California Committee on Employment of People with Disabilities

(CCEPD)

Full Committee

Meeting

February 24, 2022

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**California Committee on Employment of People with Disabilities (CCEPD)**

# **MEETING NOTICE AND AGENDA**

Thursday, February 24, 2022

9:00 a.m. – 12:30 p.m.

**Public Participation Options**

**Video Conference**: [Zoom](https://dor-ca-gov.zoom.us/j/81811489189?pwd=RGE4VXJJd2tlMVE2aE9lY09Rd29QZz09)

Use Meeting ID: 818 1148 9189 and Passcode: XsP.4Cc$

**Teleconference**: (408) 638-0968

Use Meeting ID: 818 1148 9189 and Passcode: 92552415

## Meeting Agenda

1. **Welcome and Introductions**

April Marie Dawson, Chair, CCEPD

1. **Department of Rehabilitation (DOR) Directorate Discussion**

Joe Xavier, Director, DOR

Andi Mudryk, Chief Deputy, DOR

1. **Approval of November 2021 CCEPD Full Committee Meeting Minutes**

April Marie Dawson, Chair, CCEPD

1. **Election of Vice-Chair**

April Marie Dawson, Chair, CCEPD

Maria Aliferis-Gjerde, Executive Officer, CCEPD

1. **Approval of Proposed Operating Guidelines**

April Marie Dawson, Chair, CCEPD

Maria Aliferis-Gjerde, Executive Officer, CCEPD

**Break** 10:25-10:40 a.m.

1. **Approval of Youth Leadership Forum (YLF) 2.1 Concept**

Eric Glunt, Chair, Youth Event Subcommittee

1. **Overview of Workforce Initiatives in California State Budget**

Carlos Beltran, Interagency Partnerships Specialist, California Workforce Development Board

1. **Overview of Implementation Efforts for Senate Bill 639**

Tania Morawiec, Deputy Director, State Council on Developmental Disabilities

1. **Strategic Priorities Updates**

April Marie Dawson, Chair, CCEPD

Maria Aliferis-Gjerde, Executive Officer, CCEPD

1. **2022 YLF Updates and Approval of Direction**

Daniel Gounder, Project Manager, CCEPD

1. **Agenda Items for Future Meetings**
2. **Public Comment**
3. **Adjournment\* 12:30 p.m.**

\* The meeting will adjourn upon completion of agenda.

**MEETING MATERIALS:** This meeting notice and agenda and other supplemental materials may also be accessed on [the website,](https://www.dor.ca.gov/Home/CCEPD) located on the Advisory Committee Calendar view. All times indicated, and order of business are approximate and subject to change on the day of the noticed meeting. The meeting will adjourn upon completion of the agenda.

Interested members of the public may use the video conference or teleconference number provided to listen to the meeting and/or provide public comment. The CCEPD is not responsible for unforeseen technical difficulties that may occur and is not obligated to postpone or delay its meeting in the event of unforeseen technical difficulties with the teleconference line.

**PUBLIC COMMENT:** Public comment on matters not on the agenda is taken at the end of the meeting and members of the public can make comments on agenda items prior to any vote of the committee. Members of the public can also provide comments to [CCEPD@dor.ca.gov](mailto:CCEPD@dor.ca.gov). Depending on the number of individuals wishing to address the committee, public comment may be limited to three minutes per person. Non-English speakers who utilize translators to make public comment will be allotted no more than six minutes unless they utilize simultaneous translation equipment. The CCEