilitate a smooth transition from secondary education to post-secondary employment-related activities and competitive integrated employment. For the purposes of this agreement, interagency cooperation and collaboration for transition planning and services will be focused on students with disabilities who are enrolled in secondary school programs and are potentially eligible or eligible for services from CDOR. This includes students with disabilities who are served under the IDEA, regardless of where services are provided, and students with disabilities served in general secondary instructional programs and who are not served under IDEA.

I. Consultation and Technical Assistance

The CDOR will provide consultation and technical assistance to assist LEAs in planning for the transition of students with disabilities from school to post-school activities, including CDOR Student Services and other VR services. Technical assistance may be provided through teleconference calls, in-person presentations/meetings, or through informational material.

The CDE will provide CDOR with informational material for CDOR staff on mandated secondary transition planning under IDEA for students who have an Individualized Education Program (IEP).

Additionally, statewide and local joint trainings with topics addressing DOR Student Services and transition services will be made available to special education teachers, administrators, parents, and students by CDOR and

CDE. Other training opportunities will be presented to agencies (e.g. County Mental Health programs, AJCCs, Employment Development Department, and Department of Developmental Services) that could individually or collectively share in the responsibility for providing transition-related services to youth and students with disabilities.

The CDOR has established a core series of training curriculum designed for local CDOR and LEA staff. Expert consultants in their respective fields provide training modules that include:

- CDOR Student Services Work Based Learning Experiences.
- CDOR Student Services Workplace Readiness Training.
- CDOR Student Services Instruction in Self-Advocacy.
- Job Development, Placement and Retention.
- Benefits Planning and Management.
- Transition Age Youth.
- Collaboration and Building Partnerships for Successful Employment.

II. Transition and DOR Student Services Planning Collaborative Transition Planning and Development for Individualized Program Plans – IEP and IPE

A student's IEP will include appropriate measurable postsecondary goals based upon age appropriate transition assessments related to training, education, employment, and, where appropriate, independent living skills and the transition services (including courses of study) needed to assist the student in reaching those goals.

The CDE will encourage LEAs to invite DOR staff to IEP meetings and other team meetings, to the extent appropriate and with the consent of the parent or adult child, so the DOR can provide information, technical assistance, and information and referral as needed for eligible or potentially eligible students with disabilities.

The CDOR staff will attend IEP meetings, when invited, to actively participate in the planning and development of CDOR Student Services and transition services for the individual student.

For each eligible secondary student with a disability who applies for VR services, CDOR will develop an Individualized Plan for Employment (IPE) before the student leaves the school system or within 90 days of eligibility determination, whichever occurs first.

The LEA and CDOR will use a collaborative team process to develop the transition services section of the IEP and the IPE for the transitioning student.

III. Outreach

Procedures for Outreach and Identification of Students with Disabilities

To enhance outreach and identification of students with disabilities that need CDOR Student Services and transition services by VR and education, local CDOR districts and LEAs will work together to develop policies and/or procedures to ensure access to these services. The CDOR outreach procedures to students will include sharing information on the VR program, eligibility requirements, application procedures, and the scope of services that may be provided to eligible individuals.

IV. Coordination

State Level Coordination

The CDOR and the CDE are responsible for providing leadership and monitoring to local CDOR offices and LEAs, respectively, to facilitate the development of cooperative programs for secondary students, memorandums of understandings, and identification of students with disabilities who are either potentially eligible or eligible for the VR program. The CDOR and CDE staff will work cooperatively with other state programs and agencies to ensure that CDOR students/consumers have access to the resources available through the workforce development system.

State and local staffs from each agency will work together to plan and implement evaluation activities, including individual accountability measures, for shared students/consumers. These activities should address program effectiveness, consumer satisfaction, longitudinal outcomes, cooperative research and pilot projects, and other joint efforts to document and improve the effectiveness of transition services.

Local Level Coordination

Each local administrator, or designee, will be responsible for the coordination of transition-related activities both within his or her own agency and with other agencies. This will serve a variety of purposes, including, but not limited to coordination of resource information, outreach, program information dissemination, research and evaluation, including student follow-up studies and, facilitating annual meetings of interagency personnel who serve secondary students with disabilities for the provision of CDOR Student Services and transition services.

The LEAs and CDOR districts will utilize the following resources to assist in local coordination activities:

- School Contact List - The CDOR has developed a school contact list to identify school liaisons for each secondary school district in California. The school contact list consists of over 500 secondary school districts. It serves a variety of purposes, such as the coordination of resource information, outreach, and program information dissemination.
- Memorandums of Understanding (MOUs) - The CDOR and CDE recommend and encourage the development of local MOUs between the CDOR and LEA. These MOUs will serve to facilitate and coordinate CDOR Student Services and transition services for secondary students with disabilities. State technical assistance will be provided to form such agreements. MOUs are also encouraged between the CDOR and Charter Schools. The CDOR developed a MOU template to encourage collaboration with Learn4Life Charter Schools. Through this MOU, the parties define participating sites and how they will create a coordinated system of education and VR, including referrals for services for students with disabilities.
- Local Partnership Agreements - Collaborations may also include Local Partnership Agreements encouraged by CDE, CDOR, and the Department of Developmental Services (DDS) as an initiative of the [CIE Blueprint](#) to provide opportunities to students with intellectual disabilities and developmental disabilities.

MOUs with Local Education Agencies

The CDOR established partnerships between several LEAs and CDOR districts to initiate a local Memorandum of Understanding (MOU). The CDOR shared with LEAs the CDOR/CDE Interagency Agreement and Appendix A, as well as three newly developed resources: the Collaboration

Worksheet, CDOR School Contact List, and a CDOR Student Services flyer. In particular, the departments created the Collaboration Worksheet to complement Appendix A from the Interagency Agreement. It aims to support the development of strategies that will work best in the LEA/CDOR district. Topics include but are not limited to referral to CDOR Student Services, student access, and other key processes – understanding that different areas will have different resources and needs.

LEA-CDOR Local Interagency Agreement Template

The CDOR and CDE shared with LEAs Appendix A of the interagency agreement to be used as a template for developing local agreements. The LEAs and CDOR districts will use this template to help facilitate the integration and coordination of transition services and CDOR Student Services for students with disabilities who are enrolled in secondary education and are eligible, or potentially eligible, to receive vocational rehabilitation (VR) services. Specifically, the intent of the agreement is to:

- Define the responsibilities of LEAs and CDOR districts.
- Provide for efficient and effective utilization of resources.
- Minimize duplication.
- Provide a foundation for continuous, effective working relationships between LEAs and CDOR districts.

Each local administrator, or designee, will be responsible for the coordination of transition-related activities both within his or her own agency and with other agencies.

Refer to Description (d)(1) – Coordination with Education Officials, specifically the paragraphs titled “Consultation, Technical Assistance and Community of Practice” and “Regional Training and Technical Assistance Curriculum”.

B. Transition planning by personnel of the designated State agency and educational agency that facilitates the development and implementation of their individualized education programs;

Refer to Description (d)(1) – Coordination with Education Officials, specifically the paragraph titled “Collaborative Team Process”.

C. Roles and responsibilities, including financial responsibilities, of each agency, including provisions for determining State lead agencies and qualified personnel responsible for transition services;

Refer to Description (d)(1) – Coordination with Education Officials, specifically the paragraphs titled “Collaborative Team Process” and “Individualized Education Program or Individualized Plan for Employment Responsibilities”.

D. Procedures for outreach to and identification of students with disabilities who need transition services.

Refer to Description (d)(1) – Coordination with Education Officials, specifically the paragraph titled “Outreach” for additional information on CDOR’s outreach efforts.

e. Cooperative Agreements with Private Nonprofit Organizations

Describe the manner in which the designated State agency establishes cooperative agreements with private non-profit VR service providers.

CDOR Response: Cooperative Agreements with Private Nonprofit Organizations. The CDOR develops federally–required cooperative agreements with private non–profit organizations consistent with California State Contracting Rules, CDOR Title 9 Regulations, and internal policy and procedures for the establishment, development, or improvement of CRPs. CDOR pays CRPs through fee–for–service or contractual agreements to deliver authorized assessment, training, employment, and specialized support services provided to CDOR applicants or consumers.

Fee–for–Services

Fee–for–services are paid to approved vendors per CDOR’s Uniform Fee Structure for CRP Providers. The Uniform Fee Structure applies only to those CRPs in a fee–for–service relationship with CDOR. The Uniform Fee Structure does not apply to services provided under a cooperative program or case service contract as described in the response for Description (b)(1) – Request for Waiver of Statewideness. The types of services provided include:

- **Assessment Services** – improves a consumer’s outcome by identifying specific barriers to employment and recommendations to eliminate those barriers.
- **Training Services** – enhances a consumer’s employability by providing necessary interactions that remove employment barriers, provide for specific occupational training, or develop appropriate personal and work behaviors, as outlined in a rehabilitation plan.
- **Job–Related Services** – assists a consumer, in an organized planned manner, to prepare for, obtain, and retain employment, and includes supported employment services.
- **Support Services** – provides direct services such as Independent Living skills training and assistive technology assessments that enhance independence and employability for CDOR consumers.

- CDOR Student Services – provides Pre-Employment Transition Service to students with disabilities through a work experience opportunity.

As an action item in California’s CIE Blueprint, CDOR collaborated with DDS and CDE to develop a service delivery system change task force. The key entities in addition to the three departments include the Association of Regional Center Agencies (ARCA), representatives from regional center and WorkAbility I partners and a Family Empowerment Center. The purpose of the task force is to provide targeted technical assistance and training to Local Partnership Agreements (LPAs) for the provision of services to individuals with ID/DD, including coordination of supported employment services and extended services to youth with the most significant disabilities.

The task force’s efforts include making available training and technical assistance that may impact programs and services such as:

- CDE funded transition services
- CDOR funded Student Services
- DDS funded day programs
- DDS funded work activity programs
- CDOR and DDS funded supported employment programs

New or Expanded VR Services

The need for new services or expansion of VR services by a CRP may be directly identified by CDOR’s District, through the needs assessment process identified in Description (j) – Statewide Assessment, or by individual requests by consumers. When a needed VR service is identified for a consumer, CDOR will first seek services from current CDOR certified CRPs. In establishing a new vendor, or a new or added service, CDOR staff considers departmental priorities using the following criteria: there is an identified need for the service, and a sufficient number of CDOR applicants and consumers exist to sustain the service; there are no other providers; current providers or cooperative partners cannot fill the need; and, the new service or vendor will fill a service gap for the unserved or underserved population.

In June 2018, CDOR established a new customized employment service description and rates to be piloted. The CDOR initiated pilot programs of the new service in July 2018 that continued through June 2019.

As of August 2019, CDOR customized employment programs have led to the creation of three full-time positions for CDOR consumers. An additional 16 consumers are currently progressing through the customized employment process and further pilot cohorts are expected to start in 2020.

The CDOR is working to identify additional customized employment sites statewide.

CDOR Community Resources Development Section

The CDOR's Community Resources Development section is responsible for the vendorization and certification functions of CRPs. All new CRPs go through a vendorization process. Further, any new or expanded services beyond those currently approved and offered by a current vendor is subject to the approval procedures in place at the time of the submission of the request. Certain vendors or service categories may require CDOR executive level approval. Once vendorized to provide VR services, each CRP is formally notified of the approved VR service type(s), along with the corresponding CDOR approved standardized fee rate(s) established in 2009 and increased in 2019.

Case Service Contracts

When CDOR identifies a need for VR services to be provided by CRPs to consumers served through local public agency cooperative arrangements identified in the response for Description (b) – Request for Waiver of Statewideness, CDOR's Cooperative Programs Section assists Districts and CRPs in developing case service contracts. These contracts are negotiated between CDOR and the CRPs to indicate the specific VR services, the number of consumers to be served, expected contract outcomes, and the costs needed to provide these services to consumers. Currently, the majority of these contracts are developed to provide VR services to consumers participating in the mental health cooperative agreements.

Certification, Review and Technical Assistance

All CRPs are required to maintain their certification, and those providing work-related programs are required to be accredited by the Commission on Accreditation of Rehabilitation Facilities. The CDOR may waive the accreditation requirements if a CRP's annual service expenditures are at or below \$50,000 for three prior consecutive years. CDOR's Community Resources Development Section reviews that CRPs are consistent with CDOR Title 9 Regulations to assure the quality of services, as well as the safety of consumers, and identify any needed improvements. For CRPs associated with cooperative agreements, the CDOR Cooperative Programs Section will also perform program reviews to evaluate their effectiveness in meeting the contract VR service objectives and identify any needed improvements. In addition, CDOR's Community Resources Development Section and, or, the Cooperative Programs Section will provide technical assistance in response to CRPs' questions or concerns when needed or upon request.

Efforts to Ensure Quality Services and Resources

The CDOR strives to maintain regulatory compliance and advocates for consumer and vendor service quality. Several efforts are taking place to provide quality services and resources for consumers:

- The CDOR continues to review and consolidate Individual Service Providers, which consist of individuals contracted to provide VR services, in an effort to maintain consistent, fair, and effective services.
- The CDOR's Community Resources Development Section continues to conduct comprehensive certification and site reviews of CRPs. The focus of the review process is maximizing employment outcomes for CDOR consumers.
- Efforts are taking place to update the CRP Vendorization and Certification Guidelines with information on CDOR Student Services (Pre-Employment Transition Services) and Customized Employment services.

f. Arrangements and Cooperative Agreements for the Provision of Supported Employment Services

Describe the designated State agency's efforts to identify and make arrangements, including entering into cooperative agreements, with other State agencies and other appropriate entities in order to provide supported employment services and extended employment services, as applicable, to individuals with the most significant disabilities, including youth with the most significant disabilities.

CDOR Response: Arrangements and Cooperative Agreements for the Provision of Supported Employment Services.

The CDOR identifies and makes arrangements with private non-profit organizations, as identified in the response for Description (e) – Cooperative Agreements with Private Nonprofit Organizations, to provide Supported Employment services for individuals with the most significant disabilities, including youth with the most significant disabilities.

The CDOR collaborates with entities including the DDS, Regional Centers, CDE, LEAs, the California workforce development system, local county mental health agencies, CRPs, including Independent Living Centers, business partners, and other community partners to provide competitive integrated Supported Employment services to eligible individuals. The CDOR works with over 100 Supported Employment providers statewide with associated locations and satellite offices.

The CDOR, DDS, and CDE additionally are establishing Local Partnership Agreements (LPAs) consistent with the Competitive Integrated Employment: Blueprint for Change. The LPAs are intended to encourage the sharing of resources to support person centered planning and pre-vocational services that may be provided prior to an individual's referral to CDOR for Supported Employment. As of October 2019, 38 LPAs have been submitted. Examples of LPA activities include, but are not limited to:

- The Tri Counties LPA created a universal referral process in which the core partners contact the individual and family to determine needs for work training, employment-related services and supports, secure "release of information" permission, determine which agencies/institutions should be included based on individual's needs, and complete a "Universal Referral Sheet", send Universal Referral

Sheet to agencies, institutions involved or potentially involved with the individual, contact potential staff members to identify a conference call or face-to-face meeting.

- The San Bernardino City LPA Collaborative is developing and implementing Career Technical Education (CTE) class offerings to enhance workplace skills for students with intellectual and developmental disabilities (ID/DD), i.e. foundational employment skills, self-determination, workplace technology etc. They are also participating in school district administrative meetings to collaborate about effective CTE class offerings for high school students.
- The Sonoma Napa LPA partners are further exploring the organizational structure within the LPA, to be functional within the local planning area, including development of subcommittees to focus on specific interests.

In California, CDOR and DDS utilize the hourly rates for Supported Employment job coaching, intake, placement, and retention services that are statutorily–defined. The current rates were set in 2015 (Assembly Bill X2-1) and increased again by DDS after surveying providers in 2016. The CDOR Supported Employment services begin after job placement and are for the purpose of maintaining and supporting an individual with a most significant disability in competitive integrated employment.

Sources of extended services vary depending on the individual’s eligibility for other programs or availability of other resources and CDOR partners with other agencies, and employers for natural supports, to ensure supported employment consumers have a source of extended services. The CDOR will provide extended services to youth with the most significant disabilities when other extended services are unavailable, as appropriate. The following are examples of sources of extended services that are not provided by CDOR and are provided to eligible individuals regardless of age:

- Individuals with mental illness may be provided extended services by county mental health agencies, which may allocate Medi–Cal, Mental Health Services Act, or Short–Doyle funds as determined by each county. Short-Doyle funds are provided to local governments to establish and develop locally administered and controlled community mental health programs.

- Social Security Administration Work Incentives, such as Impairment Related Work Expense or an approved Plan for Achieving Self Support.
- Supported employment services provided under Veteran's Health Administration Compensated Work Therapy Program.

California state regulations do not allow Traumatic Brain Injury state match funds to be used for extended services. Consumers with a Traumatic Brain Injury (TBI) that require extended services such as ongoing support needed to maintain Supported Employment, such as job coaching, can be served through additional resources at local Independent Living Centers and other TBI service providers support through state general funds.

Whenever possible, building natural supports at the workplace for consumers with Supported Employment needs is encouraged. Natural supports allow the strengthening of the relationship between employer and consumer, supporting long-term successful outcomes and to develop opportunities for competitive integrated employment, to the greatest extent practicable.

California Initiatives

California has enacted legislation and implemented statewide initiatives that have made an impact on the provision of Supported Employment services to individuals with intellectual and developmental disabilities:

- The Lanterman Developmental Disabilities Services Act (Welfare. & Institutions Code, section 4500, et. seq.) provides Californians with ID/DD the right to obtain services and supports to enable them to live a more independent life; this includes the funding for Supported Employment extended services. This Act is unique to California.
- Assembly Bill (AB) 287 (2009) established the Employment First Policy, which led to a standing Employment First Committee formed by the State Council on Developmental Disabilities. The bill expands employment opportunities for people with ID/DD and identifies best practices and incentives for increasing integrated employment and gainful employment opportunities for people with intellectual and developmental disabilities. The CDOR is an active participant in the

State Council on Developmental Disabilities' Employment First Committee to help with transition planning.

- AB 1041(2013) established in statute California's Employment First policy. The policy was established to make services and supports available to enable persons with developmental disabilities to have similar everyday living to those persons without disabilities and to support the integration of persons with developmental disabilities into their community.
- California Competitive Integrated Employment: Blueprint for Change Employing Individuals with Intellectual Disabilities and Developmental Disabilities in California. In December 2014, CDOR, the California Department of Education, and the California Department of Developmental Services entered into a Memorandum of Understanding to further advance the state's "Employment First" Policy and other federal and state laws to address employment in integrated settings, at competitive wages, for individuals with intellectual and developmental disabilities. In March 2017, the Competitive Integrated Employment: Blueprint for Change was completed, and outlines plans for the following goals:
 - Improving collaboration and coordination between the three departments to prepare and support all individuals with ID/DD who choose competitive integrated employment;
 - Building capacity to increase opportunities for individuals with ID/DD who choose competitive integrated employment to prepare for and participate in the California workforce development system; and,
 - Increasing the ability of individuals with ID/DD to make informed choices, adequately prepare for, transition to, and engage in competitive integrated employment.
- Promoting the Readiness of Minors in Supplemental Security Income (CaPROMISE) is a joint initiative of the U.S. Department of Education, Social Security Administration, Department of Health and Human Services, and Department of Labor and was awarded to California in October 2013. The CDOR is the lead coordinator for the grant in California. CaPROMISE worked to improve the coordination of services and supports for child Supplemental Security Income recipients and their families in order to achieve improved education

and employment outcomes and reduce reliance on Supplemental Security Income. Services provided under the grant ended on June 30, 2019, while data collection and analysis will continue through September 2020. The following are lessons learned from CaPROMISE that provide the framework for continued system change to benefit youth and students with disabilities and their families:

- Utilization of person-driven planning is essential to identify an individual's employment goals, and service and resource needs to ensure success.
 - Family engagement is vital as family support is critical to the long-term success of the youth or student.
 - Providing work-based learning opportunities promote future career development.
 - Interagency collaboration is essential for increasing a student's self-sufficiency.
 - Providing benefits planning to the individual and family is critical to short and long-term success in competitive integrated employment.
- CA Career Innovations (CCi): Work-Based Learning Model Demonstration. The CDOR has partnered with San Diego State University, Interwork Institute to evaluate the effects and benefits of work-based learning experiences to prepare students with disabilities to enter post-secondary education and competitive integrated employment. CCi has enrolled 824 students with disabilities to participate in the project, including students with the most significant disabilities, who are ages 16 through 21, and have Individualized Education Program or 504 plans.
 - In July 2016, CDOR established the Achieving Community Employment (ACE) Team to provide career counseling and information and referral (CC&IR) services. ACE Counselors located in eight regions statewide provide CC&IR services to inform individuals working at subminimum wage (SMW) about and encourage the exploration and achievement of competitive integrated employment. The participants also receive information about available employment resources and supportive services. As of July 2019, the CDOR ACE Team coordinates with 88 California employers holding 14(c) SMW certificates, including 79 CRPs, five businesses, three Patient Worker programs, and one School Work

Experience Program, with approximately 12,255 reported workers. The number of employers with 14(c) certificates has decreased from 150 to 79, and correspondingly the reported number of workers receiving CC&IR services decreased from 19,669 in 2016 to 12,255 in 2019. The CDOR expects this downward trend to continue between 2020 and 2024.

g. Coordination with Employers

Describe how the designated State unit will work with employers to identify competitive integrated employment and career exploration opportunities in order to facilitate the provision of:

1. VR services; and

Coordination with Employers. In regard to coordination with employers and VR services, CDOR provides this description through the “Services to Businesses” goals and objectives in Description (o)(1) – State’s Strategies.

The CDOR continues to work with employers to identify competitive integrated employment and career opportunities to facilitate the provision of VR services for consumers. Some ways CDOR works with businesses include:

- Engaging the workforce development system and the business community via effective outreach, relationship and partnership building. Maintain regular CDOR participation at each of the 14 Regional Planning Units and on each local workforce development board.
- Exploring and informing CDOR counselors and consumers of local opportunities to obtain non-degree credentials, including certificates, industry certifications, apprenticeship certificates, and occupational licenses with CTE, workforce, and businesses to build an inclusive and skilled future workforce.
- Emphasizing and supporting increased earn-and-learn opportunities for consumers including on-the-job training (OJT), paid work experiences, internships, and apprenticeships with businesses.
- Identifying and providing early interventions to address potential employment barriers, such as providing work incentive planning support, workplace readiness training, self-advocacy training and work-based learning opportunities.
- Ensuring each Regional Director or Regional Business Specialist meets with local business leaders from identified in-demand sectors, as determined by their local Regional Planning Unit, to develop working partnerships or establish initiatives that support hiring and/or recruitment of individuals with disabilities.

- Accessing and utilizing labor market information (LMI), including, but not limited to, CalJOBS, World of Work Inventory, The Career Index Plus, Career Zone, and Careerinfo.net, to inform plans that help businesses meet their recruitment and talent needs.
- Informing business partners on hiring incentives and resources (e.g. Work Opportunity Tax Credit, Talent Acquisition Portal, Disability Awareness training, the Assistive Technology network, and CDOR Business Based Services) to support businesses employing, supporting, retaining and promoting qualified talent with disabilities.

Some examples of how CDOR has partnered with businesses to promote competitive integrated employment and career experiences for consumers include:

- Participating and hosting events to build business partnerships and increase career opportunities for consumers.
- Forming statewide partnerships with businesses.
- Providing training to CDOR staff on working with businesses and developing job opportunities.
- Offering training to businesses: CDOR produced and posted videos of disability access, disability accommodations, or disability awareness trainings on YouTube. These video trainings are produced in collaboration with the California Workforce Association and can be found on the CDOR's YouTube channel.

<https://www.youtube.com/user/DORCalifornia>

2. Transition services, including pre-employment transition services, for students and youth with disabilities.

The CDOR redirected 210 field staff, Qualified Rehabilitation Professionals and Service Coordinators, to provide CDOR Student Services to students with disabilities. The Student Services staff outreach to employers and contractors to make available work-based learning experiences and work-readiness training to students with disabilities through We Can Work and STEPS.

We Can Work (WCW)

The WCW job opportunities are administered through case service contracts between CDOR and LEAs. The purpose of these contracts is to

afford students with disabilities an opportunity to participate in CDOR Student Services work-based learning experiences.

We Can Work is available to students with disabilities who are potentially eligible and eligible for VR services. Work-based learning experiences are provided primarily with community businesses that have been developed by the WCW contracts. The WCW job opportunities are offered through community employers that have been developed by the WCW contracts. Through WCW, students with disabilities have the opportunity to explore competitive integrated employment settings and work with the community employers on career exploration.

Summer Training and Work Experience Program for Students (STEPS)

STEPS is a contract between CDOR and the Foundation for California Community Colleges (FCCC) with assistance from the California Employment Training Panel. The FCCC in partnership with CDOR provides “Employer of Record” services to assist potentially eligible and eligible students with disabilities in obtaining valuable work experience. The FCCC only serves as the employer of record; it will not be involved in job development activities. Job development may be conducted by a community rehabilitation program, a cooperative programs partner, or CDOR staff.

The intent of the contract is to partner with local workforce boards supported by America’s Job Center of California (commonly known as AJCC) to find students with disabilities employment opportunities throughout the state.

The STEPS is available to students with disabilities who are potentially eligible and eligible for VR services.

Additional information on CDOR’s efforts to work with employers to provide competitive integrated employment and career exploration for students and youth with disabilities can be found in goal three under the “Increasing the Quality and Quantity of Employment Outcomes” priority in Description (o)(1) – State’s Strategies.

h. Interagency Cooperation

Describe how the designated State unit will collaborate with the State agency responsible for administering each of the following programs to develop opportunities for competitive integrated employment, to the greatest extent practicable:

1. The State Medicaid plan under title XIX of the Social Security Act;

Refer to Description (c)(1) – Cooperative Agreements with Agencies Not Carrying out Activities under the Statewide Workforce Development System, specifically the following paragraph:

California Department of Developmental Services: Individuals Eligible for Home and Community Based Waiver Programs

While CDOR has a formal agreement with the California Department of Developmental Services (DDS), California's State agency responsible for administering the Home and Community Based Services waiver for the State Medicaid plan under Title XIX of the Social Security Act (42 U.S.C. 1396 et seq.), CDOR and DDS continue to work together to overcome challenges sharing individual client data challenges across the two departments.

The DDS has the primary responsibility to provide services and supports for individuals with intellectual and developmental disabilities, including extended services for individuals ages 22 and older who have been determined to be eligible for home and community-based services under a Medicaid waiver, Medicaid State plan amendment, or other authority related to a State Medicaid program period.

Collaborative efforts to support community integration of individuals who are eligible for Home and Community Based Services waiver programs include CDOR district staffs' participation in person-centered planning meetings, when invited. The CDOR is also supporting discussions with DDS for improved coordination of Individualized Education Programs and Individual Program Plans for eligible individuals. The CDOR is also collaborating with DDS to support opportunities for competitive integrated employment through the CIE Blueprint as described in the response to description (f) - Arrangements and Cooperative Agreements for the Provision of Supported Employment Services.

2. The State agency responsible for providing services for individuals with developmental disabilities; and

CDOR addressed its collaboration with DDS, the agency responsible for the State Medicaid plan under title XIX of the Social Security Act and the provision of services for individuals with ID/DD in the previous section to this description. CDOR's cooperation with DDS is described throughout the State Plan, particularly in Description (f) – Arrangements and Cooperative Agreements for the Provision of Supported Employment Services.

3. The State agency responsible for providing mental health services.

Refer to Description (c)(1) – Cooperative Agreements with Agencies Not Carrying out Activities under the Statewide Workforce Development System, specifically the following paragraph:

Coordination with the State Agency Responsible for Providing Mental Health Services

In California, the State agency responsible for mental health services is the California Department of Health Care Services. The CDOR has developed a Memorandum of Understanding with the Department of Health Care Services to establish a framework for collaboration between CDOR and the Department of Health Care Services to provide local technical assistance and support in order to strengthen existing CDOR Mental Health Cooperative Programs or to develop new patterns of vocational rehabilitation services available to individuals living with severe mental illness, with the ultimate goal of ensuring that consumers have access to a comprehensive, coordinated, and quality service delivery system, which includes competitive integrated employment and, as appropriate, supported employment services.

The CDOR is also a member of the California Mental Health Planning Council, which evaluates the behavioral health system for accessible and effective care. It advocates for an accountable system of responsive services that are strength-based, recovery-oriented, culturally competent, and cost-effective.

i. Comprehensive System of Personnel Development; Data System on Personnel and Personnel Development

Describe the designated State agency's procedures and activities to establish and maintain a comprehensive system of personnel development designed to ensure an adequate supply of qualified State rehabilitation professional and paraprofessional personnel for the designated State unit, including the following:

1. Data System on Personnel and Personnel Development

A. Qualified Personnel Need

Describe the development and maintenance of a system for collecting and analyzing on an annual basis data on qualified personnel needs with respect to:

- i. The number of personnel who are employed by the State agency in the provision of VR services in relation to the number of individuals served, broken down by personnel category;
- ii. The number of personnel currently needed by the State agency to provide VR services, broken down by personnel category; and
- iii. Projections of the number of personnel, broken down by personnel category, who will be needed by the State agency to provide VR services in 5 years based on projections of the number of individuals to be served, including individuals with significant disabilities, the number of personnel expected to retire or leave the field, and other relevant factors.

CDOR Response: The CDOR, in partnership with the SRC, develops and maintains a Comprehensive System of Personnel Development to ensure a sufficient workforce of qualified state rehabilitation personnel, including professionals and paraprofessionals, is in place for the timely and successful delivery of VR services to Californians with disabilities.

The CDOR has a comprehensive system for collecting, maintaining, and analyzing, on an annual basis, data on qualified personnel needs. Personnel position reports are created by CDOR Human Resources' (HR) position control utilizing data collected from the State Controller's Office. The data reflecting current position allocations and position location is shared on a monthly basis with CDOR's field division. The CDOR's field

division determines any changes in position allocation for their division and informs HR of any potential changes.

Vocational Rehabilitation Services Delivery

The VR Counselors are exclusively responsible for the following five functions: eligibility determination; priority of service; Individualized Plan for Employment approval and signature; Individualized Plan for Employment revisions or amendments; and determination that a successful employment outcome has been achieved and the record of services can be closed.

Collectively, the VR Counselor, Service Coordinator, Business Specialist, Work Incentives Planner, and Case Support Staff focus on providing VR services necessary for consumers to prepare for, find, and retain employment. VR service delivery is focused on person-centered/whole person care via cross-agency collaboration and systems alignment.

The table below shows the positions, vacancies, projected vacancies, and ratio of consumers served per staff member for CDOR field division staff who provide VR services.

CDOR Position Title	Total Positions	Current Vacancies	Projected Vacancies Over the Next 5 Years	Ratio of Consumers per Staff Member*
Team Manager	122	16	38	894
Senior Vocational Rehabilitation Counselor	567	17	166	192
Regional Business Specialist	47	11	15	2,320
Business Specialist / Work Incentive Planner	271	0	91	402

/ Services Coordinator				
Case Support Staff	183	6	60	596
Regional Director	14	0	4	7,789
District Administrator	14	0	4	7,789
Medical Consultant	5	3	2	21,810
Consulting Psychologists	3	0	1	36,349
Mobility Evaluation Specialist	1	0	0	109,048
Teacher, Orientation and Mobility for the Blind	7	2	2	15,600
Teacher, Typing and Braille	2	0	0	54,500
Teacher, Home Economics	1	0	0	109,048
Counselor, Orientation Center for the Blind	2	0	0	54,500
Vocational Instructor	3	0	1	36,350
Physician and Surgeon	1	0	0	109,048
Optometric Consultant	1	1	0	109,048

*Ratio based on total number of positions at the end of FFY 2019.

In April 2018, CDOR redirected 105 VR counselors and 105 Service Coordinators to work directly with eligible and potentially eligible students with disabilities. The VR Counselors and Service Coordinators provided CDOR Student Services (pre-employment transitions services) to 29,562 students with disabilities in FFY 2019, including potentially eligible students with disabilities. In FFY 2020, the CDOR Student Services VR staff anticipate providing services to 29,598 students with disabilities.

During FFY 2019, CDOR actively provided VR services to 29,623 VR applicants and provided CDOR Student Services to 15,734 potentially eligible students with disabilities.

In FFY 2019, VR field staff provided services to an estimated 70,854 individuals with disabilities in open status.

Orientation Center for the Blind

The Orientation Center for the Blind is a CDOR owned and operated training facility that assists consumers who are visually impaired and blind to adjust to their vision loss and acquire the skills and tools necessary to pursue competitive integrated employment. A specialized staff of qualified teachers, trainers and rehabilitation professionals provides comprehensive training and experiences tailored to assist each participant to reach their full potential for independence. At no cost to CDOR consumers, training is provided in daily living skills including cooking, independent travel, Braille and communication, assistive technology use, and the work readiness skills necessary for vocational success. Options for training include residential, individualized day programs, two-week skills assessments, or a combination of any of the above. The residential facility can support 36 participants at any given time.

Caseload Projections

The CDOR is currently operating under an Order of Selection, as identified in the response for Description (m) – Order of Selection. The CDOR has reviewed projected resources and projected costs for state fiscal year 2019-20, which started July 1, 2019, and ends June 30, 2020, as provided by California Code of Regulations, title 9, section 7052(a) and determined that projected resources are inadequate to serve all individuals but sufficient to serve individuals in Priority Category One and Priority Category Two, who apply on or before June 30, 2020, and individuals in Priority

Category Three, who applied on or before August 31, 2019 and have not withdrawn their application or been removed from the Waiting List due to failure to confirm continued interest in receiving vocational rehabilitation services.

For FFYs 2020 through 2024, VRSD teams will provide services to an estimated 70,795 individuals in open status. On average, each VRSD team will provide services to approximately 674 individuals in a year.

B. Personnel Development

Describe the development and maintenance of a system for collecting and analyzing on an annual basis data on personnel development with respect to:

- i. A list of the institutions of higher education in the State that are preparing VR professionals, by type of program;
- ii. The number of students enrolled at each of those institutions, broken down by type of program; and
- iii. The number of students who graduated during the prior year from each of these institutions with certification or licensure, or with the credentials for certification or licensure, broken down by the personnel category for which they have received, or have the credentials to receive, certification or licensure.

Personnel Development of VR Counselors

The Council on Rehabilitation Education provides academic preparation for professional rehabilitation counseling positions and undergraduate programs in Rehabilitation and Disability Studies. The CDOR ensures effective systematic coordination with the Council on Rehabilitation Education–accredited programs by discussing, at least biannually, the progress of CDOR staff participating in the Master’s in Rehabilitation Counseling programs.

Universities with Rehabilitation Counseling Programs

In California, there are five Council on Rehabilitation Education–accredited Master’s Degree in Rehabilitation Counseling programs and one Council on Rehabilitation Education–accredited undergraduate Bachelors of Science Degree in Rehabilitation Services program through the following universities: CSU Fresno, CSU Los Angeles, CSU Sacramento, CSU San

Bernardino, and San Diego State University. Only CSU Los Angeles offers a Bachelor's of Science Degree in Rehabilitation Services.

Students Enrolled In or Graduated From a Council on Rehabilitation Education, Accredited Bachelor of Science or Master's Degree in Rehabilitation Counseling Program

The table below provides data for Academic Year 2018-2019 on the number of students enrolled in or graduated from a Council on Rehabilitation Education accredited Bachelor's or Master's Degree program and the numbers of students sponsored in those programs by CDOR and, or, the Rehabilitation Services Administration (RSA).

University	Degree Program	Students Enrolled (academic year)	Graduates from the previous academic year
CSU Los Angeles	Master's	100 per year (approximate)	20 per year (approximate)
CSU Los Angeles	Bachelor's	237	93
CSU Fresno	Master's	100	45
CSU Sacramento	Master's	28	1
CSU San Bernardino	Master's	47	12
San Diego State University	Master's	95	36
Total		607	207

2. Plan for Recruitment, Preparation and Retention of Qualified Personnel

Describe the development and implementation of a plan to address the current and projected needs for qualified personnel including, the coordination and facilitation of efforts between the designated State unit and institutions of higher education and professional associations to recruit,

prepare, and retain personnel who are qualified, including personnel from minority backgrounds and personnel who are individuals with disabilities.

2015-2020 Workforce Strategic Plan

The CDOR developed a 2015-2020 Workforce Strategic Plan focused on hiring, developing and retaining staff with the right skills and competencies to achieve the vision, mission, and goals of the department. The development of the Plan is a continuation of CDOR's 2012-2015 Recruitment and Retention Plan that documented the Human Resources Branch's ongoing collaborative activities with internal and external stakeholders.

The CDOR has completed four of the six initiatives were identified through the collaborative process: Recruitment Outreach and Marketing, Onboarding, Performance Management Enhancement and Leadership Development. The remaining two initiatives, Recognition and Mentoring, will be completed in 2020. The initiatives are intended on recruiting and empowering employees through development opportunities, coaching and mentoring, knowledge sharing, recognizing achievements, and fostering a values-driven culture. The six initiatives are:

1. Recruitment Outreach and Marketing – Develop and implement an outreach and marketing strategy to establish CDOR as an employer of choice to attract high-performing diverse candidates. A recruitment committee was convened to address challenges in attracting, hiring, and retaining the Senior Vocational Rehabilitation Counselor, Qualified Rehabilitation Professional (QRP) Classification. Marketing strategies include developing new exciting content to be used in brochures, posters, billboards, and a variety of online platforms. Outreach strategies include targeting university partnerships through campus recruiting and hiring events, classroom presentations, internships, and alumni engagement.
2. Onboarding Program – Develop an onboarding program for supervisors and managers to use with new staff to learn about a wide-cross section of the Department – its mission, core values, culture, program areas, resources and overall expectations.
3. Performance Management Enhancement – Develop and implement a training framework to provide managers with increased knowledge and skills pertaining to talent management activities such as proactive recruitment and retention, conducting and supporting

effective individual development plans, and productive employee relations.

4. Leadership Development – Develop a formal leadership development program that allows managers the opportunity to enhance their personal and professional development. The program will provide the department with an opportunity to grow and retain its high potential staff and support the transfer of knowledge as part of DOR's succession planning efforts.
5. Recognition Program – Develop a program consisting of informal and formal recognition that reinforces the department's mission, values, and strategic objectives to help attract and retain high-performing staff.
6. Mentoring Program – Develop a mentoring program to provide educational and experiential opportunities for staff to enhance their personal and professional development.

Current and Projected Needs for Qualified Personnel

To meet the current needs for qualified personnel, CDOR's Staff Development Unit will continue to collaborate with other CDOR Sections to develop employee competencies, knowledge, skills and abilities; provide staff retraining; and comply with mandatory training requirements. The Staff Development Unit will provide logistical support for internal and external training.

The CDOR plans to offer a variety of training to support current professional development needs including:

- Academies for VR Counselors, Service Coordinators, Business Specialists, and Office Technicians. These academies will increase the capacity of personnel to provide services to consumers and will also enhance existing knowledge of personnel duties.
- Quarterly knowledge-based trainings.
- Training on the medical aspects of disability.
- Continual training for VR Counselors.

To meet the projected needs of personnel, the Staff Development Unit will rely on a number of tools including CDOR's:

- Triennial Comprehensive Statewide Assessment
- Staff Development Unit Statewide Training Needs Assessment

- State and Strategic Plans
- Workforce Strategic Plan
- Employee Engagement Survey
- Blackboard Learning Management System

The Staff Development Unit will identify projected training needs through analysis of audit findings, program reviews, policy inquiries, and an evaluation of WIOA. Delivery of training regarding services to youth, use of labor market information, and Pre–Employment Transition Services will be priority.

The Staff Development Unit will utilize Blackboard Learning Management System to track mandatory training, assign competency-based training, and coordinate external training requests for Department personnel.

The Staff Development Unit will support continuing education by offering a variety of methods and topics including rehabilitation technology, documentation, case assessment and post–secondary education. The Staff Development Unit will also coordinate additional classes focusing on Section 508 compliance.

Higher Education Institutions and Professional Associations

The CDOR offers volunteer internships for VR students looking to gain experience and get a first–hand look at rehabilitation counseling at CDOR. The CDOR partners with the Council on Rehabilitation Education universities to conduct “How to Apply to the CDOR” workshops that help the Council on Rehabilitation Education university students navigate the civil service application process. The CDOR also partners with the Council on Rehabilitation Education universities and professional associations to promote CDOR career opportunities to their databases.

Personnel from Minority Backgrounds and Individuals with Disabilities

The CDOR is focused on developing a diverse workforce that incorporates disability awareness, etiquette and inclusion best practices in service delivery and working with external stakeholders. The CDOR will focus recruitment on people with disabilities, including individuals who have received services from DOR, through outreach to consumers and stakeholders and employees with disabilities or knowledge of the unique challenges and experiences of individuals with disabilities.

A recruitment team, comprised of a designated recruiter for each District, has been created to plan and implement activities to ensure that outreach to potential candidate pools include individuals with disabilities, with a focus on individuals with disabilities identified as underserved, and educate CDOR consumers and external stakeholders of career opportunities with the CDOR. Additionally, CDOR created a recruitment outreach contact database with national and California disability rights organizations and networks to increase recruitment reach to persons with disabilities.

The CDOR will also analyze feedback provided in the 2019 Employee Engagement Survey to determine how the CDOR workforce perceives the work environment for all employees, including personnel from diverse backgrounds and those with disabilities.

Disability Inclusion and Advisory Committee

The CDOR established the Diversity and Inclusion Advisory Committee (DIAC) in 2000-2001 to conduct focused outreach to unserved and underserved individuals and consumers, and to diversify CDOR employee applicant pools to ensure a diverse workforce in order to meet consumer needs. The Committee meets quarterly to identify outreach and diversity gaps and determine potential solutions for consideration by CDOR's Executive Leadership Team.

The DIAC established a diversity office and identified a need for counselors that had the language skills to cater to diverse populations. The diversity office developed strategies to hire staff members who were multilingual and can be trained to become qualified counselors.

The DIAC developed a Cultural Competency Training, a diversity and inclusion training with a focus on disability awareness and cultural competency. The training will give staff an opportunity to develop foundational diversity and inclusion knowledge and demonstrate practical ways to implement inclusive behaviors into their work.

The training was piloted in the CDOR San Joaquin District in 2018 and used interactive activities, a multimedia presentation, and experiential learning opportunities to help increase their knowledge in the area of cultural competency, expand their skill base in delivering culturally competent services, and identify behavioral changes that can contribute to a culturally competent work environment. The participants were asked to

evaluate the training and serve as a focus group for the development and implementation of future trainings.

The senior management team (deputies, assistant deputies, and district administrators) experienced the training in March 2019 and recommended that it should be rolled out to all District staff.

The DIAC also assisted with an engagement under which the San Joaquin district participated in the E3: Educate, Empower, Employ Targeted Communities project (Project E3) conducted by the University of Illinois, Urbana-Champaign. The purpose of Project E3 is to provide technical assistance to State VR agencies and their partners, to address barriers to VR participation and competitive integrated employment of historically underserved groups of individuals with disabilities.

Project E3 activities include knowledge development; targeted community identification by State VR agencies; and intensive, targeted, and universal technical assistance (including information dissemination through their website, and National-State VR agency forums and meetings).

For the future, the Committee's goals are:

1. to provide diversity and inclusion training to all field staff;
2. develop awareness on the population that each district is serving;
3. develop reports that inform local leadership of their strengths and weaknesses in serving diverse populations;
4. build a model to serve unserved and underserved populations; and
5. share best practices between districts.

3. Personnel Standards.

Describe the State agency's policies and procedures for the establishment and maintenance of personnel standards consistent with section 101(a)(7)(B) and 34 CFR 361.18(c) to ensure that designated State unit professional and paraprofessional personnel are adequately trained and prepared, including:

- A. Standards that are consistent with any national or State-approved or -recognized certification, licensing, registration, or other comparable requirements that apply to the profession or**

**discipline in which such personnel are providing VR services;
and**

- B. The establishment and maintenance of education and experience requirements, in accordance with section 101(a)(7)(B)(ii) of the Rehabilitation Act, to ensure that the personnel have a 21st century understanding of the evolving labor force and the needs of individuals with disabilities.**

CDOR Response: The CDOR maintains adherence to the highest personnel standard that will ensure professional and paraprofessional staff are adequately trained and prepared for employment.

CDOR Employees with Education and, or Certification Standards

Candidates applying for all positions must meet California's personnel standards prior to appointment, including proof of possession of degree, certification, licensing, and registration requirements applicable for each position.

California standards identified in the state approved job specifications include certification, licensing, and registration requirements for the following job classifications: Senior Vocational Rehabilitation Counselor, Qualified Rehabilitation Professional (SVRC/QRP); Teacher, Orientation and Mobility for the Blind; Teacher, Orientation and Mobility for the Blind (Typing and Braille); Teacher, Home Economics; Counselor, Orientation Center for the Blind; Vocational Instructor (Culinary Arts or Computer and Related Technologies); Physician and Surgeon; Medical Consultant; Dental Consultant; Consulting Psychologist, Optometric Consultant and Work Incentive Planner classifications. These standards are detailed below:

SVRC/QRP

Possession of a Master's degree in Rehabilitation Counseling from a recognized institution or:

- Possession of a Master's degree or Doctorate Degree in a closely related field with successful completion of one graduate course with a primary focus on the Theories and Techniques of Counseling, or
- Possession of an active national certification as a Certified Rehabilitation Counselor.

Teacher, Orientation and Mobility for the Blind

Possession of a valid California Teaching credential authorizing the teaching of orientation and mobility to the visually disabled and either:

- Completion of an approved graduate curriculum leading to a Master of Arts degree in Orientation and Mobility Training. Candidates who are within six months of completing the required education will be admitted to the examination, but they will not be appointed until they have completed the curriculum. Or –
- Two years of experience working with the blind in training in mobility skills and physical conditioning (Completion of an approved training course in the orientation and mobility in a Veterans Administration Hospital may be substituted for up to one year of the required experience on the basis of one year of training for one year of experience.) and,
- Equivalent to graduation from college.

Teacher, Orientation Center for the Blind (Typing and Braille)

Possession of a valid California designated subject credential in Typing and Braille and either:

- Two years of experience teaching Typing and Braille. Or
- Four years of typing experience which must have included or been supplemented by experience or training in reading and writing Braille. and Education: Equivalent to graduation from college. (Additional qualifying experience may be substituted for not more than two years of the required education on a year-for-year basis.)

Teacher, Home Economics

Possession of a Secondary Credential with a major or minor in home economics.

Counselor, Orientation Center for the Blind

Equivalent to completion of two years of college, preferably including such courses as psychology, physiology, or mental hygiene. (Two years of experience teaching blind adults may be substituted for not more than two years of the required education on a year-for-year basis.)

Vocational Instructor (Culinary Arts or Computer and Related Technologies)

Credential: Possession of a valid California teaching credential which authorizes the holder to teach, on a full-time basis, a vocational course in the appropriate subject specialty or Industrial Arts subspecialty.

Physician and Surgeon

Possession of the legal requirements for the practice of medicine in California as determined by the California Board of Medical Quality Assurance or the California Board of Osteopathic Examiners.

Medical Consultant

Possession of legal requirements for the practice of medicine, as determined by the California Board of Medical Quality Assurance or the California Board of Osteopathic Examiners, in addition to one year of experience in the practice of medicine exclusive of internship. Applicants who are in the process of securing approval by the Board of Medical Quality Assurance or the California Board of Osteopathic Examiners will be admitted to the examination, but the Board to which the application is made must determine that all legal requirements have been met before candidate will be eligible for appointment.

Consulting Psychologist

Possession of a valid license as a Psychologist issued by the California Board of Psychology and possession of an earned Doctorate Degree in Psychology from an educational institution meeting the criteria of Section 2914 of the California Business and Professions Code. Unlicensed individuals who are recruited from outside the State of California and who qualify for licensure may take the examination and may be appointed for a maximum of two years at which time licensure shall have been obtained or the employment shall be terminated. Experience must include either:

- Two years of experience in the California state service performing clinical psychology duties equivalent to those of a Psychologist (Various Specialties), Psychologist (Health Facility) (Various Specialties), or Psychologist Clinical, Correctional Facility. Or,
- Three years of full-time postdoctoral, post-internship experience in the practice of psychology involving either training, research, consultation, or program planning in mental health services.

Optometric Consultant

Possession of the legal requirements for the practice of optometry in California as determined by the California State Board of Optometry. Applicants who are in the process of securing approval of their qualifications by the State Board of Optometry will be admitted to the examination, but that Board must determine that all legal requirements have been met before candidates will be eligible for appointment. Experience must include two years of experience within the past five years as a practicing Optometrist. Experience as an Optometrist in the consultant function of a medical care program can be substituted on a year-for-year basis.

Work Incentive Planner

The CDOR recruits Work Incentive Planners using the state civil service Staff Services Analyst Classification. After the CDOR Work Incentive Planners are hired, they participate in and complete the Cornell University Work Incentives Practitioner Credentialing training for certification.

21st Century Understanding

The WIOA describes the need for personnel to have a 21st century understanding of the evolving labor force and the needs of individuals with disabilities. The CDOR's existing requirement for VR Counselors to have a Master's Degree in Rehabilitation Counseling supports this need. In addition, CDOR will offer the following training:

- 21st Century Labor Market (Job-Driven Economy)
- Building Effective Partnerships with America's Job Center of California
- Building Effective Partnerships with Employers
- Competitive Integrated Employment
- Customized Employment
- Medical Aspects of Disability
- Youth
- Business Engagement
- Capacity Building

4. Staff Development.

Describe the State agency's policies, procedures, and activities to ensure that, consistent with section 101(a)(7)(C) of the Rehabilitation Act, all

personnel employed by the designated State unit receive appropriate and adequate training in terms of:

- A. A system of staff development for professionals and paraprofessionals within CDOR; and**
- B. procedures for the acquisition and dissemination of significant knowledge from research and other sources to designated State unit professionals and paraprofessionals.**

System of staff development

A system of staff development for professionals and paraprofessionals within the designated State unit, particularly with respect to assessment, vocational counseling, job placement, and rehabilitation technology, including training implemented in coordination with entities carrying out State programs under section 4 of the Assistive Technology Act of 1998; and

Staff Development

The CDOR will provide training through three training tracks to professional and paraprofessional staff:

Track 1: Onboarding Training – provides CDOR employees with an introduction to the Department and how to function successfully within it. Key components include CDOR’s mission, CDOR and VR history, and the rehabilitation process. Since 2018, ongoing onboarding trainings will be offered regularly throughout the year in various modalities

Track 2: Academies - Provides policy-based training for the VRSD team.

Track 3: Continuing Education – provides continuing education training on a range of current VR topics, including assistive technology. Trainings are provided on-demand for staff to utilize as needed. Training evaluations will be completed through a pre-assessment to both the participant and their manager to determine a baseline of learning. A course evaluation is completed immediately after the training is finished and at 30/60/90 days after the training for both the participant and their manager to determine the effectiveness of the training. A Training Needs Assessment is conducted

every two years of CDOR employees to help guide information about the direction and need of continuing education for staff.

Training for Supervisory Staff

In addition to the three training tracks, the State of California amended Government Code 19995.4 to mandate initial and biennial leadership and development training for Staff Services Manager I, or equivalent, and above.

Acquisition and dissemination of significant knowledge

Procedures for the acquisition and dissemination of significant knowledge from research and other sources to designated State unit professionals and paraprofessionals.

The CDOR continues to routinely acquire and disseminate significant VR research.

- Topical webinars from VR leaders including the Research Technical Assistance Center, the National Center on Leadership for the Employment and Economic Advancement of People with Disabilities, and the Employment and Training Administration.
- CDOR Director's Quarterly Forum.
- Coordinates conferences and workshops for professional and paraprofessional that are applicable to current industry practices.

5. Personnel to Address Individual Communication Needs.

Describe how the designated State unit has personnel or obtains the services of other individuals who are able to communicate in appropriate modes of communication with or in the native language of applicants or eligible individuals who have limited English speaking ability.

CDOR Response: California is a culturally diverse state and CDOR is committed to providing timely language services, as required. The Dymally–Alatorre Bilingual Services Act is a state law that ensures individuals seeking state government services whose primary language is not English are not precluded from receiving State of California Services because of language barriers. The CDOR has a Bilingual Services Program that ensures its services are effectively communicated to limited or non–English speaking individuals, as required by the Act.

To ensure effective communication with members of the public, including applicants and eligible individuals with disabilities, CDOR provides a variety of language services including, but not limited to, bilingual oral interpretation, bilingual written translation, and American Sign Language Interpreting. The CDOR translates a variety of written materials that communicate its services in the following languages: Spanish, Armenian, Cambodian, Chinese, Korean, Spanish, Tagalog, and Vietnamese.

Additionally, appropriate accommodations, such as Auxiliary aids and services are provided, where necessary and as required, to afford an individual with a disability an equal opportunity to participate in CDOR services. Auxiliary aids include services or devices such as qualified interpreters; assistive listening devices; real time, open, closed captioning; teletypewriters or Video Relay services; videotext displays; readers; taped texts; Braille materials; and large print materials.

In addition, the CDOR's Disability Access Services (DAS) provides training and technical assistance to ensure that individuals with disabilities have full and equal access in government services, public accommodations and employment opportunities for individuals with disabilities are achievable. The DAS provides internal and external partners with training and technical assistance to ensure that all digital and written materials intended to communicate with individuals with disabilities are accessible regardless of disability type.

6. Coordination of Personnel Development Under the Individuals with Disabilities Education Act

As appropriate, describe the procedures and activities to coordinate the designated State unit's comprehensive system of personnel development with personnel development under the Individuals with Disabilities Education Act.

CDOR Response: The CDOR and the California Department of Education have an established core series of trainings designed for CDOR and Local Educational Agency staff. These trainings are initiated by CDOR and local education agency cooperative program partners and include topics on VR–relevant subjects such as Employment Preparation, Job Development and Placement; Transition–Age Youth; Benefits Planning and Management;

and Strategies for Veterans Entering and Reentry into the Civilian Workforce. Trainings are provided, as mutually requested by CDOR and the local education agency. Between July 2018 and June 2019, 18 trainings were provided. Between July 2019 and June 2020, it is estimated that approximately, 20 trainings will be provided, 9 have occurred between July and October 2019.

Additionally, CDOR provides cross-training to Local Educational Agencies with designated school district VRSD teams to inform and support educators on CDOR services and application processes. The California Department of Education provides the CDOR with informational material for CDOR staff on mandated secondary transition planning under the Individuals with Disabilities Education Act for students who have an Individualized Education Program.

j. Statewide Assessment

(Formerly known as Attachment 4.11(a)).

1. Provide an assessment of the rehabilitation needs of individuals with disabilities residing within the State, particularly the VR services needs of those:

A. With the most significant disabilities, including their need for supported employment services;

VI-VR j.1.A with the most significant disabilities, including their need for supported employment services;

The CDOR jointly conducts a triennial comprehensive statewide assessment (CSA) with the State Rehabilitation Council (SRC) to determine the VR needs of individuals with disabilities in California.

Comprehensive Statewide Needs Assessment Methodology

The purpose of the CSA is to assess the needs of Californians with disabilities identify barriers to employment and service needs. Over the 2018-2020 triennial cycle of the CSA, the five federally required areas of assessment will be conducted by cumulative qualitative and quantitative data research methods. The five areas of assessment will be to determine the rehabilitation needs of:

- Individuals with most significant disabilities and their need for supported employment services.
- Individuals who are minorities and individuals who are unserved or underserved by CDOR.
- Individuals who have been served through other components of the statewide workforce development system.
- Youth with disabilities and students with disabilities, including their need for transition services or pre-employment transition services.
- And, an assessment of the need to establish, develop, or improve community rehabilitation programs in California.

This update will introduce the initial data collected as of June 2019 for each required area of assessment and the planned areas for further research to be included in the final draft of the CSA. The needs assessment will utilize

quantitative data research consisting of internal VR caseload data and external sources such as U.S. Census survey data. Qualitative data will also be used to assess areas of need and may include focus groups, key informant interviews, surveys, and telephone interviews. The qualitative component plan has been established and will be conducted beginning in the Fall of 2019 through the Spring 2020.

This update lays the groundwork for the final CSA report which will include completed research data, analysis and recommendations for each of the five required areas of assessment.

Individuals with the Most Significant Disabilities:

Individuals with the most significant disabilities may receive Supported Employment (SE) services for the ongoing support necessary to maintain employment in an integrated setting. Per CDOR policy, individuals with the most significant disabilities (Priority Category 1) are eligible to receive SE services. Preliminary findings of CDOR caseload data indicate the following for individuals who are most significantly disabled and/or have received any SE service:

- Individuals with the most significant disabilities (Priority 1), make up 99% of CDOR consumers who receive SE services.
- Individuals with the most significant disabilities (Priority 1) are on average, 31% of CDOR's total consumer caseload. Over the past 4 program years, the number of Priority 1 consumers declined 7%. This is in contrast with a 10% *increase* in total CDOR consumers. The decline of Priority 1 consumers may be attributed to changes in federal regulations surrounding competitive integrated employment in an integrated setting. The CDOR no longer places consumers in subminimum wage employment and requires all job placements to be in integrated settings.

CDOR Caseload: Individuals with the Most Significant Disabilities

	Priority Category 1	Total CDOR Caseload	% of Total
PY 15-16	30,681	98,332	31%
PY 16-17	31,647	100,442	32%
PY 17-18	33,121	101,750	33%
PY 18-19	31,853	108,916	29%

- The average total of consumers within priority category 1 was approximately 32,000 across four program years.
- The average percentage of consumers within priority category 1 was 31% across four program years.
- The average number of consumers who receive Supported Employment services annually is approximately 3,500.
- Overall, consumers who received any type of service related to Supported Employment decreased 11% over a span of 4 program years.
- Of CDOR consumers who received Supported Employment services over the past 4 program years (PY), 85% of SE services were individual services and 15% were provided in a group setting. In addition, over the past four years, Individual SE services rose by 24%, while Group SE services fell by 162%. As previously mentioned, the WIOA definition of competitive integrated employment may be causing the shift from group SE to individual SE placements.

CDOR Caseload: Consumers who received Individual or Group SE Services

	Individual	Group	Grand Total
PY 15-16	2,588	1,237	3,825
PY 16-17	2,896	412	3,308
PY 17-18	3,174	272	3,446
PY 18-19	3,289	128	3,417

- The average total of consumers receiving Individual SE services was approximately 3,000 across four program years.
- The average total of consumers receiving Group Se services was approximately 500 across four program years.
- CDOR Supported Employment consumers by geographic location: Areas with the lowest number of CDOR consumers who receive Supported Employment services may exist within counties considered rural based on rural definitions of the Economic Research Service Rural-Urban Commuting Areas (RUCA). The counties are:
 - Amador
 - Butte
 - El Dorado
 - Calaveras
 - Tuolumne

Future research will include gathering feedback from Supported Employment partners in rural areas to expand on the needs of individuals with the most significant disabilities.

Individuals with the Most Significant Disabilities by Disability Type: For the most recent program year 2018-19, demographic data by disability type for Priority 1 consumers indicate:

- Intellectual/Developmental disabilities represent 79% of Priority 1 consumers. Research will be conducted for inclusion in the final CSA for the purpose of gathering qualitative data from the Department of Developmental Services to better assess the needs of individuals with Intellectual/Developmental disabilities.
- All other disability types used by CDOR are less than 10% each and include:
 - Cognitive: 7%
 - Physical: 6%
 - Learning: 4%
 - Psychiatric: 2%
 - Traumatic Brain Injury: 1%
 - Deaf/Hard of Hearing: 1%
 - Blind/Visual: <1%

CDOR Caseload: Supported Employment Consumers by Disability Type

	PY 15-16	PY 16-17	PY 17-18	PY 18-19
Blind/Visual	6	5	6	8
Cognitive	276	214	186	232
Deaf/Hard of Hearing	25	22	36	37
Intellectual/Developmental	2,967	2,621	2,808	2,699
Learning	196	142	115	118
Physical	216	188	190	219
Psychiatric	108	98	83	83
Traumatic Brain Injury	31	18	22	21

Individuals with the Most Significant Disabilities by Ethnicity: Underserved or unserved ethnic groups for people with the most significant disabilities may be identified by comparing data from the American Community Survey (ACS) with CDOR consumer demographic data. For PY 18-19, CDOR demographic data by ethnicity for Priority 1 consumers indicate:

- American Indian: <1%
- Pacific Islander: <1%
- Multi: 3%
- Asian: 8%
- African American: 12%
- Hispanic: 32%
- White: 45%

CDOR Caseload: Supported Employment Consumers by Ethnicity

	PY 15-16	PY 16-17	PY 17-18	PY 18-19
African American	504	426	422	404
American Indian	11	15	15	14
Asian	170	239	261	257
Hispanic	1,231	1,042	1,090	1,080
Multi	87	94	114	100
Pacific Islander	85	11	16	15
White	1,737	1,481	1,523	1,538

ACS 5-year estimate demographic data for 2013-2017 for individuals who have reported a disability and reside in California:

- American Indian: 16.4%
- Native Hawaiian/Pacific Islander: 10.4%
- Two or more races: 9.3%
- Asian: 8.0%
- African American: 15.0%
- Hispanic: 8.1%
- White alone, not Hispanic or Latinx: 13.5%

Overall population estimates for Californians with disabilities using ACS data in comparison with CDOR consumer data indicates some ethnic groups may be underserved. African American, American Indian, Asian and Pacific Islander ethnic groups may be considered underserved based upon initial data with respect to overall population representation. Additional qualitative data will be gathered from key informants on unserved and underserved individuals with disabilities in the state and the analysis will be included in the final CSA set to be released in Fall 2020. It is important to note, Hispanic ethnicities are no longer considered underserved due to implementation of cultural engagement measures by CDOR, referenced in Description (o)(3).

Youth with the Most Significant Disabilities: Youth aged 14-24 made up 33% of the CDOR caseload for consumers with most significant disabilities.

CDOR has made it a priority to provide services to youth with the most significant disabilities.

CDOR Caseload: Supported Employment Consumers - Youth with Disabilities

	Youth with Disability	Not a Youth with Disability	Grand Total
PY 15-16	1,209	2,616	3,825
PY 16-17	1,056	2,252	3,308
PY 17-18	1,089	2,357	3,446
PY 18-19	1,120	2,297	3,417

Findings: Disability data from the U.S. Census Bureau can be used to compare state population demographics with CDOR consumer demographics to indicate if a certain population is underserved. However, for individuals with a most significant disability, U.S. Census Bureau data for this specific population that is drilled down by ethnicity is unavailable. As the Census does not designate disabilities by degree and/or magnitude of disability as CDOR does, only the total population of people with general disabilities as defined by the Census within California can be used. Because the data is not similar, definitive comparisons cannot be made for Priority 1 consumers in this section but will be covered in section VI-VR j.1.B.

In response to the changes in SE, CDOR has placed an emphasis on ensuring individuals with the most significant disabilities, including those with intellectual and developmental disabilities, achieve competitive integrated employment. Priority one, goal three highlights this emphasis by identifying opportunities for partnership and systems alignment to increase competitive integrated employment for individuals with the most significant disabilities. Refer to Description (I)(1) for additional information on this goal.

Next Steps: Key Informant interviews will be conducted with individuals who represent a wide range of vocational rehabilitation and independent living-related constituencies. These potential key informants were selected

by CDOR, in collaboration with the SRC. Key informants include but are not limited to: executive directors of VR service delivery-related agencies large and small, education partners, justice involved agencies, mental health clinicians, workforce development system, independent living centers, Division of Apprenticeship Standards, American Indian VR agencies and members of the California Association of Social Rehabilitation Agencies.

Prior to initiating the key informant interviews, the CDOR presented the survey questions and obtained feedback from the SRC. Privacy measures were established to anonymize key informants, protect response integrity and to encourage free-flowing dialogue during the interview. Following the early planning phase of the project, a qualitative research method was developed by CDOR to ensure accuracy, clarity and the inclusion of evidence-based research techniques. Once the interviews are initiated, each potential key informant will receive an invitational email by CDOR that discloses the purpose, intent and importance of the federally mandated CSA and requests their support and participation.

Coding, comparison and memo-writing techniques will be used in the analysis of the qualitative data for the ultimate cohesion and consistency of narrative information. Coding and comparison will be utilized to disaggregate the data for the purpose of labelling. At the conclusion of this exercise, CDOR researchers agree on the final themes and share the final findings in the full CSA report set to be released in the Fall of 2020.

VI-VR j.1.B who are minorities;

Although each item is researched separately, for the purposes of brevity two areas of needs assessment will be combined into one section of this update. These items are:

- Individuals with disabilities who are minorities.
- Individuals with disabilities who have been unserved or underserved by the VR program.

California Population

Projection by the Demographic Research Unit from the California Department of Finance indicates total estimated population of California at

38.9 million. Of this total, ACS 5-year estimates for 2013-2017 indicate 10.6% of Californians are reported to have some type of disability. In comparison with the greater U.S. population, 13.2% of all Americans are reported to have a disability.

For 2017, the ACS indicates the employment rate of working-age people with disabilities in California was 36%, versus 37% nationwide. People without disabilities were employed at greater rates: 77% nationally and 75% for California. The wage gap between working-age people with and without disabilities is significant. In 2017, the full-time/full-year (FTFY) median annual earnings of working-age people with disabilities was \$40,353. Conversely, people without disabilities out-earned people with disabilities by \$5,096 (\$45,449 median annual earnings). According to the 2018 Annual Report on People with Disabilities in America, the national poverty rate of individuals with disabilities (ages 18-64) was almost 30% in 2017. In contrast, the poverty rate of individuals without disabilities was estimated at 13%.

Ethnicities: Underserved or unserved populations within California may be identified by comparing data from the American Community Survey (ACS) and other survey sources with CDOR consumer demography. According to CDOR PY 2017-18 case records, consumers who report their ethnicity as Hispanic/Latinx represent 38.3% of CDOR's caseload followed by White (35.6%); African American (15.7%); Asian American (5.2%); American Indian (0.8%); and Pacific Islander (0.3%). During PY 2016-2017, consumers who reported their ethnicity as Hispanic/Latinx represented 36.8% of CDOR's caseload, followed by White (36.9%); African American (16.8%); Asian American (4.9%); American Indian (0.8%); and Pacific Islander (0.3%).

Findings: According to the 2017 ACS for California, 8.2% of individuals with a disability identify as Hispanic/Latinx. The 2011-2014 CSA identified Hispanic/Latinx ethnicities as an underserved group. However, as a result of cultural outreach measures to Hispanic/Latinx communities, there has been a significant increase in representation of this ethnic group. The CDOR's most recent caseload data more accurately represents the California population and the Hispanic/Latinx is no longer considered underserved.

Additionally, CDOR's caseload data aligns with the 2013- 2017 ACS findings which identifies the ethnicities of Californians with disabilities as White alone, not Hispanic or Latinx (13.5%) and Black or African American (15%). American Indian/Alaskan Native, Asian (16.4%) and Native Hawaiian/Pacific Islander (10.4%) ethnic groups may be considered underserved based upon comparative data, and there may be a need for CDOR to continue increasing outreach efforts, information and referral on VR services.

Primary Disability Impairments: For PY 2017-18, CDOR caseload data identifies Psychiatric disabilities as the most commonly reported disability (25.7%); followed by Learning (19.7%); Physical (16.9%); Intellectual (13.0%); Cognitive (7.7%); Deaf (5.7%); Blind/Visual (4.7%); Traumatic Brain Injury (1.2%); and Not reported (5.4%).

During PY 2016-17, Psychiatric disabilities were the most commonly reported disability impairment (26.4%); followed by Learning (19.8%); Physical (17.9%); Intellectual (11.5%); Cognitive (8.2%); Deaf (6.0%); Blind/Visual (5.6%); Traumatic Brain Injury (1.26%); and Not Reported (3.3%).

Findings: In comparison, California population estimates by the 2017 ACS indicate the following proportions for non-institutionalized people with disabilities among all ages:

- 5.8% reported an Ambulatory Disability
- 5.2% reported an Independent Living Disability
- 4.3% reported a Cognitive Disability
- 3.0% reported a Hearing Disability
- 2.0% reported a Visual Disability

Cognitive disability was identified as the second-highest self-reported impairment with the highest reported disability type being Ambulatory as reported in the 2017 ACS. Participants of the Survey reported one or more disability, as appropriate, and may account for the differences between CDOR's caseload data and ACS data. Another important note is as with ethnicity, terms used by the Census to specify disabilities do not fully align with CDOR's disability categories. Furthermore, CDOR may conduct research into whether the disparity between CDOR caseload data and ACS

data can be attributed to underserving of consumer populations or if there are other factors causing the disparity.

For both Blind/Visual and Hearing impairments, CDOR caseload indicates higher representation than the population estimates reflected in the ACS. In the light of the data reflected in the Census and in CDOR's consumer caseload, Blind/Visual and Hearing disabilities are not considered underserved.

Mental health-related impairments comprised the majority of CDOR's caseload for the past five program years and has placed emphasis on service delivery to this population by developing goal one under priority one to ensure consumers with behavioral health disabilities receive wraparound services and provide a continuum of care. Refer to Description (I)(1) for additional information on this goal.

Considering the disparity in disability representation between CDOR caseload data and ACS data, CDOR caseload data for all disability types may be represented at significantly higher proportions than the disability categories indicated in the ACS estimates for California.

Self-care and Independent Living disabilities are categories that are not drawn out specifically in CDOR caseload data but could identify those with the most significant disabilities. Future research may involve consulting with Independent Living partners such as Independent Living Centers and Mental Health Cooperative Programs located throughout the state.

The 'Ambulatory' disability category used by the ACS to describe physical impairments related to mobility can only be compared to CDOR's closest disability category description of 'Physical'. Due to the differentiation in terms used to describe disability types, a comparison of CDOR's 'Physical' disability type cannot be directly made to the term used to describe physical disability of 'Ambulatory'. However, Physical disability is represented in significantly greater proportions for CDOR demography than what is indicated in the ACS's Ambulatory disability category.

Next Steps: Definitions used to describe disability by the ACS and CDOR do not readily align. The CDOR uses eight primary disability impairments in contrast with the five disability types used by the Census and there are limitations in disability descriptions reflected in the ACS. Due to the limitations in the level of detail used to describe different disabilities, there

is a possibility that certain disability types may be underserved in reference to population estimates available in the ACS. As no direct comparison of ACS population estimates by disability can be made with CDOR consumer disability data, future research for inclusion in the final CSA may involve deeper analysis into which specific disabilities comprise each of the five disability types, then conducting a detailed comparison of the two datasets to assess areas of underserving among the disability types.

Educational Attainment: According to the 2017 ACS, the percentage of people with disabilities ages 25 and older living in California with only a high school diploma or equivalent was 24.8% and 12.5% for a Bachelor's degree.

In PY 2017-18, 17% of all CDOR consumers whose cases were closed attained a high school diploma or equivalent, followed by 1.8% having an Associate's degree or vocational/technical certificate or license, and 1.8% have a Bachelor's degree or higher.

Findings: Based on available ACS data, CDOR consumers are less likely to have the same level of postsecondary education when compared to individuals with disabilities statewide. The CDOR conducted research through a workgroup to assess outcomes of consumers receiving either college/university or business/vocational training services through the VR program. The workgroup was formed to identify opportunities for enhancing the efficacy of these training services. The following initial findings emerged as a result of the workgroup:

- College/University Vs. Business/Vocational Training: Explained in further detail in item VI-VR j.1.D, CDOR consumer data indicates a 13.4% difference in wages for those who opt for College/University training in lieu of vocational training, and an almost 31% difference in wages for those who have had college/university training versus no college or vocational training.
- Consumer Outcomes After Year Three of College/University or Vocational Training: The third-year consumers receive either university or business training appears to be a critical point in time. Attrition rates for consumers receiving this service indicate only about 25% of consumers who begin college and university reach the fourth year. Consumers receiving business/vocational training see an increase in their successful closure rates within the first year of

service but experience a drop-in closure rates if these consumers have not found employment by the fourth year of receiving the service. The decline in closure rates go from mid-50% to high 30%.

Next Steps: As a result of the initial findings for CDOR consumers who receive college/university or business/vocational training, CDOR is exploring ways to increase the number of consumers that complete their college/university training and becoming employed. One such measure is to make it a priority to increase the quality of employment outcomes for consumers. The CDOR's first goal under priority one is to help consumers find a career track with upward mobility that offers sustainable and living wages. The CDOR will measure the progress at achieving this goal by increasing the number of consumers that attain credentials and have measurable skills gains. Refer to Description (I)(1) for additional information on this goal.

The final CSA will provide further analysis and considerations for consumers who receive college/university or vocational training.

Earnings: According to the 2017 ACS, the nationwide median annual earnings for people with disabilities working full-time/full-year employment and ages 18 to 64 years old is \$40,353. In comparison, people without disabilities earn \$45,449 annually.

CDOR caseload data indicates that in PY 2017-18, median annual earnings for people with disabilities whose cases were closed successfully was \$23,040, or \$12.00 per hour. In the previous 2016-17 PY, median annual earnings for consumers whose cases were closed successfully was \$21,120, or \$11.00 per hour. Data indicates CDOR consumer median wage attainment is at or slightly above California's minimum hourly wage of \$11.00 for employers with 25 or less employees to \$12.00 for employers with 26 or more employees per hour as of 2019.

Findings: The ACS findings on the annual earnings of individuals with disabilities and CDOR consumer caseload data indicates a wage gap. Using the 2017 data, CDOR consumers earn \$17,313 per year less than the annual earnings for people with disabilities reported by the ACS. To this end, CDOR has made increasing the quality and quantity of employment outcomes for consumers its first priority for the 2020-2024 State Plan, with the first goal being to increase wages and the second goal to increase

successful employment outcomes. The CDOR continues to seek opportunities to better serve individuals with disabilities by increasing partnerships with local businesses to develop or expand work experience, internships and employment prospects.

Disability Type and Wage: CDOR caseload data indicates a correlation between disability type and wage. For SFY 2017-18, median hourly wage attainment by disability type indicates consumers with blind/visual impairments earn the highest wages on average, compared to all other disabilities:

- Blind/Visual: \$22.49
- Physical: \$16.56
- Deaf/Hard of Hearing: \$15.94
- Psychiatric: \$15.42
- Traumatic Brain Injury: \$14.80
- Cognitive: \$13.00
- Learning: \$12.17
- Intellectual/Developmental: \$12.00

Next Steps: The CDOR will explore ways to increase wages for all consumers, including those with the most significant barriers to employment, and places an emphasis on this in priority one, goal two to increase consumer wages during the next four program years. Refer to Description (I)(1) for additional information on this goal.

VI-VR j.1.C who have been unserved or underserved by the VR program;

Refer to the response for Description J – (specifically (j)(1)(B)).

VI-VR j.1.D who have been served through other components of the statewide workforce development system;

California Job Sector Climate: Targeting the employment needs of CDOR consumers can be accomplished by utilizing labor market information data. Generally, unemployment rates differ across several regions of the State,

due to various economic microclimates present in diverse regions with numerous industries. Regional unemployment rates ranged from a low of 2.6% in the Bay-Peninsula region to a high of 7.3% in San Joaquin Valley in August 2018. To illustrate the difference in wages across California regions, median hourly wage for CDOR consumers whose cases have closed successfully was \$14.00 in the CDOR San Francisco in PY 2017-18. In contrast, median hourly wage was \$11.00 for consumers in the Mojave Desert region of the CDOR Inland Empire district during the same time period. This may be due in part to the higher local minimum wage in San Francisco than in the Inland Empire region.

Disability and Job Industry

Across the United States, workers with a disability were more likely to be employed in service occupations than those with no disability; 20% compared to 17%. People with disabilities were also more likely to work in production, transportation and material moving occupations (14% compared to 12%) and are also less likely to work in management and professional occupations compared to those without a disability; 34% compared to 40%.

CDOR caseload data indicates congruence with national data for individuals with disabilities being more likely to work in certain occupations than those without disabilities. CDOR consumers whose cases have closed successfully are represented in the following occupational categories for PY 2017-18:

- 25% employed in Clerical and Administrative Support.
- 18% employed in Production, Construction, Operating, Maintenance and Material Handling.
- 17% employed in Service Occupations.

Educational Attainment and Earnings Potential:

Compared to people without disabilities, people with disabilities are less likely to attain a bachelor's degree or higher. CDOR caseload data points toward higher successful outcomes for those who received career/vocational training as a part of their IPE in lieu of those who received college/university training.

Findings: CDOR consumers who received vocational training are more likely to achieve successful case closures than those who receive college/university training. Successful case closure rates for those who received vocational training were almost 40% compared to those who went the college/university path at 34%. This initial finding is contrasted by wage attainment for both categories of consumers. While vocationally trained consumers tend to achieve higher rates of successful outcomes than college-trained consumers, consumers who choose the college/university training path earn higher median wages.

- Vocational training median hourly wage: \$13.11
- College/university median hourly wage: \$15.00
- No college OR vocational training: \$11.00

Next Steps: In addition to the areas previously outlined in this section, CDOR will continue to gather and analyze data and present recommendations on the needs of individuals with disabilities served through other components of the workforce development system. Labor market information regarding employment rates and projected growth industries by California region will also be assessed for inclusion in the final 2018-2020 CSA. This research will help to identify careers with higher income potential, their relative projected demand and growth; mapped to CDOR districts throughout the state. Another use of labor market information for assessing the needs of individuals with disabilities will include a survey of the fastest job growth sectors. The CDOR will connect with local workforce development boards to gain feedback on the service gaps, needs and barriers to employment for people with disabilities.

The CDOR recognizes the importance of aligning training with business sector needs and developed goals one and two under priority two, Services to Businesses, to emphasize the significance. Refer to Description (I)(1) for additional information on these goals.

VI-VR j.1.E who are youth with disabilities and students with disabilities, including, as appropriate, their need for pre-employment transition services or other transition services.

The CDOR will initiate qualitative research methods starting in Spring of 2020 for the purposes of gathering data to identify the service needs of students with disabilities, and the extent these services are coordinated

with transition services. Initial findings for identifying the needs of youth and students with disabilities and their need for transition services and pre-employment services will be outlined in this section.

Special Education- High School Diploma Attainment (Nationwide)

The most recent data (school year 2016-17) available from the U.S. Department of Education's Office of Special Education Program indicates areas of potential service gaps for youth and students with disabilities. For the purposes of the following data, both youth who may no longer be enrolled in school and students who are enrolled in school are included in this initial analysis. 71% of 14 to 21-year-old students served under the Individuals with Disabilities Education Act (IDEA) received their high school diploma, and 10% received alternative certificates. In contrast, 17% dropped out of school and 1% 'aged-out' without ever receiving their regular high school diplomas in the 2016-2017 school year.

Special Education- High School Diploma Attainment by Disability: Among students (ages 14 to 22) receiving education through IDEA nationally, the proportion of students who graduated with a regular high school diploma, received an alternative certificate, and dropped out also differed by type of disability for the 2016-17 school year.

For example, 85% of students with speech/language impairments received their high school diploma. On the other hand, attainment of a high school diploma was lowest for students with intellectual disabilities at 43%. Students with intellectual disabilities were also the highest to receive alternative certificates at 35%. The percentage of exiting students who dropped out in 2016-17 was highest for those with emotional disturbances at 35%, and lowest for students with deaf-blindness at 5%.

Special Education- High School Diploma Attainment by Ethnicity: For the 2016-17 school year, secondary education (IDEA) participation rates differed by race/ethnicity. The percentage of exiting students who graduated with a regular high school diploma was highest for Asian students at 76%, followed by White students (74%); Hispanic students (70%); Pacific Islander students (69%); American Indian/Alaska Native (68%); and Two or more race students (68%). The lowest graduation rates were among Black students at 64%. Low high school diploma rates for Black students are contrasted by this group having the highest attainment

of alternative certificates at 14%. Of all ethnic groups, data indicates American Indian/Alaskan Native students are the most in danger of being underserved, with 27% of this group dropping out of school. Asian students had the lowest drop-out rate of 8%.

California Department of Education (CDE) - Special Education Enrollment by Disability: CDE provides special education services to youth and students with disabilities from infancy to 22 years old, and the age range utilized by CDE will differ from those used by CDOR for youth and student service provision. Noting this difference, for the 2017-18 school year CDE special education enrollment indicates Specific Learning Disabilities was the highest disability at 51.4%; Other Health Impairment (14.7%); Autism (12.3%); Intellectual (8.1%); Emotional Disturbance (5.7%); Speech/Language (2.7%); Orthopedic (1.6%); Hard of Hearing (1.1%); Multiple Disability (1.1%); Deaf (0.5%), Visual (0.5%), and Traumatic Brain Injury (0.3%).

CDE Special Education Enrollment by Ethnicity: CDE special education enrollment for 2017-18 (ages 14-22) indicates Hispanic as the highest ethnic group enrolled in special education in the state at 56%, followed by White (24.4%); African American (9.9%); Asian (5.5%); Multi-race (3.0%); Native American (0.9%); Pacific Islander (0.4%).

CDOR Caseload and CDE Comparison for Students with Disabilities

CDOR caseload and CDE student representation generally aligns for both disability type and ethnicity. It is important to note, age ranges, ethnicity and disability type definition for students and youth with disabilities differ between the two agencies. Due to the difference in classifications, any direct comparisons will only be estimates. Also, the age range served through IDEA (14-22 years old) is wider than the student age range used by CDOR (16-21 years old), therefore percentages for ethnicity and disability type will appear upwardly biased. However, it is still useful to compare CDOR and CDE data to identify potentially underserved youth/student groups.

For PY 2017-18, students with disabilities (ages 16 to 21) comprised 16% of total consumers served by CDOR. Consumers designated as a 'Student with a Disability' and within the 16 to 21-year-old age range accounted for 24% of all new applications for services.

CDOR Caseload and CDE Comparison for Students with Disabilities-Ethnicity:

Students who identified as Native American or American Indian were closely congruent in representation for both CDE and CDOR and is a characteristically underserved population in California:

- CDE: 0.9%
- CDOR: 0.7%
- ACS: There is no specific disability data for this ethnicity and age range, however California's statewide population of all people who identify American Indian alone total 0.8%. More data is needed for this disability group as population estimates may be even smaller when disaggregating by age and disability type.

Students with disabilities who identified as Asian had similar representation for CDE and CDOR:

- CDE: 5.5%
- CDOR: 5.0%

Students who identified as Pacific Islander were represented almost equally for both CDE and CDOR:

- CDE: 0.4%
- CDOR: 0.3%

Multi-ethnic students with disabilities also were represented equally for CDOR and CDE:

- CDE: 3.0%
- CDOR: 3.0%

Hispanic students with disabilities were represented in higher proportions for CDE than CDOR:

- CDE: 56.0%
- CDOR: 50.8%

Students who identified as African American were represented almost equally by both CDE and CDOR:

- CDE: 9.9%
- CDOR: 9.3%

Students who identified as White were represented in higher proportions at CDOR than CDE:

- CDE: 24.4%
- CDOR: 29.3%

Potentially underrepresented students with disabilities may include Hispanic students. CDOR will continue to explore both internal and external available data sources. As CDOR increases outreach efforts to students and their guardians through the implementation of WIOA, CDOR may include updates on these outreach measures to Pacific Islander, Hispanic, and African American ethnicities as potentially underserved groups in the final 2018-2020 CSA. Next steps may also include communicating with VR staff who serve as cultural liaisons in either a formal or informal capacity to gather more insight on the specific needs of underserved ethnicities.

Snapshot of Youth with Disabilities Served Through CDOR:

Youth with disabilities are those who are 14 to 24 years old and may or may not be enrolled in school due to various circumstances of the consumer. Out-of-school foster youth with disabilities may be at risk of being unserved or underserved for VR services due to the nature of displacement from family and the structured educational system. The CDOR is placing an emphasis on serving this population of individuals with disabilities in priority one, goal three to provide targeted supports to ensure the successful transition to employment and self-sufficiency for transition age foster youth.

Snapshot of Youth with Disabilities Served Through CDOR by Ethnicity:

Youth with disabilities (ages 14 to 24) on CDOR's consumer caseload indicate Hispanic as the highest proportion at 50.9%; White (29.1%); African American (10.9%); Asian (5.0%); Multi-race (3.1%); Not reported (1.1%); American Indian (0.7%); and Pacific Islander (0.3%).

Snapshot of Youth with Disabilities Served Through CDOR by Disability:

Youth with disabilities (ages 14 to 24) on CDOR's consumer caseload indicate Learning disabilities as the highest proportion at 37.3%; Intellectual (20.0%); Psychiatric (12.3%); Cognitive (9.6%); Physical (6.1%); Deaf

(5.6%); Not reported (5.3%); Blind/Visual (3.3%); and Traumatic Brain Injury (0.7%).

Findings: For PY 2017-2018, youth with disabilities aged 14 to 24 years old made up almost a quarter of all total consumers served at CDOR, or 24%. Among youth with disabilities, 31% have attained successful outcomes in employment. Youth with disabilities also accounted for 20% of all new applications for services.

The ACS does not distinguish between students with disabilities who are enrolled in school and youth who may not be enrolled in school. Additionally, Census data compiled by the ACS for youth is limited to the age range of 16 to 20 years old but may provide an idea of potentially underserved populations among this age group. In 2017, the overall percentage of people with a disability ages 16 to 20 in California was 5.1%. Among the six types of disabilities identified in the ACS, the highest prevalence rate was for “Cognitive Disability” at 3.6%. The lowest prevalence rate was for “Hearing Disability” at 0.6%. ACS data for this age group is limited but in general, it appears consumers who comprise the 9 disability types used by CDOR are significantly above prevalence rates for all disability types reflected in Census data.

Rehabilitation Needs, Including the Need for Pre-Employment Transition Services or Other Transition Services, of Students and Youth with Disabilities

The CDOR collaborates with CDE to determine the number of students with disabilities. In California, the number of students with disabilities is approximately 150,000. The CDOR is collaborating with the workforce development system to determine the number of dislocated youth no longer in the educational system.

Next Steps: CDOR will analyze PY 2018-2019 program data once complete and validated for inclusion in the 2018-2020 CSA. When comparing CDOR’s caseload data to the California Department of Education, CDOR may be underserving Hispanic/Latinx youth and students with disabilities. There may also be a need to engage with whole families throughout the VR service delivery process for youth and students with disabilities that may experience cultural barriers to service. CDOR will continue identifying ways to enhance communication to consumers and their families that receive transition and pre-employment transition services.

In fulfillment of CDOR’s goal to create statewide linkages which serve to provide information and referral to out of school youth with disabilities, the CDOR participated in the California Health and Human Services Agency’s coordinated effort, “Trauma-Informed Systems of Care”. This leadership workgroup partners with the Departments of Health Care Services, Social Services, Developmental Services, Education along with county and local partners and/or stakeholders. This partnership aims to better serve foster children and youth who are receiving services from multiple public programs at the county level. The CDOR will continue to work to ensure transition age foster youth are not underserved as indicated in priority one, goal three. Refer to Description (I)(1) for additional information on this goal.

VI-VR j.1.F Identify the need to establish, develop, or improve community rehabilitation programs within the State.

Community Rehabilitation Programs (CRPs) provide services to individuals with disabilities in support of their goal of employment, independence, and equality. CRPs may be independent for-profit or not-for-profit agencies, hospitals and medical rehabilitation centers and facilitate the delivery of VR services such as:

- Assessments/Evaluations
- Training
- Job-related services
- Support services

Statewide Community Rehabilitation Program Availability:

Although the number of CRPs and CRP locations/facilities may vary throughout the year, recent data collected for the 2018 program year indicate there were approximately 245 CRPs who provided VR services to CDOR consumers at 445 locations throughout the state; an overall decrease of available CRP and CRP locations/facilities over time.

	PY 13/14	PY 14/15	PY 15/16	PY 16/17	PY 17/18
Consumers Receiving	19,418	18,734	17,483	16,651	16,706

CRP Services					
Total VR Consumers	102,853	100,099	98,332	100,442	99,845
% of VR Consumers Accessing CRP Fee-For-Service	18.88%	18.72%	17.78%	16.58%	16.73%

As indicated by the above table, it is estimated that 19% of consumers accessed CRP services in PY 2013-2014 and declined to 17% for PY 2017-2018. In addition to the number of consumers who access CRP services in decline, the number of physical locations (facilities) have dropped over the last ten years; from PY 2008 to PY 2017-2018. More specifically, the number of available CRP locations/facilities have dropped from 501 locations to 424 for the entire state.

Findings and Next Steps: Although county boundaries differ from CDOR district boundaries, data indicates a significant rural portion of the Central Valley is within the CDOR San Joaquin Valley district boundary. San Joaquin Valley district was identified as an area containing rural zones with either no CRPs or only one vendor with limited capacity. Rural areas within the counties contained inside the San Joaquin Valley district boundary may be considered unserved or underserved due to having populations of less than 50 thousand, with the average rural county containing populations of approximately 31,000.

The following rural counties within the San Joaquin Valley district boundary include:

1. Amador
2. Calaveras
3. Inyo
4. Mariposa
5. Mono
6. Tuolumne

The San Joaquin Valley District contains almost half, or 43%, of the 14 counties that are considered rural in California. A key aspect in identifying the need for the establishment of Community Rehabilitation Programs is that VR service availability is largely limited to urban counties within proximity of CDOR branch offices and the location of CRPs are often near CDOR branch/district offices. In 2018, approximately 245 CRPs provided VR services to DOR consumers at over 445 locations (facilities) across the state. Possible factors for the reduction of these service providers is the economic impact of increasing local and State minimum wage requirements, rising inflation rates, and the lack of a modern fee structure to absorb the aforementioned costs. CDOR has responded to the challenge of decreasing CRPs by modernizing the fees paid to CRPs and vendor partners.

CDOR requested and received, an annual budget augmentation beginning PY 2018-2019. This budget augmentation is aimed at helping to sustain the CRPs who provide vital services to CDOR consumers.

The CDOR is exploring alternative methodologies of service provisions utilizing technology, such as remote services, to ensure services are available throughout the state. In particular, ensuring services are available in areas where individuals have been identified as unserved and underserved. The CDOR's triennial CSA, finalized in Fall 2020, will include additional information about the needs of CRPs.

Conclusion

This update serves to introduce the preliminary research conducted for the collection and initial findings of quantitative and qualitative data up to year two of the triennial cycle of the 2018-2020 Comprehensive Statewide Assessment (CSA). It also presents planned areas for research to be included in the final draft of the CSA including, but not limited to, focus groups, telephone interviews with key informants, and the analysis and findings of the prior year Consumer Satisfaction Surveys. An example of planned research for inclusion in the final draft of the 2018-2020 CSA are the key informant telephone interviews scheduled to begin in the Fall of 2019. The qualitative component will include valuable feedback from VR service-delivery providers in areas representing mental health, justice-involved individuals, out-of-school youth with disabilities, community rehabilitation programs, independent living centers, etc. In summary, this

update provides the preparatory framework for the future research to be published in the final draft of the 2018-2020 CSA.

k. Annual Estimates

(Formerly known as Attachment 4.11(b)). Describe:

1. The number of individuals in the State who are eligible for services;

CDOR Response:

Annual Estimates. The U.S. Census Bureau, 2017 American Community Survey 1-Year estimates that there are approximately 1,980,677 adults ages 18–64 with a disability residing in California. These individuals may qualify for VR services under Title IV. Based on the 2017 estimates, in 2021, California’s population is projected to be at 40,311,230, of which approximately 1,924,263 adults ages 18-64 have a disability. The CDOR serves all individuals with disabilities who qualify for services, regardless of age.

2. The number of eligible individuals who will receive services under:

A. The VR Program;

In FFY 2021, CDOR estimates it will provide a range of VR services to approximately 83,000 individuals with disabilities, who meet the Order of Selection Declaration (OOS), as identified in the response for Description (m) – Order of Selection. The CDOR estimates that 10,000 out of 83,000 are students with disabilities receiving CDOR Student Services. The CDOR also estimates providing Student Services to approximately 25,000 potentially eligible students with disabilities. Approximately 25,590 VR applications will be received from individuals with disabilities, of which approximately 23,455 will be determined eligible and meet the OOS.

Currently, the full range of VR services may be provided to consumers assigned to Priority Categories 1 and 2 who apply on or before June 30, 2020, and Priority Category 3, who applied on or before August 31, 2019, including individuals who are on the Waiting List.

B. The Supported Employment Program; and

Refer to the response for Description (n) – Goals and Plans for Distribution of Title VI Funds, specifically “During FFY 2020, CDOR anticipates 8,150 consumers will receive Supported Employment services under Title VI, Part

B and Title VI funds. Of this number, an estimated 531 consumers will be funded from Title VI, Part B funds.”

During FFY 2021, CDOR anticipates of the 29,368 individuals with the most significant disabilities in Priority Category 1, 7,997 consumers will receive Supported Employment services under Title VI, Part B and Title VI funds. Of this number, an estimated 521 consumers will be funded from Title VI, Part B Funds.

During FFY 2022, CDOR anticipates of the 29,368 individuals with the most significant disabilities in Priority Category 1, 7,997 consumers will receive Supported Employment services under Title VI, Part B and Title VI funds. Of this number, an estimated 510 consumers will be funded from Title VI, Part B Funds.

During FFY 2023, CDOR anticipates of the 29,368 individuals with the most significant disabilities in Priority Category 1, 7,997 consumers will receive Supported Employment services under Title VI, Part B and Title VI funds. Of this number, an estimated 510 consumers will be funded from Title VI, Part B Funds.

During FFY 2024, anticipates of the 29,368 individuals with the most significant disabilities in Priority Category 1, 7,997 consumers will receive Supported Employment services under Title VI, Part B and Title VI funds. Of this number, an estimated 510 consumers will be funded from Title VI, Part B Funds.

C. Each priority category, if under an order of selection;

Refer to the Priority Category descriptions provided in Description (m)(1)(C) – Order of Selection. The table indicates the number of eligible individuals estimated to receive services under each priority category for FFY 2021.

Priority Category	Estimated Number to be Served
Category 1: Individual With a Most Significant Disability	29,368
Category 2: Individual With a Significant Disability	53,440
Category 3: Individual With a Disability	192
Totals	83,000

Other Individuals Served	Estimated Number to be Served
Potentially Eligible Students with Disabilities	25,000
Individuals Served Grand Total	108,000

Data Source: CDOR's Budgets, Fiscal Forecasting and Research Section

3. The number of individuals who are eligible for VR services, but are not receiving such services due to an order of selection; and

Number of Eligible Individuals Not Receiving VR Services

The 2019-20 Order of Selection Declaration effective September 27, 2019, declared that the department is serving individuals in Priority Category 1 and 2 who applied on or before June 30, 2020 and Priority 3, who applied on or before August 31, 2019, including individuals who are on the Waiting list.

As of October 31, 2019, there are 27 people on the waiting list that are in Priority Category 3. For FFY 2021, CDOR estimates that 192 individuals will be assigned to Priority Category 3.

In FFY 2021, CDOR plans to serve individuals in Priority Category 1 and 2 who applied on or before June 30, 2021.

4. The cost of services for the number of individuals estimated to be eligible for services. If under an order of selection, identify the cost of services for each priority category.

The charts below include the estimated costs of services and number of individuals to be served for each priority category.

FFY 2020 Estimates of Cost of Services for Consumers Served

Priority Category	Title I or Title VI	Estimated Funds	Estimated Number to be Served	Average Cost of Services
Category 1: Individual With a Most Significant Disability	Title I	\$71,249,575	28,837	\$2,471
Category 1: Individual With a Most Significant Disability	Title VI	\$2,020,182	531*	\$3,804
Category 2: Individual With a Significant Disability	Title I	\$92,992,979	53,440	\$1,740
Category 3: Individual With a Disability	Title I	\$167,747	192	\$874
Totals		\$166,430,483	83,000	\$2,005

*Consumers receiving Supported Employment services funded by Title VI may also receive services funded by Title I.

Other Individuals Served	Title I or Title VI	Estimated Funds	Estimated Number to be Served	Average Cost of Services
Potentially Eligible Students with Disabilities	Title I	\$19,912,517*	25,000	\$797
Individuals Served Grand Total		\$186,343,000	108,000	\$1,725

*The estimated funds for potentially eligible students with disabilities includes only purchased services.

Data Source: CDOR's Budgets, Fiscal Forecasting and Research Section

FFY 2021 Estimates of Cost of Services for Consumers Served

Priority Category	Title I or Title VI	Estimated Funds	Estimated Number to be Served	Average Cost of Services
Category 1: Individual With a Most Significant Disability	Title I	\$71,500,073	28,847	\$2,479
Category 1: Individual With a Most Significant Disability	Title VI	\$2,020,182	521*	\$3,878
Category 2: Individual With a Significant Disability	Title I	\$93,310,907	53,440	\$1,746
Category 3: Individual With a Disability	Title I	\$168,321	192	\$877
Totals		\$166,999,483	83,000	\$2,012

*Consumers receiving Supported Employment services funded by Title VI may also receive services funded by Title I.

Other Individuals Served	Title I or Title VI	Estimated Funds	Estimated Number to be Served	Average Cost of Services
Potentially Eligible Students with Disabilities	Title I	\$19,912,517*	25,000	\$797
Individuals Served Grand Total		\$186,912,000	108,000	\$1,731

*The estimated funds for potentially eligible students with disabilities includes only purchased services.

Data Source: CDOR's Budgets, Fiscal Forecasting and Research Section

FFY 2022 Estimates of Cost of Services for Consumers Served

Priority Category	Title I or Title VI	Estimated Funds	Estimated Number to be Served	Average Cost of Services
Category 1: Individual With a Most Significant Disability	Title I	\$71,500,073	28,858	\$2,479
Category 1: Individual With a Most Significant Disability	Title VI	\$2,020,182	510*	\$3,878
Category 2: Individual With a Significant Disability	Title I	\$93,310,907	53,440	\$1,746
Category 3: Individual With a Disability	Title I	\$168,321	192	\$877
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Individuals Served Grand Total		\$186,912,000	108,000	\$1,731

*The estimated funds for potentially eligible students with disabilities includes only purchased services.

Data Source: CDOR's Budgets, Fiscal Forecasting and Research Section

FFY 2023 Estimates of Cost of Services for Consumers Served

Priority Category	Title I or Title VI	Estimated Funds	Estimated Number to be Served	Average Cost of Services
Category 1: Individual With a Most Significant Disability	Title I	\$71,500,073	28,858	\$2,479
Category 1: Individual With a Most Significant Disability	Title VI	\$2,020,182	510*	\$3,878
Category 2: Individual With a Significant Disability	Title I	\$93,310,907	53,440	\$1,746
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Other Individuals Served	Title I or Title VI	Estimated Funds	Estimated Number to be Served	Average Cost of Services
Potentially Eligible Students	Title I	\$19,912,517*	25,000	\$797
Grand Total		\$186,912,000	108,000	\$1,731

*The estimated funds for potentially eligible students with disabilities includes only purchased services.

Data Source: CDOR's Budgets, Fiscal Forecasting and Research Section

FFY 2024 Estimates of Cost of Services for Consumers Served

Priority Category	Title I or Title VI	Estimated Funds	Estimated Number to be Served	Average Cost of Services
Category 1: Individual With a Most Significant Disability	Title I	\$71,500,073	28,858	\$2,479
Category 1: Individual With a Most Significant Disability	Title VI	\$2,020,182	510*	\$3,878
Category 2: Individual With a Significant Disability	Title I	\$93,310,907	53,440	\$1,746
Category 3: Individual With a Disability	Title I	\$168,321	192	\$877
Totals		\$166,999,483	83,000	\$2,012

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Potentially Eligible Students with Disabilities	Title I	\$19,912,517*	25,000	\$797
Individuals Served Grand Total		\$186,912,000	108,000	\$1,731

*The estimated funds for potentially eligible students with disabilities includes only purchased services.

Data Source: CDOR's Budgets, Fiscal Forecasting and Research Section

I. State Goals and Priorities

The designated State unit must:

1. Identify if the goals and priorities were jointly developed

Identify if the goals and priorities were jointly developed and agreed to by the State VR agency and the State Rehabilitation Council, if the State has a Council, and jointly agreed to any revisions.

CDOR Response: Goals and Priorities. CDOR and the SRC jointly developed, reviewed, and agreed to the following State Plan Priorities and Goals.

2. Identify the goals and priorities in carrying out the VR and Supported Employment programs.

Priority: Increasing the Quality & Quantity of Employment Outcomes

Goal: Provide effective VR services with quality IPE developments consistent with workforce needs that lead to a career track with upward mobility offering sustainable living wages.

Goal: Develop innovative approaches to support an increase in obtaining and sustaining employment for all consumers including those with the most significant barriers to employment.

Goal: Improve systems alignment, coordination, and integration with partners to create a pathway toward successful employment outcomes for Californians with disabilities, including individuals with the most significant disabilities, with priorities focusing on individuals with behavioral health disabilities (BH), students with disabilities, transition-age foster youth with disabilities, individuals with intellectual and developmental disabilities (ID/DD), and justice involved individuals with disabilities.

Priority: Services to Businesses

Goal: Meet business talent needs by preparing consumers for in-demand jobs using local and regional labor market information.

Goal: Build a direct pathway between employers and workers with disabilities including developing innovative ways to engage businesses.

3. Ensure that the goals and priorities are based on an analysis of the following areas:

A. The most recent comprehensive statewide assessment, including any updates;

The priorities and goals were based in part on the data obtained and analyzed in the first two years of the current Comprehensive Statewide Assessment (CSA). The data includes CDOR caseload, U.S. Census, and other external sources.

Wage and employment outcome data analyzed in the CSA highlighted CDOR's need to place additional emphasis on finding consumers jobs that offer sustainable, living wages with a career track. The data also presents the opportunity to uncover innovative ways to work with consumers to ensure they obtain and sustain their jobs. The data also supports better utilizing local and regional labor market information to inform consumer IPE's as indicated by the majority of CDOR consumers who obtain employment in the service industry and earn at or slightly above minimum wage. As a result, CDOR developed goals one and two under priority two "Services to Businesses."

The initial CSA findings also indicate CDOR consumers are less likely to have the same level of postsecondary education when compared to individuals with disabilities statewide. As such, the CDOR will track consumer credential attainment and measurable skills gain and implement strategies to increase both measures.

The CDOR's data analysis revealed that over the past five program years, a majority of the caseload are individuals with behavioral health disabilities. The CDOR recognizes this and developed goal three, under priority one "Increasing the Quality and Quantity of Employment Outcomes" to identify ways to provide a continuum of services to individuals with behavioral health disabilities.

The data analysis indicates CDOR provides supported employment services to approximately 3,500 consumers each year. Therefore, CDOR has placed an emphasis on ensuring individuals with the most significant disabilities, including those with intellectual and developmental disabilities, achieve competitive integrated employment. Goal three under priority one "Increasing the Quality and Quantity of Employment Outcomes" identifies

opportunities for partnership and systems alignment to increase competitive integrated employment for individuals with the most significant disabilities.

B. The State's performance under the performance accountability measures of section 116 of WIOA; and

The CDOR is currently establishing baseline indicators for the performance accountability measures and used the baseline data for the measurable skill gains performance measure to inform the development of the priorities and goals for the 2020-2024 VR Services Portion of the Unified State Plan. In particular, one objective under priority one, goal one aims to increase measurable skill gains for consumers by 15% from the baseline. The CDOR convened a data integrity workgroup and used data from the workgroup to validate if the objective was achievable and determined expected rates based off the data.

C. Other available information on the operation and effectiveness of the VR program, including any reports received from the State Rehabilitation Council and finding and recommendations from monitoring activities conducted under section 107.

Refer to the response for description for the Goals and Priorities, specifically (l)(3)(A).

The SRC and CDOR jointly developed and agreed to the 2020 – 2024 State Plan priorities and goals. The SRC supports the two priorities and five goals within the 2020 – 2024 State Plan.

The SRC encourages the CDOR to consider the significance of and need for cultural competency in the provision of VR services to youth, students and adults with disabilities. The CDOR acknowledges this consideration and used it to inform the objectives and strategies for priority one, goal three pertaining to improving systems alignment, coordination, and integration. Furthermore, the SRC suggests CDOR explore the benefits of increasing the variety and supply of potential employers, including small businesses. This suggestion is captured in goals one and two in priority two “Services to Businesses”.

m. Order of Selection

Describe:

1. Whether the designated State unit will implement and order of selection. If so, describe:

A. The order to be followed in selecting eligible individuals to be provided VR services.

Description of Priority Categories

Under the Order of Selection process, California has three priority categories in the following order: Priority Category 1, Individual With A Most Significant Disability; Priority Category 2, Individual With A Significant Disability; and Priority Category 3, Individual With a Disability. The CDOR will serve all individuals with most significant disabilities first, and once all individuals with most significant disabilities have been served, CDOR will serve individuals with significant disabilities. The CDOR will place all individuals with a disability on a waitlist when Priority Category 3 is not being served. The CDOR plans to continue the implementation of an Order of Selection in FFY 2021.

After an individual is found eligible for VR services, the VR Counselor evaluates the functional limitations, anticipated services needed, and the duration of the services to identify the level of significance of disability. Factors that cannot be used in determining the Level of Significance of Disability of eligible individuals include: residency, type of disability, age, race, color, or national origin, referral source, type of expected employment outcome, need for or anticipated cost of specific VR services required for an individual's plan for employment, nor an individual's or family's income level. The Level of Significance of Disability is used to determine the applicable Order of Selection priority category.

B. The justification for the order.

Since 1995, CDOR has operated the VR program under a Declaration of Order of Selection due to inadequate resources to provide VR services to all individuals with disabilities in California. Annually, CDOR reviews projected resources and projected costs for each state fiscal year, which starts July 1 and ends June 30, as provided by California Code of

Regulations, title 9, section 7052(a), and determines whether the projected resources continue to be inadequate to meet all the projected costs for state fiscal year. If projected resources remain inadequate to provide VR services to all individuals with disabilities in California, a new Order of Selection is issued, before June 30, informing the public that projected resources are not adequate to serve all eligible individuals, and lists the priority categories which can be served during the next state fiscal year.

Priority Category 1: Individual With A Most Significant Disability

An individual with a disability who has a serious limitation in terms of employment in at least four functional capacity areas; is expected to require multiple VR services over an extended period of time (more than six months); and has one or more physical or mental disabilities.

Priority Category 2: Individual With A Significant Disability

An individual who the Social Security Administration has determined is eligible for Social Security benefits as a result of a disability or blindness; or, an individual who meets the following three criteria: has a serious limitation in terms of employment in at least one functional capacity area; is expected to require multiple VR services over an extended period of time (more than six months); and has one or more physical or mental disabilities resulting from another disability or a combination of disabilities as determined by the basis of an assessment for determining eligibility and VR needs to cause comparable substantial functional limitation in accordance with 34 C.F.R. 361.5(c)(30(iii)).

Priority Category 3: Individual With a Disability

An individual with a disability who has at least one limitation in terms of employment in any functional capacity area; and, is not expected to require multiple VR services over an extended period of time.

C. The service and outcome goals.

Service and Outcome Goals

During FFY 2021, CDOR estimates it will serve approximately 83,000 individuals with disabilities who will meet the Order of Selection policy, including VR consumers receiving Student Services who are students with

disabilities. The total spending for all consumers served in FFY 2021 is estimated at \$166,999,483. The CDOR estimates 12,081 individuals will be Closed–Rehabilitated, of which 4,408 will be in Priority Category 1, 7,653 will be in Priority Category 2, and 20 will be in Priority Category 3. The CDOR currently does not track students with disabilities who may have acquired employment.

FFY 2021 Estimated Service Numbers and Outcome Goals

Priority Category	Number Served	Closed - Rehabilitated	Closed - Other	Months In Plan To Closure	Cost of Services
1	29,368	4,408	6,029	24	\$73,520,255
2	53,440	7,653	12,719	26	\$93,310,907
3	192	20	51	25	\$168,321
Total	83,000	12,081	18,799	25	\$166,999,483

Other Individuals Served	Number Served	Closed - Rehabilitated	Closed- Other	Months In Plan To Closure	Cost of Services
Potentially Eligible Students with Disabilities	25,000	-	6,250	6	\$19,912,517
Individuals Served Grand Total	108,000	12,081	25,049	20	\$186,912,000

Data Source: CDOR’s Budgets, Fiscal Forecasting and Research Section

D. The time within which these goals may be achieved for individuals in each priority category within the order.

Refer to the table in the response for the Order of Selection, specifically description (m)(1)(c).

E. How individuals with the most significant disabilities are selected for services before all other individuals with disabilities; and

Priority of Order of Selection Categories

The CDOR formally notifies all VR program applicants of their Order of Selection Priority Category in writing. Currently, the full range of VR services may be provided to consumers assigned to Priority Categories 1 and 2 who apply on or before June 30, 2020, and consumers assigned to Priority Category 3 who apply on or before August 30, 2019, including individuals who are on the Waiting List. Individuals with the most significant disabilities are assigned to Priority Category 1, which is always served first and that within Priority Category 1, individuals are selected for services based on the date of application. Individuals in Priority Category 2 are served before individuals in Priority Category 3.

2. If the designated State unit has elected to serve eligible individuals, regardless of any established order of selection, who require specific services or equipment to maintain employment.

At this time, CDOR has elected to not alter the existing Order of Selection policy to allow provision of services to eligible individuals, whether or not receiving VR services, who require specific services or equipment to maintain employment.

n. Goals and Plans for Distribution of Title VI Funds

1. Specify the State's goals and priorities for funds received under section 603 of the Rehabilitation Act for the provision of supported employment services.

CDOR Response: Goals and Plans for Distribution of Title VI, Part B Funds.

The CDOR's goal for Title VI, Part B funds is identified in the response for Description (I) – State Goals and Priorities under the priority “Increasing the Quality and Quantity of Employment Outcomes” goal three.

The CDOR will utilize approximately \$2,020,182 in Title VI, Part B funds to provide supported employment services to eligible individuals with the most significant disabilities, prioritizing at least 50% of these funds for youth with the most significant disabilities.

- During FFY 2020, CDOR anticipates 8,150 consumers will receive Supported Employment services under Title VI, Part B and Title VI funds. Of this number, an estimated 531 consumers will be funded from Title VI, Part B funds.
- During FFY 2021, CDOR anticipates 7,997 consumers will receive Supported Employment services under Title VI, Part B and Title VI funds. Of this number, an estimated 521 consumers will be funded from Title VI, Part B Funds.
- During FFY 2022, CDOR anticipates 7,997 consumers will receive Supported Employment services under Title VI, Part B and Title VI funds. Of this number, an estimated 510 consumers will be funded from Title VI, Part B Funds.
- During FFY 2023, CDOR anticipates 7,997 consumers will receive Supported Employment services under Title VI, Part B and Title VI funds. Of this number, an estimated 510 consumers will be funded from Title VI, Part B Funds.
- During FFY 2024, CDOR anticipates 7,997 consumers will receive Supported Employment services under Title VI, Part B and Title VI funds. Of this number, an estimated 510 consumers will be funded from Title VI, Part B Funds.

The CDOR is working closely with the California Department of Education (CDE) and the California Department of Developmental Services (DDS) on the Competitive Integrated Employment Blueprint. The overarching goal of the Blueprint is to increase employment outcomes for adults and youth with intellectual disabilities and developmental disabilities.

Key deliverables of the Blueprint include the following:

- Issuing joint written guidance from CDOR, CDE, and DDS to support interagency collaboration and coordination at the statewide level as well as local collaboration between the three core partners (CDOR districts, local educational agencies (LEAs), and 21 regional centers).
- Developing Local Partnership Agreements that address joint actions to support competitive integrated employment, including referral processes for Supported Employment. As of September 2019, 38 Local Partnership Agreements have been developed.

The CDOR will additionally make available services under section 603 to individuals with other disability types that need supported employment services, including those with behavioral health disabilities, traumatic brain injuries, and other most significant disabilities; and youth who need extended services that are not met under the Lanterman Developmental Disabilities Services Act (Welf. & Inst. Code, § 4500 et seq.).

The CDOR intends to achieve its supported employment goal through the following actions:

- Sustaining effective collaboration with core and extended CIE Blueprint partners through regular communication and in-person meetings.
- Applying best practices from CaPROMISE to emphasize family engagement and a strong commitment to person-centered planning by building partnerships with LEAs, regional centers and others who know the individual well.
- Coordinating with CDOR Districts to identify outreach strategies and procedures to unserved and underserved populations including minority groups, youth and students with disabilities, and individuals in rural areas who may be eligible for Supported Employment services.

- Exploring natural supports as a source for extended services.
- Expanding partnerships that support competitive integrated employment with California’s developmental disabilities system.

The CDOR’s collaboration efforts regarding supported employment services and extended services are identified in the response for Description (f) – Arrangements and Cooperative Agreements for the Provision of Supported Employment Services.

Collaboration with Schools Regarding Required Documentation Specified in Section 511 Regarding Career Exploration Activities for Individuals Considering Sub–Minimum Wage Employment

The CDOR and CDE Interagency Agreement includes specific requirements related to individuals considering sub-minimum wage employment. Actions include, but are not limited to:

- Communication by CDE with local educational agencies, parents, guardians, teachers, and students about the Section 511 requirements.
- CDOR maintains the documentation and provides a copy to the individual within specified timelines under 34 CFR 397.
- The local educational agency documents any services provided and gives the documentation to the student and CDOR.
- If a youth with a disability or, as applicable, the youth’s parent or guardian, refuses, through informed choice, to participate in the activities required by Section 511 or the implementing regulations in 34 CFR 397, documentation must, at a minimum:
 - Contain the information in 34 CFR 397.10(a)(2); and
 - Be provided by the CDOR to the youth within 10 calendar days of the youth’s refusal to participate.
- The CDOR School Liaison meets with local educational agency partners at least annually and review Section 511 requirements within the statewide interagency agreement.

2. Describe the activities to be conducted, with funds reserved pursuant to section 603(d), for youth with the most significant disabilities, including:

A. The provision of extended services for a period not to exceed 4 years; and

The Lanterman Developmental Disabilities Services Act (Welf. & Inst. Code, § 4500 et seq.) is a primary funding source of extended services for individuals with intellectual and developmental disabilities in California, ages 22 and older.

The CDOR will provide extended services for youth with most significant disabilities for up to four years or until the youth is 25 years of age, whichever comes first, for those youth who are not eligible for extended services under the Lanterman Act. These may include DDS-eligible youth with intellectual and developmental disabilities ages 14 through 21, and youth with behavioral health disabilities, traumatic brain injuries, and other most significant disabilities, ages 14 through 24.

B. How the State will leverage other public and private funds to increase resources for extended services and expanded supported employment opportunities for youth with the most significant disabilities.

The DDS provides extended services through the Lanterman Developmental Disabilities Services Act (Welf. & Inst. Code, § 4500 et seq.),

The DDS also received state funding for paid internship programs for individuals with most significant disabilities and competitive integrated employment incentive payments to Community Rehabilitation Programs for job retention after six and 12 months of employment. The CDOR will work collaboratively with DDS to leverage these paid internship programs to afford students and adults with the most significant disabilities opportunities to obtain work experience and pre-vocational soft skills development.

o. State's Strategies

Describe the required strategies and how the agency will use these strategies to achieve its goals and priorities, support innovation and expansion activities, and overcome any barriers to accessing the VR and the Supported Employment programs (See sections 101(a)(15)(D) and (18)(B) of the Rehabilitation Act and section 427 of the General Education Provisions Act (GEPA)):

1. The methods to be used to expand and improve services to individuals with disabilities.

CDOR Response: State's Strategies. CDOR developed measurable objectives to support CDOR's achievement of the Priorities and Goals identified in the response for Description (I) – State Goals and Priorities. These program goals and objectives represent CDOR's approach to increasing the quality and quantity of employment outcomes for all individuals with disabilities, including those with significant barriers to employment, and services to businesses. Actions (referred to as "Strategies") to achieve the priorities, goals and objectives, consistent with the comprehensive statewide assessment, are identified below.

Priority: Increasing the Quality & Quantity of Employment Outcomes

Goal 1: Provide effective VR services with quality IPE developments consistent with workforce needs that lead to a career track with upward mobility offering sustainable living wages.

Objectives:

- From July 1, 2021, through June 30, 2024, CDOR will increase the number of consumers that attain credentials by 15 percent from the baseline (an average of 5 percent each year). The baseline year will be based on the number of consumers that attain credentials in program year July 1, 2020, through June 30, 2021.
- From July 1, 2021, through June 30, 2024, CDOR will increase the number of consumers that achieve measurable skills gains by 15 percent from the baseline (an average of 5 percent each year). The baseline year will be based on the number of consumers that achieve measurable skills gains in program year July 1, 2020, through June 30, 2021.

- From July 1, 2020, through June 30, 2024, CDOR will increase consumer wages at case closure by 40 percent from the baseline (an average of 10 percent each year). The baseline will be based on average hourly wages for consumers in program year July 1, 2019, through June 30, 2020.

Strategies:

- Identify accessible tools for career exploration and apply true LMI to guide IPE development and planning.
- Develop an inclusive vocational assessment process for staff to utilize toward developing IPEs.
- Identify and provide enhanced or expanded supports to remove employment barriers at the beginning of IPE development and throughout planning.

Goal 2: Develop innovative approaches to support an increase in obtaining and sustaining employment for all consumers including those with the most significant barriers to employment.

Objectives:

- From July 1, 2021, through June 30, 2024, CDOR will increase the number of consumers in unsubsidized employment during the second quarter after program exit by 15 percent from the baseline (an average of 5 percent each year). The baseline year will be based on the number of consumers in unsubsidized employment during the second quarter after program exit in program year July 1, 2020, through June 30, 2021.
- From July 1, 2021, through June 30, 2024, CDOR will increase the number of consumers in unsubsidized employment during the fourth quarter after program exit by 15 percent from the baseline (an average of 5 percent each year). The baseline year will be based on the number of consumers in unsubsidized employment during the fourth quarter after program exit in program year July 1, 2020, through June 30, 2021.

Strategies:

- Utilize technology improvements, innovative and new practices, and streamlined processes that support effective caseload management and enhance positive customer experiences.

- Identify workforce trends by applying labor market information and establish partnerships with businesses, career technical education (CTE) and apprenticeship programs, and other resources and supports to prepare individuals with disabilities for employment.
- Partner with local education agencies, post-secondary education and training programs, state and county-level programs and services, and community-based organizations to facilitate and develop wraparound supports that can help consumers maintain successful employment.

Goal 3: Improve systems alignment, coordination, and integration with partners to create a pathway toward successful employment outcomes for Californians with disabilities, including individuals with the most significant disabilities, with priorities focusing on individuals with BH disabilities, students with disabilities, transition-age foster youth with disabilities, individuals with ID/DD, and justice involved individuals with disabilities.

Objectives:

- From July 1, 2020, through June 30, 2024, CDOR will decrease the number of cases closed other than successfully employed by 12 percent from the baseline (an average of 3 percent each year) for consumers who have BH disabilities. The baseline year will be based on case closure rates in program year July 1, 2019, through June 30, 2020.
- From July 1, 2020, through June 30, 2024, CDOR will increase the number of eligible and potentially eligible students with disabilities that receive work-based learning experiences by 20 percent from the baseline (an average of 5 percent each year). The baseline will be based on the number of students with disabilities that received work-based learning experiences in program year July 1, 2019, through June 30, 2020.
- From July 1, 2020, through June 30, 2024, CDOR will decrease the number of cases closed other than successfully employed by 12 percent from the baseline (an average of 3 percent each year) for consumers who are transition age foster youth. The baseline year will be based on case closure rates in program year July 1, 2019, through June 30, 2020.
- From July 1, 2021, through June 30, 2024, CDOR will increase the number of individuals with disabilities who leave subminimum wage (SMW) employment and apply for CDOR services to explore competitive integrated employment by 15 percent from the baseline (an average of 5 percent each year). The baseline year will be based on the number of

individuals with disabilities that choose to leave SMW employment and apply for CDOR services to explore competitive integrated employment in program year July 1, 2020, through June 30, 2021.

- From July 1, 2021, through June 30, 2024, CDOR will increase the number of individuals with disabilities who choose to leave SMW employment and achieve competitive integrated employment at CDOR by 15 percent from the baseline (an average of 5 percent each year). The baseline year will be based on the number of individuals with disabilities who choose to leave SMW employment and achieve competitive integrated employment at CDOR in program year July 1, 2020, through June 30, 2021.
- From July 1, 2020, through June 30, 2024, CDOR will decrease the number of cases closed other than successfully employed by 12 percent from the baseline (an average of 3 percent each year) for justice involved consumers. The baseline year will be based on case closure rates for the program year July 1, 2019, through June 30, 2020.

Strategies

- Partner with state, county and local-level partners to leverage resources that provide person-centered and whole-person wraparound services to bridge service gaps identified in the CSA.
- Partner with the AJCC's and Adult Education Title II, CDE to support program access for all individuals with disabilities, including individuals with disabilities who have behavioral health disabilities, students, transition-age foster youth, individuals with ID/DD, and justice involved.
- Launch the Individual Placement and Support (IPS) model or other new innovative projects in counties throughout the State.
- Complete Memorandums of Understanding (MOUs) or Interagency Agreements (IAs) with county and local BH programs to build and sustain effective collaboration.
- Complete MOUs or IAs with California's educational system at the local level to continue to build, expand, and sustain effective collaboration with educational partners.
- Engage with local county partners as they develop System of Care for Children and Youth MOUs with systems serving transition age foster youth, as required by Assembly Bill 2083 (Cooley, Statutes of 2018, Chapter 815) to build and sustain effective collaboration for transition-age foster youth.

- Expand partnerships that support competitive integrated employment with the California Developmental Disabilities System (California Department of Developmental Services, Regional Centers, Association of Regional Center Agencies, the State Council on Developmental Disabilities, and University Centers for Excellence in Developmental Disabilities Education, Research, and Service).
- Complete partnerships with systems serving justice involved individuals with disabilities, including the California Department of Corrections and Rehabilitation, the Corrections-Workforce Partnership, and the California Prison Industry Authority, to support the successful transition from prison to employment for individuals with disabilities.

Priority: Services to Businesses

Goal 1: Meet business talent needs by preparing consumers for in-demand jobs using local and regional labor market information.

Objectives:

- From July 1, 2021, through June 30, 2024, CDOR will increase the number of consumers that obtain apprenticeships by 15 percent from the baseline (an average of 5 percent each year). The baseline year will be based on the number of consumers that obtain apprenticeships in program year July 1, 2020, through June 30, 2021.
- From July 1, 2021, through June 30, 2024, CDOR will increase the number of consumers that obtain paid work experience by 15 percent from the baseline (an average of 5 percent each year). The baseline year will be based on number of consumers that obtain paid work experience in program year July 1, 2020, through June 30, 2021.
- From July 1, 2021, through June 30, 2024, CDOR will increase the number of consumers that are co-enrolled in AJCCs by 15 percent from the baseline (an average of 5 percent each year). The baseline year will be based on number of consumers that are co-enrolled in AJCCs in program year July 1, 2020, through June 30, 2021.

Strategies:

- Engage the workforce development system and the business community via effective outreach, relationship and partnership building. Maintain

regular CDOR participation at each of the 14 Regional Planning Units and on each local workforce development board.

- Explore and inform CDOR counselors and consumers of local opportunities to obtain non-degree credentials, including certificates, industry certifications, apprenticeship certificates, and occupational licenses with CTE, workforce, and businesses to build an inclusive and skilled future workforce.
- Emphasize and support increased earn-and-learn opportunities for consumers including on-the-job training (OJT), paid work experiences, internships, and apprenticeships with businesses.
- Identify and provide early interventions to address potential employment barriers, such as providing work incentive planning support, workplace readiness training, self-advocacy training and work-based learning opportunities.

Goal 2: Build a direct pathway between employers and workers with disabilities including developing innovative ways to engage businesses.

Objectives:

- From July 1, 2020, through June 30, 2024, CDOR will increase the number of business relationships by 20 percent from the baseline (an average of 5 percent each year). The baseline year will be based on business relationships established in program year July 1, 2019, through June 30, 2020. Service to a business is when CDOR successfully employs a consumer at a new business.
- From July 1, 2020, through June 30, 2024, CDOR will provide at least 60 disability access, disability accommodations, or disability awareness trainings to businesses throughout the state.

Strategies:

- Each Regional Director or Regional Business Specialist will meet with local business leaders from identified in-demand sectors, as determined by their local Regional Planning Unit, to develop working partnerships or establish initiatives that support hiring and/or recruitment of individuals with disabilities.
- Access and utilize LMI, including, but not limited to, CalJOBS, World of Work Inventory, The Career Index Plus, Career Zone, and Careerinfo.net, to inform plans that help businesses meet their recruitment and talent needs.

- Inform business partners on hiring incentives and resources (e.g. Work Opportunity Tax Credit, Talent Acquisition Portal, Disability Awareness training, the Assistive Technology network, and CDOR Business Based Services) to support businesses employing, supporting, retaining and promoting qualified talent with disabilities.

2. How a broad range of assistive technology services and devices will be provided to individuals with disabilities at each stage of the rehabilitation process and on a statewide basis.

The Assistive Technology Act of 1998, as amended in 2004, funds each state and U.S. territory to provide Assistive Technology services. In California, the program is the Assistive Technology Unit, which is housed within CDOR and funded by a federal grant through the U.S. Department of Health and Human Services' Administration for Community Living and supplemented with state Social Security Reimbursement funds. To implement the required services, CDOR contracts with the California Foundation for Independent Living Centers to provide Assistive Technology services statewide to assist individuals with disabilities to live independently and participate in the community. In addition, CDOR funds a network of Assistive Technology Advocates housed at the 28 Independent Living Centers across the state to provide individualized Assistive Technology services at the local level. Through these activities, as detailed below, CDOR assures coordination with Assistive Technology programs.

The CDOR provides Assistive Technology services and devices for VR applicants and consumers based on their need at each stage of the rehabilitation process, from initial interview through case closure and post-employment services to help achieve their employment goal. Assistive Technology services include providing devices, equipment, hardware, and, or, software to promote greater independence. CDOR informs applicants and consumers about their rights and remedies for decisions made regarding Assistive Technology services and devices.

The CDOR's Mobility Evaluation Program (MEP) provides AT evaluations to CDOR consumers. CDOR VR Counselors initiate the request for this service by contacting MEP and discussing the case. MEP will determine if the requested evaluation based on the consumer's needs, availability of equipment for trial, expertise with the technology the consumer may need,

and distance to the potential evaluation location will be provided to the consumer. Generally, MEP will travel to the consumer's home, work, or school site, or even meet the consumer at the equipment vendor's facilities so the consumer may trial a piece of equipment to assess problems in the environments in which they occur. A written report providing recommendations for assistive technology to solve specific performance problems, as well as price and availability information for the recommended items is sent to the VR counselor within a month after the consumer was last seen.

To educate VR Counselors, Service Coordinators, and Business Specialists about Assistive Technology options for applicants and consumers, CDOR offers a Rehabilitation Technology two-day training class at least once per year. This training includes reviewing the different types of assistive devices available to consumers, and where and how to obtain appropriate assessments and recommendations for these devices. A statewide CDOR Assistive Technology Services Coordinator is available to assist CDOR staff with technical assistance and guidance.

Through a statewide contract and Assistive Technology funds for the Independent Living Network, CDOR also provides Assistive Technology services through the California Assistive Technology Program, a statewide program federally funded through the Assistive Technology Act and supplemented with state Social Security Reimbursement funds. The California Assistive Technology Program provides services including:

- Device Loan Program: Short-term loans can be provided up to one month to qualifying individuals and can be renewed.
- Device Reutilization Program: A web-based program for individuals and organizations to list reused assistive technology devices to their communities at low or no cost.
- Assistive Technology and Transportation Loan Guarantee Program: An individual with a disability, family member, or legal guardian of a child with a disability, and an employer (only for the Assistive Technology Loan Program) can apply for a loan to purchase a vehicle, modifications for a vehicle, and Assistive Technology services and devices.

Individuals with disabilities can access CDOR's public website for information on Assistive Technology program resources and services. In

January 2019, State of California agencies and departments transitioned from using the State Price Schedule for Assistive Technology (SPS-AT) to the new California Assistive Technology, Services and Devices (Cal-ATSD) Supplier Directory. The Cal-ATSD is a statewide change (not limited to vocational rehabilitation) that offers a streamlined supplier application, a user-friendly online directory, and expands the use of existing, flexible procurement methods available to all state buyers.

3. The outreach procedures that will be used to identify and serve individuals with disabilities who are minorities, including those with the most significant disabilities, as well as those who have been unserved or underserved by the VR program.

Through the Comprehensive Statewide Assessment, as identified in Description (j) – Statewide Assessment, CDOR conducts an assessment on the level of its outreach to individuals with disabilities, including those who are minorities, with the most significant disabilities to determine who may be unserved or underserved by the VR program. As part of the current CSA, the CDOR will conduct key informant interviews with subject matters experts to obtain qualitative data about individuals with disabilities in California that are unserved or underserved by the VR Program. The results of the key informant interviews will be aggregated and analyzed, and the results will be shared in the final CSA report set to be released in Fall 2020.

As a result of the previous CSA findings, CDOR is participating in the E3: Educate, Empower, Employ Targeted Communities project (Project E3) to provide technical assistance (TA) to State VR agencies and their partners, to address barriers to VR participation and competitive integrated employment of historically underserved groups of individuals with disabilities. The project is a collaboration of Southern University Baton Rouge, University of Wisconsin-Madison, University of Wisconsin-Stout, University of Kentucky, George Washington University, University of Illinois at Urbana-Champaign, Employment Resources, Inc. (ERI) and the Council of State Administrators of Vocational Rehabilitation (CSAVR).

Intensive TA will be provided on-site through long-term service delivery relationships with local VR agency personnel and community-based partners in economically disadvantaged communities identified by the VR agencies themselves. Targeted and universal TA will also be provided.

Project E3 activities include knowledge development; targeted community identification by State VR agencies; and intensive, targeted, and universal technical assistance (including information dissemination via a state-of-the-art website, and National-State VR agency forums and meetings).

Diversity and Inclusion Advisory Committee

The CDOR continues to support its Diversity and Inclusion Advisory Committee (DIAC) to conduct outreach to unserved and underserved individuals and consumers, and to diversify CDOR employee applicant pools to ensure a diverse workforce in order to meet consumer needs. The DIAC meets quarterly to identify outreach and diversity gaps and determine potential solutions for consideration by CDOR's Executive Leadership Team.

The DIAC developed a Cultural Competency Training, a diversity and inclusion training with a focus on disability awareness and cultural competency. The training will give staff an opportunity to develop foundational diversity and inclusion knowledge and demonstrate practical ways to implement inclusive behaviors into their work.

The training was piloted in the CDOR San Joaquin District in 2018 and used interactive activities, a multimedia presentation, and experiential learning opportunities to help increase their knowledge in the area of cultural competency, expand their skill base in delivering culturally competent services, and identify behavioral changes that can contribute to a culturally competent work environment. The participants were asked to evaluate the training and serve as a focus group for the development and implementation of future trainings. CDOR's senior management team experienced the training March 2019 and recommended that it should be rolled out to all CDOR district staff.

4. The methods to be used to improve and expand VR services for students with disabilities, including the coordination of services designed to facilitate the transition of such students from school to postsecondary life (including the receipt of VR services, postsecondary education, employment, and pre-employment transition services).

The CDOR has been working with CDE to expand the uppermost age range for a student with a disability to be ages 16 through 21, or upon matriculation from high school, whichever is later, for the purposes of the goals and objectives within the State Plan and the CDOR/CDE Interagency Agreement, and the provision of DOR Student Services. For potentially eligible or VR eligible students with disabilities who meet criteria in the California Education Code Section 56026 and who are receiving CDOR Student Services, CDOR will extend the timeframe for receiving services beyond the age of 22 based upon the student's birth month, but not beyond the point at which a secondary school student exits their special education program.

In addition to the CDOR/CDE Interagency Agreement and Appendix A, the CDOR developed three new resources: a Collaboration Worksheet, CDOR School Contact List, and a CDOR Student Services flyer. It aims to support the development of strategies that will work best in each LEA and CDOR district. Topics include but are not limited to referral to CDOR Student Services, student access, and other key processes - understanding that different areas will have different resources and needs.

The CDOR continues to meet with California's Special Education Local Planning Areas directors biannually to maintain communication between CDOR and students with disabilities.

On a regular basis, CDOR and CDE send out joint communication to staff to keep them apprised of the needs of students with disabilities.

The CDOR Director and CDE's Director of Special Education conduct joint speaking engagements to speak of the need to fully integrate education so that every student regardless of disability be mapped from the educational system to employment.

Most recently, CDOR has been working closely with LEAs for provision of services during COVID-19 through joint stakeholder calls and CDOR leadership connecting with all schools.

Refer to the "Systems Alignment, Coordination & Integration" priority, goal two objectives and strategies for additional information on the response for Description (o)(1) – State's Strategies.

5. If applicable, plans for establishing, developing, or improving community rehabilitation programs within the State.

The CDOR continues to implement plans to establish, develop, and improve Community Rehabilitation Programs (CRPs) that address the needs of consumers. Efforts continue to take place to identify improvements to CDOR program evaluation processes for CRPs. In California's State Fiscal Year 2019/20 Budget, approved by the Legislature and signed into law by Governor Newsom, includes funds to support the first broad fee-for-service rate increase for CRPs since the establishment of the Uniform Fee Structure in 2009. Effective July 1, 2019, a 10 percent rate increase was applied to 42 fee-for-service Vocational Rehabilitation services provided by CRPs. In addition to the 10 percent increase applied to the 42 VR services, six services that include wage components under Situational Assessment and Work Adjustment, will receive an additional \$4 per hour to compensate for the increase in the minimum wage. The hourly rate for both Situational Assessment and Work Adjustment includes wages paid to consumers. Supported Employment rates are expected to increase January 1, 2020.

In June 2018, CDOR established a new customized employment service description and rates to be piloted. The CDOR initiated pilot programs of the new service in July 2018 that continued through June 2019.

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

All existing customized employment locations are now out of the "pilot" phase and CDOR is considering opportunities for expansion. The CDOR now has two customized employment programs in the Inland Empire districts with a total of 12 current participants and one customized employment site in San Diego with a total of six current participants. As of August 2019, the CDOR Customized Employment programs have led to the creation of three full-time positions for CDOR consumers including a

sales associate, baker's assistant, and an Amazon Drone Delivery Associate. An additional 16 consumers are currently progressing through the customized employment process and further cohorts are expected to start in 2020.

The CDOR is working to identify additional customized employment sites statewide beginning with the highly rural Mendocino/Lake County area and potentially the East Bay Area.

The CDOR's Community Resources Development Section continues to update and use the Rehabilitation Resources Directory, an online resource on CDOR's website that provides users with complete information about CRPs throughout California. CDOR's Community Resources Development Section is updating the CRP Vendorization and Certification Guidelines with information on Pre-Employment Transition Services and Customized Employment WIOA services.

The CDOR continues to assess the viability of utilizing establishment projects and currently has no plans underway for any such projects.

6. Strategies to improve the performance of the State with respect to the performance accountability measures under section 116 of WIOA.

Between October 1, 2018, and December 31, 2018, CDOR submitted its first annual WIOA Statewide and Local Performance Report (ETA 9169) to its federal oversight agency, the Rehabilitation Services Administration (RSA). This report aggregates data to match other WIOA core partner performance reports and educates the Congress on local performance and activities as they relate to the WIOA Performance Measures. The CDOR submitted its second performance report in October 2019 and concluded a two-year baseline for collecting and gathering baseline data for WIOA performance measures. The CDOR will begin working with RSA in 2020 to establish standards and target performance measures. Internally, CDOR is using the data collected to analyze internal processes for service delivery, data collection, and data sharing agreements to improve program successes. To achieve all of this, CDOR created an ongoing data integrity team, called the Enterprise Data Governance Board, to identify integrity issues and to propose and implement both technical and operational solutions. One activity of the Board is reviewing performance measures to ensure CDOR data validates the performance measures.

The CDOR continues to work diligently with its core partners, its consumers, and software providers to collect accurate and timely information for open and closed records of services.

WIOA Performance Measures

The CDOR will utilize an updated Accessible Web–based Activity Reporting Environment (Aware) system to collect some of the data needed to calculate the WIOA performance measures and upgraded it to include portions of performance measures that were not previously part of CDOR’s case management system, such as measurable skills gains. The CDOR recently established a Business Systems Governance Board and one of its functions is to identify sections in Aware that could improve data tracking and integrity, including the data collected for performance measures.

CDOR VR staff located throughout California will be collecting consumer data for the performance measures. To support the data collection, CDOR released three guidance circulars in April 2019 on performance measures. The guidance circulars cover the topics of Accurately Documenting and Reporting: Supplemental Wage Information, Measurable Skills Gains, and Credential Attainment. The guidance circulars provide the policy and procedure for documenting each performance measure and what information needs to be collected from participants and recorded in CDOR’s case management system.

Wage data is currently (and will continue to be) collected through an Interagency Agreement with the California Employment Development Department. The CDOR is in the process of developing agreements with CDE to collect their data on consumers that attained credentials and had measurable skills gains. The goal of the agreement is the data is to improve data integrity and improve tracking of the two performance measures.

To improve the measurable skill gains performance, the CDOR will implement the following strategies in PY 2020 and 2021:

- Identify accessible tools for career exploration and apply true LMI to guide IPE development and planning.
- Develop an inclusive vocational assessment process for staff to utilize toward developing IPEs.

- Identify and provide enhanced or expanded supports to remove employment barriers at the beginning of IPE development and throughout planning.

Local Partnerships

The CDOR has partnered and will continue to partner with the local Workforce Development Boards and America's Job Center of California (AJCCs). The CDOR and California Workforce Development Board will work jointly with the AJCC's to increase the number of CDOR consumers that are co-enrolled: enrolled in CDOR services and those services provided by the AJCC. The CDOR Central Office staff will provide support to the CDOR District management as they implement the priorities and strategies at the local level. The CDOR will also continue to coordinate with the California Workforce Development Board to update, as needed, local and regional level Memorandum of Understandings for the America's Job Center of California.

7. Strategies for assisting other components of the statewide workforce development system in assisting individuals with disabilities.

The CDOR is providing intensive on-site regional training to workforce partners on topics that range from how to write accessible documents to disability awareness and etiquette. The CDOR has scheduled 82 statewide trainings through 2019. The CDOR also provides information on accessible meeting spaces, client flow in America's Job Center of California, and technical assistance to CDOR District Administrators and Team Managers that sit on boards conducting accessibility reviews. The CDOR collaborates with the California Workforce Association in delivering training to the workforce development systems through the workforce development boards, regional planning units, and America's Job Center of California staff on disability rights and awareness, employment opportunities, and equal access for individuals with disabilities. Training opportunities will become available through the California Training Institute of the California Workforce Association which will provide flexibility for the California Workforce Development Board, regional planning units, and America Job Center of California to address any disability related training needs.

The CDOR provides training, technical assistance, and consultation to state and local government staff, public organizations, employers, and small businesses regarding disability related issues, equal employment opportunities, and physical and digital access for individuals with disabilities. The CDOR also collaborates with state entities to ensure that the communication and information technology infrastructure such as web, web content, information technology procurement, telecommunication, and any public or government communication is accessible for individuals with disabilities and others who use assistive technology.

California Department of Human Resources

The CDOR is collaborating with the California Department of Human Resources, DDS, and two community programs – Futures Explored and East Bay Innovations – to develop a program designed to implement recent California legislation. The program (renamed the “State Internship Program”) was piloted to determine effectiveness in preparing interns with intellectual and/or developmental disabilities for employment, most effective methods of preparing and supporting interns and the hiring agency, the process for placing interns on the Limited Examination and Appointment Program certification list, the process for payment to interns, and how to support a permanent civil service placement for them. For the pilot, the interns worked as volunteers in the hiring agency, performing the work of an Office Assistant, but were compensated for their work by the service provider who acted as the employer of record and provided on-the-job support. Wages for the intern were supported by funding from the DDS-Regional Center system. The CDOR funded services for the interns while they worked as an Office Assistant.

Nine interns were selected for the pilot and eight completed it. Of the eight, five were hired into State service – four were hired by the agency where they had worked, and one was recruited by another agency.

California Department of Education

Refer to Description (f) under “California Initiatives”.

Chancellor’s Office of the California Community Colleges

The California Community Colleges offer academic and vocational education at the lower division level for both younger and older students,

including those persons returning to school. Students that may potentially benefit from VR services are referred to CDOR for eligibility determination and, if appropriate, services.

University of California (UC) Regents

The UC provides services to students who are CDOR consumers with disabilities.

The California Association of Student Financial Aid Administrators

The California Association of Student Financial Aid Administrators supports mutual students who are consumers with disabilities to achieve their educational goals leading to employment. Guidelines are established for joint financial support of CDOR student consumers in the California post-secondary education system.

Sycuan Inter-Tribal Vocational Rehabilitation Program

The Sycuan Inter-Tribal Vocational Rehabilitation Program implements effective liaison, outreach, referral, and VR service delivery for Native American people with disabilities living on or near reservations in San Diego County.

California State University (CSU)

The CSU campuses refer appropriate students to CDOR for eligibility determination and, if qualified for services, CDOR will refer appropriate consumers to the CSU as part of the consumer's Individualized Plan for Employment.

Refer to objectives and strategies under goal three in the "Increasing the Quality and Quantity of Employment Outcomes" priority for additional information on the response for Description (o)(1) – State's Strategies.

8. How the agency's strategies will be used to:

A. Achieve goals and priorities by the State, consistent with the comprehensive needs assessment;

The CDOR will conduct quarterly tracking of the progress toward meeting its priorities and goals as identified in Description (l) – State Goals and Priorities. In addition, CDOR continues to establish initiatives and continuous improvement efforts designed to improve service delivery, outreach, and administrative business operations.

In addition, refer to the response for description (o)(1), specifically – CDOR developed measurable objectives to support CDOR’s achievement of the Priorities and Goals identified in the response for Description (l) – State Goals and Priorities. These program goals and objectives represent CDOR’s approach to increasing the quality and quantity of employment outcomes, including those individuals with disabilities who are unserved or underserved by CDOR, and services to businesses to ensure CDOR and businesses have a mutually beneficial relationship. Actions (referred to as “Strategies”) to achieve the priorities, goals and objectives, consistent with the comprehensive statewide assessment, are identified below.

Part of the CSA will include conducting key informant interviews to further assess the unserved and underserved populations of individuals with disabilities in California. The interviews will provide CDOR will additional information on barriers to VR services and opportunities for CDOR to improve this area.

B. Support innovation and expansion activities; and

The CDOR will use Section 110 funds of the Rehabilitation Act toward supporting innovation activities to expand and improve VR services for CDOR consumers and to support the activities of the SRC.

Innovative Activities

VR Connections Portal: The intent of this project is to employ a web-based portal to enhance collaboration, business processes, and service delivery between CDOR staff, consumers, and vendors (including service providers, contractors, and suppliers). The first stage of this project will focus on vendors and will later include consumers. The CDOR envisions these efforts resulting in reduced administrative burden on CDOR Staff, enabling CDOR staff to focus more on serving consumers; leading to greater employment opportunities, independence and equality.

Automated Phone System and Electronic Forms: The CDOR has been working closely with one district since late 2018 to develop innovative concepts to improve the consumer's experience at CDOR and create efficiencies for CDOR staff. One innovative concept that came out of a brainstorming session was utilizing an automated phone system in local offices so that interested individuals and consumers can choose to navigate through a phone tree, self-selecting their reason for calling and potentially having their reason for calling quickly addressed through the phone system. The automated phone system has been developed and will launch in two districts in 2020. The CDOR expects the launch will be successful and will expand the automated phone system to other offices after the testing period has ended.

Another innovative concept that resulted from brainstorming is electronic forms. The CDOR is restructuring one or two consumers into an electronic, web-based format so that a consumer can complete the form electronically (through a computer, tablet, or phone) and the information is uploaded into CDOR's case reporting system. The electronic forms are currently under development and will be tested in one district in 2020.

Summer Training and Employment Program for Students (STEPS): In 2019, the CDOR carried out the student work experience program STEPS into its second year. The program is larger with funding for local workforce boards and the CDOR has more than doubled the number of students with disabilities who will receive work experience job training that is aligned with the employment needs of business partners as defined by the Local Workforce Development Board in each participating region.

Accessible State Government Websites: Beginning July 2019, California requires that all state agencies publicly certify their websites are compliant with accessibility regulations. This is to ensure that individuals with disabilities do not experience barriers when using the internet to search for services, file forms, or access content on state government websites. The CDOR designed a "Website Accessibility Toolkit" to assist other state agencies help determine if their website meets state accessibility requirements and to provide resources to help make your website and website content accessible. The CDOR also regularly offers website document training for state employees.

State Rehabilitation Council

Section 110 funds will be used to support SRC travel and administrative costs. The SRC meets at least eight times a year as a full council or for executive planning. The SRC is a partner with CDOR in major programs, policies, and projects including the State Plan, Comprehensive Statewide Assessment, and Consumer Satisfaction Survey.

In addition to the activities supported by Section 110 funds, CDOR has several additional innovation and expansion activities taking place.

C. Overcome identified barriers relating to equitable access to and participation of individuals with disabilities in the State VR Services Program and the State Supported Employment Services Program.

The CDOR's policy is to serve all qualified individuals with a disability without discrimination based on their protected status, including physical or mental disability, age, sex, color, ethnic group, race, national origin, ancestry, religion, medical condition, sexual orientation, or marital status.

The CDOR has implemented strategies to overcome barriers and equitable access to individuals with disabilities accessing CDOR services. One strategy is making it a priority to work on intersectional barriers to employment so that CDOR staff are culturally competent to work with individuals with the disabilities with the most significant barriers. This includes individuals with disabilities that are justice involved, foster youth, and those with behavioral health disabilities. CDOR's commitment to mitigating barriers is evidenced in priority one, goal three relating to systems alignment, coordination and integration.

Another strategy is to have over 80 local offices in geographical diverse areas throughout the state. The CDOR staff are also able and encouraged to travel to meet with consumers and community partners outside of the standard office setting through technology (laptops, work cell phones, mobile hot spots). The CDOR local offices located in metropolitan areas are selected to meet the transportation needs of consumers with various options for public transportation.

The CDOR will determine if additional barriers to employment exist and report the findings and recommendations in the final CSA report set to be released in Fall 2020.

p. Evaluation and Reports of Progress: VR and Supported Employment Goals

Describe:

1. An evaluation of the extent to which the VR program goals described in the approved VR services portion of the Unified or Combined State Plan for the most recently completed program year were achieved. The evaluation must:

A. Identify the strategies that contributed to the achievement of the goals.

The CDOR, jointly with the SRC, established eight goals for the 2018-2020 VR Portion of the Unified State Plan Modification. These goals were developed based on information from the Comprehensive Statewide Assessment, requirements related to the federal Standards and Performance Indicators, CDOR's 2013–2018 Strategic Plan, and stakeholder input. The information below provides an evaluation of both the VR and Supported Employment goals (in particular, reference goal eight for Supported Employment).

2018-2020 STATE PLAN GOALS

Goal 1: Fully implement pre-employment transition services through a realignment of staff and service delivery methods.

Objective 1.1: From July 1, 2018, to June 30, 2019, the CDOR will provide pre-employment transition services statewide to 29,000 potentially eligible and eligible students with disabilities, ages 16 through 21, with an increase of at least 5 percent by June 30, 2020, increasing the number of students receiving pre-employment transition services to 30,450.

Partially Achieved: In Program Year 2018 (July 1, 2018, through June 30, 2019), CDOR provided pre-employment transition services to 16,853 eligible and potentially eligible students with disabilities. The CDOR is improving data tracking tools to ensure all services are made available and are accurately recorded for students with disabilities. From July 1, 2019, through September 30, 2019, CDOR has provided pre-employment transition services to 11,695 eligible and potentially eligible students with

disabilities. It is unlikely CDOR will completely meet its goal of providing pre-employment transition services to 30,450 eligible and potentially eligible students with disabilities in Program Year 2019-2020.

Strategies that lead to the partial achievement of this goal include:

- Redirecting 210 VR staff to work directly with eligible and potentially eligible students with disabilities.
- Fully implementing a potentially eligible case type statewide.
- Revising Transition Partnership Program contracts to include the provision of pre-employment transition services to students with disabilities.

Objective 1.2: Beginning July 1, 2018, and annually thereafter, the CDOR will provide no less than 2,000 students with disabilities with work-based learning experiences at an average of 100 hours per student for pre-employment transition services.

Achieved: In Program Year 2018, CDOR provided work-based learning experiences to 4,390 students with disabilities at an average of approximately 100 hours per student. Between July 1, 2019 and September 30, 2019, in Program Year 2019-2020, CDOR has provided work-based learning experiences to 1,141 students with disabilities and will surpass the goal of 2,000 students with disabilities by the end of the Program Year.

Strategies that lead to the achievement of this goal include:

- Establishing a partnership with the Foundation for California Community Colleges which allowed CDOR to expand work-based learning experience opportunities for students with disabilities.
- Utilizing fee-for-service paid work experience with Community Rehabilitation Programs.
- Establishing and expanding business partnerships on a continual basis to provide opportunities for pre-employment transition services.

Objective 1.3: From July 1, 2018, to June 30, 2020, the CDOR will develop at least two mechanisms to provide students with disabilities information about the statewide availability of pre-employment transition services.

Achieved: In Program Year 2018, CDOR implemented an extensive communication plan to provide information to the public about the availability of pre-employment transition services. In the end of Program Year 2018, CDOR began conducting monthly Student Services (also known as pre-employment transition services) calls with all 14 districts.

Strategies that lead to the achievement of this goal include:

- Redesigning CDOR's website and introduced a revamped "Services to the Youth" webpage.
- Educating CDOR Team Managers and Service Coordinators about Student Services, so they can train and communicate to their staff about these services.
- Using memos, group discussions, Intranet updates, and Manager Q&A sessions to educate designated VR counselors about CDOR Student Services, so they can effectively communicate the services to students, parents, Local Educational Agencies, America's Job Center of California, regional centers and others.
- Using flyers, brochures, presentations, posters, and follow-up calls to educate school districts about Student Services and connect with staff that support students with an IEP and 504 Accommodations.
- Using flyers and social media to reach out to high school students about Student Services.
- Using various marketing channels to conduct outreach to businesses, parents, guardians, college students, and youths/young adults.
- Monthly Student Services calls with all 14 CDOR districts with over 100 participants per call. Topics included: barriers, challenges, and best practices for Student Services and the Transition Partnership Program, Workability I, non-contracted schools, colleges, and vendors and challenges and solutions to working in rural areas.

Goal 2: Increase coordination of services between CDOR and other partners to support students with disabilities.

Objective 2.1: Annually, the CDOR will participate with secondary transition organizations and stakeholders to develop an action plan for state capacity building on secondary education and transition services and establish baseline information on capacity building needs in order to develop future objectives.

Achieved: During Program Years 2018 and 2019, CDOR participated annually with secondary transition organizations and stakeholders (California Community of Practice on Transition) to develop an action plan to build state capacity. A new action plan was developed by the Community of Practice in May 2019 and the plan targets capacity building strategies that detail increasing collaboration between agencies, youth, families, community partners and employers. The CDOR is in the process of working with the Community of Practice on a new action plan for the next year.

Strategies that lead to the achievement of this goal include:

- Developing an action plan in Program Year 2018 that includes conducting cross-training between regional centers, CDOR, Employment Development Department, America Job Centers and LEAs to build capacity of services provided by each entity and develop collaborative relationships and providing a webinar on diploma options.
- Co-leading regular meetings with the Community of Practice on Secondary Transition.
- Working with the California Transition Alliance to assist in the facilitation of at least one “Bridge to the Future” conference.
- Attending the annual National Technical Assistance Center on Transition Capacity Building Institute.

Objective 2.2: From July 1, 2018, to June 30, 2020, CDOR Districts will maintain a liaison to public secondary school districts; district school liaisons will communicate with applicable school district staff at least annually with increased communication based on the needs of the students at each school district. This will help increase communication with schools about CDOR services, a need identified in the Comprehensive Statewide Assessment.

Achieved: In Fall 2018, CDOR Student Services letter from CDE and CDOR was mailed out to all Superintendents and District Administrators. The CDE emailed this letter to all Special Education Local Plan Area (SELPA) Directors in September 2018 to formally encourage collaboration with CDOR in providing Student Services. In 2019, the CDOR, in collaboration with CDE, reached out to the LEAs and CDOR districts to share resources to support the development of strong local partnerships between the two.

Strategies that lead to the achievement of this goal include:

- Developing three new resources – a collaboration worksheet, CDOR school contact list, and a CDOR Student Services flyer. The collaboration worksheet was jointly developed by CDOR and CDE.
- Signing an Interagency Agreement with CDE regarding the provision of DOR Student Services. This agreement serves as a mechanism for CDOR, CDE and LEAs to clearly specify the plans, policies, and procedures for coordinating services to facilitate the transition of students with disabilities.
- Updating CDOR’s School Liaison list no less than annually and post on the CDOR’s website.

Goal 3: Expand and improve California’s infrastructure and capacity for making available pre-employment transition services to students with disabilities in need of such services by utilizing pre-employment transition services Authorized Activities.

Objective 3.1: From July 1, 2018, to June 30, 2020, the CDOR will collaborate with the California Department of Education, local educational agencies, and/or other stakeholders to develop and conduct at least two pre-employment transition services Authorized Activities to address the need identified in the Comprehensive Statewide Assessment.

Achieved: The CDOR utilized Authorized Activities funding to send 254 CDOR staff to training that lead to connections with education partners, other state agencies, and parents throughout California. The CDOR also utilized Authorized Activities funds during Program Year 2018 to contract with Cornell University’s K. Lisa Yang and Hock E. Tan Institute on Employment and Disability to provide CDOR Student Work Incentives Planning Services training. During Program Year 2019, CDOR is not authorized to spend any additional Authorized Activities funds and will not be continuing or completing Authorized Activities until funds are approved.

Strategies that lead to the partial achievement of the goal include:

- Communicating opportunities with CDE, LEAs, and, or, other stakeholders to conduct one or more of the nine pre-employment transition services Authorized Activities.

- Co-sponsoring, presenting and attending the Bridges to the Future Institute Training in November 2018. It enhanced the coordination between CDOR and education agencies, families and youth service providers.
- Providing Student Work Incentives Planning Services training and, as a result, 41 Student Services Coordinators and Work Incentives Planners completed the case file review for full credentialing to provide CDOR Student Work Incentives Planning Services.

Goal 4: Collaborate with partners to provide information and referral to out-of-school youth with disabilities who are identified as unserved or underserved in the Comprehensive Statewide Assessment.

Objective 4.1: From July 1, 2018, to June 30, 2020, the CDOR will establish at least one statewide linkage with another California state agency to support information and referral to out-of-school youth with disabilities who are identified as unserved or underserved.

Achieved: The CDOR participated in the California Health and Human Services Agency-coordinated “Trauma Informed Systems of Care” leadership workgroup with the California Departments of Health Care Services, Social Services, DDS and CDE as well as county and local partners. The purpose of the workgroup was to better serve foster youth, including out-of-school youth, who are receiving services from multiple programs. The workgroup drafted a Systems of Care MOU and Resources Library. The MOU is a framework for triaging foster youth and need interdivisional approach; handled by statewide leadership. The Resource Library is a cache for resources including federal and state law and regulations, sample templates and brochures, and county letters detailing services available and responsibilities.

Strategies that lead to the achievement of the goal include:

- Participating in California’s Improving Educational Outcomes of Children in Care (IEOCC) workgroup. The IEOCC workgroup is facilitated by FosterEd and is comprised of leaders representing multiple state public agencies that support the educational success of children and youth in foster care, including the California Department of Education, California Department of Social Services,

Administrative Offices of the Courts, and the Child Welfare's Directors Association.

- Developing at least one innovative strategy to support information and referral for out-of-school youth with consideration to cultural barriers that may prevent youth from seeking services.

Goal 5: Increase partnerships with local businesses to develop or expand work experience, internship, and employment opportunities for adults and youth with disabilities.

Objective 5.1: From July 1, 2018, to June 30, 2020, the CDOR will develop relationships and provide direct services to at least 100 new business partners. The CDOR developed relationships and provided direct services to 100 new business partners from 2016 through 2017. This effort will support CDOR's efforts to increase median wages for consumers, as identified in the Comprehensive Statewide Assessment.

Achieved: In Program Year 2018, the CDOR formed relationships with 192 new business partners. In the first quarter in Program Year 2019, the CDOR has formed relationships with 34 new business partners and expects to increase this number by the end of the program year.

Strategies that lead to the achievement of the goal include:

- Partnering with the Foundation of California Community Colleges to offer businesses the opportunity to have paid and insured student workers on site for 100 hours at no charge to the business. In its first year, 600 business participated in the program and has since been expanded to include more businesses.
- Changing the staffing infrastructure change to, in part, assist with the needs of businesses by hiring a Regional Director in each of the fourteen CDOR districts. CDOR has involved these new Regional Directors in meetings with Amazon in order strategize, then implement solutions in Amazon's hiring needs, and to get job seekers with disabilities engaged with and working at Amazon.
- Coordinating with the local Workforce Development Boards when conducting outreach to local business partners.
- Identifying other stakeholders, such as local business associations, to partner with for outreach efforts.
- Identifying and approaching businesses that have public contracts with requirements for the hiring of individuals with disabilities.

- Supporting the recruitment of job seekers with disabilities through direct referral from CDOR offices and through the Talent Acquisition Portal online job matching system.
- Serving as a resource to the local Workforce Development Boards, America's Job Center of California, and core partners to support the hiring, retention and promotion of adults and youth with disabilities.

Objective 5.2: From July 1, 2018, to June 30, 2020, the CDOR will promote participation for consumers in career pathways (which are multi-entity, partnership efforts) to meet business sector and consumer employment needs identified in the Comprehensive Statewide Assessment.

Achieved: The CDOR held multiple Lights! Camera! Action! (LCA) events in the state in which job seekers with a career goal of employment in digital media/entertainment gain a deeper understanding of how to disclose disability, request accommodation, find work through networking to jobs in media. The recorded webinars become part of the online curriculum available to all LCA graduates statewide. The CDOR also initiated an apprenticeship partnership with Cisco and significantly expanded its Student Work Experience partnership to increase opportunities for students to work for businesses statewide.

Strategies that lead to the achievement of the goal include:

- Contributing to the 2018 Youth Leadership Forum (YLF) event through management participation on the YLF Governance Committee. YLF is an annual, five-day vocational awareness program for approximately 60 high school students with disabilities in California. The forum integrates state agencies, community advocates, and students who serve and represent the diversity in the developmentally disabled community in our state.
- Working with Regional Business Specialist to review, disseminate and connect information from the Regional Planning Units.
- Continuing to engage and expand business engagement with federal and state partners.
- Renewing its partnership with disABLEDPerson, Inc. – a non-profit to promote the Microsoft Imagine Academy, providing IT skills training to DOR job seekers.

Objective 5.3: From July 1, 2018, to June 30, 2020, the CDOR will develop at least two new statewide partnerships with regional/national businesses on recruitment and retention for qualified individuals with disabilities.

Achieved: The CDOR developed a new statewide partnership with Uniqlo, an International clothing retailer, and afforded CDOR consumers the opportunity to bypass the traditional interview process for a practical interview where consumers were observed working with customers, how they learn to display merchandise, and interacting with team members. The CDOR also develop a statewide partnership with Thermo Fisher Scientific, a global corporation to develop a Neurodiversity Hiring project recruiting applicants who are on the autism spectrum for Information Technology and analyst roles.

Strategies that lead to the achievement of the goal include:

- Maintain the CDOR Hot Jobs webpage for business partners and job seekers to use as a job search tool.
- Monthly calls with Regional Business Specialist to review and support local partnerships.
- Calls with National Employment Team with national business partners.
- Utilization of Talent Acquisition Portal (TAP) for businesses and job seekers.

Goal 6: Both internally and with CDOR's partners, develop systems capacity, knowledge, skills, and abilities in order to effectively meet the needs of businesses.

Objective 6.1: From July 1, 2018, to June 30, 2020, at least 300 CDOR district staff will participate in training to increase knowledge, skills, and abilities to effectively meet the needs of businesses and CDOR consumers identified in the Comprehensive Statewide Assessment.

Achieved: Since July 1, 2018, over 300 CDOR district staff have participated in training to increase knowledge, skills, and abilities to effectively meet the needs of businesses and consumers.

Strategies that lead to the achievement of the goal include:

- Launching webinars that offer training on how to find employment with the State of California or federal government.
- Hosting monthly conference calls to provide training and resources to CDOR field staff. These meetings coach VR Teams on how to build connections with businesses and how to promote the talent pool of job seekers who are also CDOR consumers.
- Developing at least one training, specific to CDOR staff, on career pathways and the utilization of labor market information.
- Conducting monthly regional business sector calls.
- Appointing and training 14 CDOR Regional Business Specialists to manage sector strategies in their assigned area.

Goal 7: Establish or enhance partnerships to increase the capacity of CDOR and the WIOA core program partners to improve service delivery for adults and youth with disabilities.

Objective 7.1: From July 1, 2018, to June 30, 2020, CDOR in collaboration with the California Workforce Association and the State Workforce Board, will provide at least 30 disability access, disability accommodations, or disability awareness trainings within local regional planning units and make these available to all 45 local workforce development boards, America's Job Center of California operators and local WIOA partners.

Achieved: Since July 1, 2018, the CDOR has provided over 50 classes to more than 1,000 individuals on topics including disability access, disability accommodations, and disability awareness.

Strategies that lead to the achievement of the goal include:

- Providing training to local America's Job Center of California staff on topics such as: CDOR services; eligibility; job placement; case management; benefits counseling; job readiness and soft skills; disability awareness and etiquette; hiring persons with disabilities; disability disclosures; competitive integrated employment; customized employment; assistive technology; and, reasonable accommodation.
- Providing referral resource information to the WIOA core programs serving individuals with disabilities, such as accommodations for individuals who are blind and visually impaired or deaf and hard of hearing.

- Identifying the single point of contact for all local WIOA core program partners.

Goal 8: Increase competitive integrated employment opportunities, outcomes, and supports for adults and youth with disabilities, particularly those with the most significant disabilities, including those receiving Supported Employment services, and those underserved.

Objective 8.1: From July 1, 2018, to June 30, 2020, the CDOR will implement no less than 50 new Local Partnership Agreements between local educational agencies, CDOR districts, and regional centers to identify the ways in which the partners will work together to assist individuals with the most significant disabilities to achieve competitive integrated employment.

Partially achieved: Since July 1, 2018, the CDOR has implemented 38 new Local Partnership Agreements between local educational agencies, CDOR districts, and regional centers. The CDOR anticipates implementing at least 50 Local Partnership Agreements by June 30, 2020.

Strategies that lead to the partial achievement of the goal include:

- Collaborating with the California Department of Education, and the California Department of Developmental Services will provide technical assistance and guidance on the development of Local Partnership Agreements to local core partners.
- Collaborating with the California Department of Education, and the California Department of Developmental Services will post resources to assist in the development of Local Partnership Agreements on the California Health and Human Services Competitive Integrated Employment webpage.
- Developing and distributing joint written guidance with the California Department of Education and the California Department of Developmental Services to local educational agencies, CDOR district staff, and regional centers that provides strategies for collaboration and coordinated service delivery in the local communities.
- Coordinating and collaborating with the California Department of Education and the California Department of Developmental Services, as outlined in the Blueprint, to prepare and support all individuals with

intellectual and developmental disabilities that choose competitive integrated employment.

- Holding stakeholder meetings and forums to communicate information on achieving competitive integrated employment for individuals with intellectual and developmental disabilities.

Objective 8.2: From July 1, 2018, to June 30, 2020, the Achieving Community Employment services team will provide at least 17,000 individuals earning subminimum wage with career counseling and information and referral services in partnership with over 130 14(c) Certificate Holders / Employers (based on Department of Labor Lists of all registered 14c certificate holders and number of workers paid subminimum wage issued in October 2017).

Partially achieved: Since July 1, 2018, 14,101 unduplicated individuals have received one or more career counseling and information and referral (CCIR) service. It is likely the CDOR will provide CCIR services to another 3,000 individuals working in subminimum wage employment and exceed the goal of providing the service to at least 17,000 individuals before the end of the program year.

Strategies that lead to the partial achievement of the goal include:

- Including individualized person-centered services in CCIR services for individuals expressing a desire to explore and achieve competitive integrated employment.
- Increasing outreach efforts with caregivers, partners, and employers to promote the benefits of transitioning individuals from subminimum wage jobs to competitive integrated employment.
- Helping individuals receiving career counseling and information and referral to enroll in VR services in collaboration with local CDOR staff; and will track, monitor, and support the individuals as they navigate through the VR services towards successful achievement of competitive integrated employment.
- Continually seeking input from individuals and stakeholders to further enrich career counseling and information and referral resources, guidance, and materials for optimal service delivery in support of Section 511 of the WIOA and the Competitive Integrated Employment: Blueprint for Change goals.

The CDOR achieved or partially achieved all eight of its goals during Program Year 2018 and 2019 and is implementing five new goals in the 2020-2023 Program Years.

B. Describe the factors that impeded the achievement of the goals and priorities.

Factors Limiting the Achievement of VR Goals

The CDOR achieved or partially achieved all eight of its goals established in the 2018 Modification to the VR Services Portion of the 2016-2020 State Plan. There were several factors that limited the achievement of the goals that were partially achieved.

Goal 1, Objective 1.1

- The CDOR was unable to determine if it met its goal of providing pre-employment transition services to 29,000 students with disabilities in Program Year 2018. To mitigate this issue going forward, CDOR is working on improving its data tracking to ensure all services are made available and are accurately reported for students with disabilities.

Goal 3, Objective 3.1

- Beginning July 1, 2018, the CDOR began developing and conducting services under Authorized Activities to enhance the coordination between CDOR and education agencies, families and student service providers. During Program Year 2019, CDOR is not authorized to spend any additional Authorized Activities funds and will not be continuing or completing Authorized Activities until funds are approved.

Goal 8, Objective 8.1

- As of September 2019, the CDOR has established 38 new Local Partnership Agreements. It is likely that by the end of June 2020, the CDOR will establish 12 or more new Local Partnership Agreements and achieve this goal.

Goal 8, Objective 8.2

- As of September 2019, the CDOR has provided career counseling and information and referral services to 14,101 individuals with disabilities working in subminimum wage employment. It is likely that CDOR will provide the services to 3,000 more individuals with disabilities working in subminimum wage employment by the end of June 2020. However, the number of 14(c) Certificate Holders / Employers has decreased from 130 in July 2018 to 90 in September 2019, meaning there are fewer individuals with disabilities working at subminimum wage that will receive the career counseling and information and referral services. Some of the former 14(c) Certificate Holders / Employers are now paying their employees at least minimum wage.

PERFORMANCE ON THE STANDARDS AND INDICATORS

Strategies Contributing to the Successful Passing of Performance Indicators

This information is not yet available – the baseline indicators are currently still being established for the new performance accountability indicators. However, the CDOR is engaged in local partnerships with community partners to help provide VR services to consumers. These partners included third-party cooperative programs, CRPs, and Individual Service Providers who will contribute to or support consumers' employment outcomes.

Factors Limiting the Successful Passing of Performance Indicators

This information is not yet available – the baseline indicators for the performance accountability indicators are currently being established.

2. An evaluation of the extent to which the Supported Employment program goals described in the Supported Employment Supplement for the most recent program year were achieved. The evaluation must:

A. Identify the strategies that contributed to the achievement of the goals.

The Supported Employment goals are included within the VR goals – refer to the response for description (p)(1)(A).

B. Describe the factors that impeded the achievement of the goals and priorities.

The Supported Employment goals are included within the VR goals – refer to the response for description (p)(1)(B).

3. The VR program's performance on the performance accountability indicators under section 116 of WIOA.

The CDOR's expected measurable skill gains rates for PY 2020 (July 1, 2020 through September 30, 2021) is 23.7% and for PY 2021 is 24.9%. The 23.7% was established as a baseline using information from PY 2018 RSA Case Service Report (RSA-911) and WIOA Annual Statewide and Local Performance Report (ETA-9169). The 24.9% was calculated based on the total 15% increase from baseline over the next three years aligning with one of the objectives under priority one, goal three.

The CDOR will designate the following indicators as baseline for PY 2020 and 2021 and submit expected rates in the 2022 State Plan Modification:

- Employment – second quarter after exit
- Employment – fourth quarter after exit
- Median earnings – second quarter after exit
- Credential attainment rate

4. How the funds reserved for innovation and expansion (I&E) activities were utilized.

During PY 2018 and 2019, innovation and expansion funds were used to design an innovative eligibility system that would allow an individual to be determined eligible for CDOR services on the day of their application. The CDOR successfully developed and piloted a working, scalable business process model of same-day eligibility, "Expedited Enrollment", and developed a proof of concept for an outward-facing website that will, in the future, enable individuals to enroll in CDOR services electronically and reduce the data entry burden on CDOR staff by directly inputting the data provided by the applicant through the website into the AWARE referral module. Following innovation pilots throughout the state, the CDOR fully

implemented statewide utilization of an expedited enrollment process for determining eligibility for vocational rehabilitation services. Launch events in every district supported opportunities for discussion and iteration. The statewide implementation was completed in November 2018. The CDOR is currently updating its policies and procedures to further support expedited enrollment statewide.

Innovation and Expansion funds were used toward the State Internship Program. The State Internship Project provides an alternate way for people with intellectual and developmental disabilities to become eligible for state service. Interns are given the opportunity to develop the skills and abilities to meet the minimum qualifications of the job classification in which they intern. People who successfully complete this on-the-job-internship, gain eligibility for hire. As a result of the project, eight CDOR consumers have participated in internships

Innovation and expansion funds were also used to support the activities of the SRC including their travel costs. The SRC meets at least quarterly in person and teleconferences between full council meetings. In addition to direct participation in the development of the State Plan, the SRC partners with CDOR in major programs, policies, and projects including the Comprehensive Statewide Assessment and the Consumer Satisfaction Survey.

q. Quality, Scope, and Extent of Supported Employment Services.

Include the following:

1. The quality, scope, and extent of supported employment services to be provided to individuals with the most significant disabilities, including youth with the most significant disabilities.

CDOR Response: Quality, Scope and Extent of Supported Employment Services.

The CDOR Supported Employment Program provides Supported Employment services for individuals with the most significant disabilities, including youth with the most significant disabilities, to enable them to work toward and achieve an employment outcome of supported employment in competitive integrated employment. These services support opportunities for competitive integrated employment (including customized employment, as available) that is individualized, and customized, consistent with the unique strengths, abilities, interests, and informed choice of the individual, including with ongoing support services for individuals with the most significant disabilities.

The CDOR conducts the following activities with funds allotted for its supported employment Program:

- Provides supported employment services.
- Coordinates CDOR planned services, and accommodations and supports, with other program plans, such as the Individualized Education Program (transition services) and Individual Program Plan (developmental services).
- Leverages other public and private funds to increase resources for extended services and expand supported employment opportunities.

The CDOR reserves and expends 50 percent of its allotment for the provision of supported employment services, including extended services, to youth with the most significant disabilities (34 CFR 363.22).

The following information outlines how CDOR monitors the quality of the services consumers receive, scope of services provided, extent of

supported employment services, and timing of transition to extended services. Additional information on extended services for supported employment is identified in the response for Description (f) – Arrangements and Cooperative Agreements for the Provision of Supported Employment Services.

Quality of Supported Employment Services

The CDOR provides ongoing services from the point of job placement until transition to extended services. Such services are mostly provided to consumers by Community Rehabilitation Programs (CRPs) and partner agencies. In areas where CRPs are not available, or an individual has needs beyond those that can be met by a CRP, CDOR may authorize approved individual service providers to provide job coaching services.

CRPs providing supported employment services follow guidelines provided by CDOR's Community Resources Development Section and the California Welfare & Institutions Code. CDOR guidelines include submitting timely reports to VR Counselors as well as providing efficient services to consumers. Community Resources Development Specialists who are regional DOR staff additionally assist local CDOR districts and CRPs with technical assistance and identify training needs to support system alignment. Community Resources Development Specialists additionally review Commission on Accreditation of Rehabilitation Facilities accreditation of CRPs and conduct ongoing assessment and evaluation of consumer services.

Locally, each district has nominated two district Supported Employment liaisons to assist in sharing information and training district staff.

Scope of Supported Employment Services

The VR process for assessment for determining eligibility and priority category, and development of an Individualized Plan for Employment, including supported employment, is the same used for all consumers when establishing eligibility and an eligible individual's Priority Category, when CDOR is under an Order of Selection. The difference applies once the consumer and VR Counselor have identified supported employment services are required to reach a competitive integrated employment outcome. VR services for a consumer begins with a comprehensive

assessment to identify strengths for employment, resources, priorities, concerns, abilities, capabilities, interests, and informed choice.

CDOR provides the full scope of supported employment services to individuals who:

- Are determined eligible with the most significant disabilities;
- Have not achieved competitive integrated employment, or it has been interrupted or intermittent;
- Require intensive supported employment services and extended services to maintain employment; and
- Have a reasonable expectation that a source of extended services will be available at the time of transition to extended services.

Plan Development activities typically include but are not limited to the following:

- A general meeting to review the supported employment job placement parameters used in developing a plan for competitive integrated employment.
- A review of school transition services including CDOR pre-employment transition services, or other pre-vocational foundational skill development or adult work experience provided by developmental services or other agencies prior to an individual beginning CDOR supported employment services.
- An evaluation of labor market and identification of suitable employment sites; employer contacts; job seeking skills training; work site assessment; task analysis; evaluation and recommendation for a job coaching plan.
- If necessary, situational assessments to assess the consumer's interests and abilities and allow the individual to consider different jobs, environments, settings, and tasks to maximize his or her potential. Situational assessments are also used to determine the techniques best suited to assist the consumer to learn the work skills and behaviors necessary for employment.

Supported employment services begin at the point of placement and may include but are not limited to the following:

- Job coaching support services in an individual's placement if supports are needed to maintain the consumer's employment, including training, destination training, advocacy, and job loss intervention.
- As needed, coordinated benefits planning discussions with the consumer, CDOR Work Incentive Planners, and other third parties to identify appropriate work incentive programs as well as potential sources for ongoing support.
- Discrete post-employment services, if needed to support and maintain employment and are not available through extended services.
- As appropriate, career counseling and information and referral on opportunities for competitive integrated employment.

Extent of Supported Employment Services

Supported employment services are ongoing support services needed to support and maintain an individual with a most significant disability, including youth. Supported employment services are:

- Organized and made available, singly or in combination, in such a way as to assist an eligible individual to achieve competitive integrated employment;
- Based on a determination of the needs of an eligible individual, as specified in an Individualized Plan for Employment;
- Provided by CDOR for a period of time not to exceed 24 months, unless under special circumstances the eligible individual and the VR Counselor jointly agree to extend the time to achieve the employment outcome identified in the Individualized Plan for Employment; and
- Following transition, as post-employment services that are unavailable from an extended services provider and that are necessary to maintain or regain the job placement or advance in employment.

Use of the Required 50% Reserve of Supported Employment Funds to Provide Extended Services to Youth with the Most Significant Disabilities

The Lanterman Developmental Disabilities Services Act (Welfare. & Institutions. Code, § 4500 et seq.) funding is a primary source of extended services for individuals with developmental and intellectual disabilities in

California. Per Title 29, USC section 795h, CDOR will use the 50 percent reserve of supported employment funds for supported employment services for youth with the most significant disabilities. When these funds are exhausted, CDOR will utilize Title I funds as necessary to meet the needs of consumers eligible for Supported Employment services.

2. The timing of transition to extended services.

Timing of Transition to Extended Services

Once a consumer has maintained stability on the job for at least 60 days, the funding for and provision of job coaching transitions to an extended services provider. The VR Counselor continues to track the consumer's progress and job stability during the transition period. If the consumer maintains job stabilization for 90 days after transition to extended services, the case is Closed–Rehabilitated.

Transition to extended service providers is essential to maintain consistency and support for consumers receiving supported employment services. The CDOR works to identify funding sources for extended services, collaborates with extended service providers, and identifies sources of extended services, including natural supports which are vital for the long-term success of the consumer. Sources of extended services for a consumer eligible for supported employment services include: public resources such as the California Department of Developmental Services and Ticket to Work Programs; private resources such as trust funds, private non–profits, religious or community organizations, and family; and natural supports to ensure the consumer receiving supported employment services has greater success in the work environment.

Youth with the Most Significant Disabilities

In California, activities are conducted, with funds reserved pursuant to section 603(d), for youth with the most significant disabilities. Under the Lanterman Developmental Disabilities Services Act (Welfare. & Institutions Code, § 4500 et seq.). California established a commitment to provide services and supports to individuals with developmental disabilities throughout their lifetime. Services and supports are provided through a combination of federal, state, county, and local government services, private businesses, support groups, and volunteers. The CDOR works closely with the California Department of Developmental Services to

leverage Medicaid funds for habilitation services for persons with intellectual and developmental disabilities, including the provision of “extended services” to help an individual with a most significant disability maintain employment after the CDOR case is closed.

Toward this end, CDOR will continue to refer youth with the most significant disabilities to extended services currently funded by the California Department of Developmental Services regional centers upon CDOR closure or when placed on a wait list. CDOR will continue to review the impacts of providing extended services to youth with the most significant disabilities who do not qualify or are unable to receive extended services funded by the California Department of Developmental Services or another funding source.

The CDOR may provide extended services to youth with the most significant disabilities when other extended services are unavailable, as appropriate, for a period not to exceed four years, or at such time that a youth reaches age 25 and no longer meets the definition of a youth with a disability under 34 C.F.R. 361.5(c)(58).

Certifications

Name of designated State agency or designated State unit, as appropriate:
California Department of Rehabilitation

Name of designated State agency: **California Department of Rehabilitation**

Full Name of Authorized Representative: **Joe Xavier**

Title of Authorized Representative: **Director**

States must provide written and signed certifications that:

1. The **designated State agency or designated State unit (as appropriate) listed above** is authorized to submit the VR services portion of the Unified or Combined State Plan under title 1 of the Rehabilitation Act of 1973 (Rehabilitation Act), as amended by WIOA*, and its supplement under title VI of the Rehabilitation Act.** **Yes**

2. As a condition for the receipt of Federal funds under title I of the Rehabilitation Act for the provision of VR services, the **designated State agency listed above** agrees to operate and administer the State VR Services Program in accordance with the VR services portion of the Unified or Combined State Plan, the Rehabilitation Act, and all applicable regulations , policies, and procedures established by the Secretary of Education. Funds made available under section 111 of the Rehabilitation Act are used solely for the provision of VR services and the administration of the VR services portion of the Unified or Combined State Plan; **Yes**

3. As a condition for the receipt of Federal funds under title VI of the Rehabilitation Act for supported employment services, the designated State agency agrees to operate and administer the State Supported Employment Services Program in accordance with the supplement to the VR services portion of the Unified or Combined State Plan* , the Rehabilitation Act, and all applicable regulations , policies, and procedures established by the Secretary of Education. Funds made available under title VI are used solely for the provision of supported employment services and the administration of the supplement to the VR services portion of the Unified or Combined State Plan;** **Yes**

4. The designated State agency and/or the designated State unit has the authority under State law to perform the functions of the State regarding the VR services portion of the Unified or Combined State Plan and its supplement; **Yes**

5. The State legally may carry out each provision of the VR services portion of the Unified or Combined State Plan and its supplement. **Yes**

6. All provisions of the VR services portion of the Unified or Combined State Plan and its supplement are consistent with State law. **Yes**

7. The **Authorized Representative listed above** has the authority under State law to receive, hold, and disburse Federal funds made available under the VR services portion of the Unified or Combined State Plan and its supplement; **Yes**

8. The **Authorized Representative listed above** has the authority to submit the VR services portion of the Unified or Combined State Plan and the supplement for Supported Employment services; **Yes**

9. The agency that submits the VR services portion of the Unified or Combined State Plan and its supplement has adopted or otherwise formally approved the plan and its supplement. **Yes**

Footnotes

Certification 1 Footnotes

* Public Law 113-128.

** Unless otherwise stated, "Rehabilitation Act" means the Rehabilitation Act of 1973, as amended by WIOA, signed into law on July 22, 2014.

Certification 2 Footnotes

* All references in this plan to "designated State agency" or to "the State agency" relate to the agency identified in this paragraph.

** No funds under title 1 of the Rehabilitation Act may be awarded without

an approved VR services portion of the Unified or Combined State Plan in accordance with section 101(a) of the Rehabilitation Act.

*** Applicable regulations, in part, include the Education Department General Administrative Regulations (EDGAR) in 34 CFR parts 76,77,79,81, and 82; 2 CFR part 200 as adopted by 2 CFR part 3485; and the State VR Services Program regulations.

Certification 3 Footnotes

* No funds under title VI of the Rehabilitation Act may be awarded without an approved supplement to the VR services portion of the Unified or Combined State Plan in accordance with section 606(a) of the Rehabilitation Act.

** Applicable regulations, in part, include the citations in *** under Certification 2 footnotes

Certification Regarding Lobbying — Vocational Rehabilitation

Certification for Contracts, Grants, Loans, and Cooperative Agreements the undersigned certifies, to the best of his or her knowledge and belief, that:

(1) No Federal appropriated funds have been paid or will be paid, by or on behalf of the undersigned, to any person for influencing or attempting to influence an officer or employee of an agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with the awarding of any Federal contract, the making of any Federal grant, the making of any Federal loan, the entering into of any cooperative agreement, and the extension, continuation, renewal, amendment, or modification of any Federal contract, grant, loan, or cooperative agreement.

(2) If any funds other than Federal appropriated funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with this Federal contract, grant, loan, or cooperative agreement, the undersigned shall complete and submit Standard Form-LLL, "Disclosure of Lobbying Activities," in accordance with its instructions.

(3) The undersigned shall require that the language of this certification be included in the award documents for all subawards at all tiers (including subcontracts, subgrants, and contracts under grants, loans, and cooperative agreements) and that all subrecipients shall certify and disclose accordingly. This certification is a material representation of fact upon which reliance was placed when this transaction was made or entered into. Submission of this certification is a prerequisite for making or entering into this transaction imposed by section 1352, title 31, U.S. Code. Any person who fails to file the required certification shall be subject to a civil penalty of not less than \$10,000 and not more than \$100,000 for each such failure.

Statement for Loan Guarantees and Loan Insurance

The undersigned states, to the best of his or her knowledge and belief, that: If any funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with this commitment providing for the United States to insure or guarantee a loan, the undersigned shall complete and submit Standard Form-LLL, "Disclosure of Lobbying Activities," in accordance with its instructions. Submission of this statement is a prerequisite for making or entering into this transaction imposed by section 1352, title 31, U.S. Code. Any person who fails to file the required statement shall be subject to a civil penalty of not less than \$10,000 and not more than \$100,000 for each such failure.

Applicant's Organization: **California Department of Rehabilitation**

Full Name of Authorized Representative: **Joe Xavier**

Title of Authorized Representative: **Director**

SF LLL Form – Disclosure of Lobbying Activities (only if applicable) (<http://www2.ed.gov/fund/grant/apply/appforms/appforms.html>). If applicable, please print, sign, and email to MAT_OCTAE@ed.gov

Certification Regarding Lobbying — Supported Employment

Certification for Contracts, Grants, Loans, and Cooperative Agreements

The undersigned certifies, to the best of his or her knowledge and belief, that:

(1) No Federal appropriated funds have been paid or will be paid, by or on behalf of the undersigned, to any person for influencing or attempting to influence an officer or employee of an agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with the awarding of any Federal contract, the making of any Federal grant, the making of any Federal loan, the entering into of any cooperative agreement, and the extension, continuation, renewal, amendment, or modification of any Federal contract, grant, loan, or cooperative agreement.

(2) If any funds other than Federal appropriated funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with this Federal contract, grant, loan, or cooperative agreement, the undersigned shall complete and submit Standard Form-LLL, "Disclosure of Lobbying Activities," in accordance with its instructions.

(3) The undersigned shall require that the language of this certification be included in the award documents for all subawards at all tiers (including subcontracts, subgrants, and contracts under grants, loans, and cooperative agreements) and that all subrecipients shall certify and disclose accordingly. This certification is a material representation of fact upon which reliance was placed when this transaction was made or entered into. Submission of this certification is a prerequisite for making or entering into this transaction imposed by section 1352, title 31, U.S. Code. Any person who fails to file the required certification shall be subject to a civil penalty of not less than \$10,000 and not more than \$100,000 for each such failure.

Statement for Loan Guarantees and Loan Insurance

The undersigned states, to the best of his or her knowledge and belief, that: If any funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with this commitment providing for the United States to insure or guarantee a loan, the undersigned shall complete and submit Standard Form-LLL, "Disclosure of Lobbying Activities," in accordance with its instructions. Submission of this statement is a prerequisite for making or entering into this transaction imposed by section 1352, title 31, U.S. Code. Any person who fails to file the required statement shall be subject to a civil penalty of not less than \$10,000 and not more than \$100,000 for each such failure.

Applicant's Organization: **California Department of Rehabilitation**

Full Name of Authorized Representative: **Joe Xavier**

Title of Authorized Representative: **Director**

SF LLL Form – Disclosure of Lobbying Activities (only if applicable)
(<http://www2.ed.gov/fund/grant/apply/appforms/appforms.html>).

Assurances

The designated State agency or designated State unit, as appropriate and identified in the State certifications included with this VR services portion of the Unified or Combined State Plan and its supplement, through signature of the authorized individual, assures the Commissioner of the Rehabilitation Services Administration (RSA), that it will comply with all of the requirements of the VR services portion of the Unified or Combined State Plan and its supplement, as set forth in sections 101(a) and 606 of the Rehabilitation Act. The individual authorized to submit the VR services portion of the Unified or Combined State Plan and its supplement makes the following assurances:

The State Plan must provide assurances that:

1. Public Comment on Policies and Procedures:

The designated State agency assures it will comply with all statutory and regulatory requirements for public participation in the VR Services Portion of the Unified or Combined State Plan, as required by section 101(a)(16)(A) of the Rehabilitation Act.

2. Submission of the VR services portion of the Unified or Combined State Plan and Its Supplement:

The designated State unit assures it will comply with all requirements pertaining to the submission and revisions of the VR services portion of the Unified or Combined State Plan and its supplement for the State Supported Employment Services program, as required by sections 101(a)(1), (22), (23), and 606(a) of the Rehabilitation Act; section 102 of WIOA in the case of the submission of a unified plan; section 103 of WIOA in the case of a submission of a Combined State Plan; 34 CFR 76.140.

3. Administration of the VR services portion of the Unified or Combined State Plan:

The designated State agency or designated State unit, as appropriate, assures it will comply with the requirements related to:

- a. the establishment of the designated State agency and designated State unit, as required by section 101(a)(2) of the Rehabilitation Act.

b. the establishment of either a State independent commission or State Rehabilitation Council, as required by section 101(a)(21) of the Rehabilitation Act.

The designated State agency or designated State unit, as applicable **(B)**
has established a State Rehabilitation Council

c. consultations regarding the administration of the VR services portion of the Unified or Combined State Plan, in accordance with section 101(a)(16)(B) of the Rehabilitation Act.

d. the financial participation by the State, or if the State so elects, by the State and local agencies, to provide the amount of the non-Federal share of the cost of carrying out the VR program in accordance with section 101(a)(3).

e. the local administration of the VR services portion of the Unified or Combined State Plan, in accordance with section 101(a)(2)(A) of the Rehabilitation Act.

The designated State agency allows for the local administration of VR funds: **No**

f. the shared funding and administration of joint programs, in accordance with section 101(a)(2)(A)(ii) of the Rehabilitation Act.

The designated State agency allows for the shared funding and administration of joint programs: **No**

g. statewideness and waivers of statewideness requirements, as set forth in section 101(a)(4) of the Rehabilitation Act.

Is the designated State agency requesting or maintaining a waiver of statewideness for one or more services provided under the VR services portion of the Unified or Combined State Plan? See Section 2 of this VR services portion of the Unified or Combined State Plan. **Yes**

h. the descriptions for cooperation, collaboration, and coordination, as required by sections 101(a)(11) and (24)(B); and 606(b) of the Rehabilitation Act.

i. all required methods of administration, as required by section 101(a)(6) of the Rehabilitation Act.

j. the requirements for the comprehensive system of personnel development, as set forth in section 101(a)(7) of the Rehabilitation Act.

k. the compilation and submission to the Commissioner of statewide assessments, estimates, State goals and priorities, strategies, and progress reports, as appropriate, and as required by sections 101(a)(15), 105(c)(2), and 606(b)(8) of the Rehabilitation Act.

l. the reservation and use of a portion of the funds allotted to the State under section 110 of the Rehabilitation Act for the development and implementation of innovative approaches to expand and improve the provision of VR services to individuals with disabilities, particularly individuals with the most significant disabilities.

m. the submission of reports as required by section 101(a)(10) of the Rehabilitation Act.

4. Administration of the Provision of VR Services:

The designated State agency, or designated State unit, as appropriate, assures that it will:

a. comply with all requirements regarding information and referral services in accordance with sections 101(a)(5)(D) and (20) of the Rehabilitation Act.

b. impose no duration of residence requirement as part of determining an individual's eligibility for VR services or that excludes from services under the plan any individual who is present in the State in accordance with section 101(a)(12) of the Rehabilitation Act.

c. provide the full range of services listed in section 103(a) of the Rehabilitation Act as appropriate, to all eligible individuals with disabilities in the State who apply for services in accordance with section 101(a)(5) of the Rehabilitation Act?

Agency will provide the full range of services described above. **No**

d. determine whether comparable services and benefits are available to the individual in accordance with section 101(a)(8) of the Rehabilitation Act.

e. comply with the requirements for the development of an individualized plan for employment in accordance with section 102(b) of the Rehabilitation Act.

f. comply with requirements regarding the provisions of informed choice for all applicants and eligible individuals in accordance with section 102(d) of the Rehabilitation Act.

g. provide vocational rehabilitation services to American Indians who are individuals with disabilities residing in the State, in accordance with section 101(a)(13) of the Rehabilitation Act.

h. comply with the requirements for the conduct of semiannual or annual reviews, as appropriate, for individuals employed either in an extended employment setting in a community rehabilitation program or any other employment under section 14(c) of the Fair Labor Standards Act of 1938, as required by section 101(a)(14) of the Rehabilitation Act.

i. meet the requirements in sections 101(a)(17) and 103(b)(2) of the Rehabilitation Act if the State elects to construct, under special circumstances, facilities for community rehabilitation programs

j. with respect to students with disabilities, the State,

i. has developed and will implement,

a. strategies to address the needs identified in the assessments;
and

b. strategies to achieve the goals and priorities identified by the State, to improve and expand vocational rehabilitation services for students with disabilities on a statewide basis; and

ii. has developed and will implement strategies to provide pre-employment transition services (sections 101(a)(15) and 101(a)(25)).

5. Program Administration for the Supported Employment Title VI Supplement:

a. The designated State unit assures that it will include in the VR services portion of the Unified or Combined State Plan all information required by section 606 of the Rehabilitation Act.

b. The designated State agency assures that it will submit reports in such form and in accordance with such procedures as the Commissioner may require and collects the information required by section 101(a)(10) of the Rehabilitation Act separately for individuals receiving supported employment services under title I and individuals receiving supported employment services under title VI of the Rehabilitation Act.

c. The designated state unit will coordinate activities with any other State agency that is functioning as an employment network under the Ticket to Work and Self-Sufficiency program under Section 1148 of the Social Security Act.

6. Financial Administration of the Supported Employment Program:

a. The designated State agency assures that it will expend no more than 2.5 percent of the State's allotment under title VI for administrative costs of carrying out this program; and, the designated State agency or agencies will provide, directly or indirectly through public or private entities, non-Federal contributions in an amount that is not less than 10 percent of the costs of carrying out supported employment services provided to youth with the most significant disabilities with the funds reserved for such purpose under section 603(d) of the Rehabilitation Act, in accordance with section 606(b)(7)(G) and (H) of the Rehabilitation Act.

b. The designated State agency assures that it will use funds made available under title VI of the Rehabilitation Act only to provide supported employment services to individuals with the most significant disabilities, including extended services to youth with the most significant disabilities, who are eligible to receive such services; and, that such funds are used only to supplement and not supplant the funds provided under Title I of the Rehabilitation Act, when providing supported employment services specified in the individualized plan for employment, in accordance with section 606(b)(7)(A) and (D), of the Rehabilitation Act.

7. Provision of Supported Employment Services:

- a. The designated State agency assures that it will provide supported employment services as defined in section 7(39) of the Rehabilitation Act.
- b. The designated State agency assures that:
 - i. the comprehensive assessment of individuals with significant disabilities conducted under section 102(b)(1) of the Rehabilitation Act and funded under title I of the Rehabilitation Act includes consideration of supported employment as an appropriate employment outcome, in accordance with the requirements of section 606(b)(7)(B) of the Rehabilitation Act
 - ii. an individualized plan for employment that meets the requirements of section 102(b) of the Rehabilitation Act , which is developed and updated with title I funds, in accordance with sections 102(b)(3)(F) and 606(b)(6)(C) and (E) of the Rehabilitation Act.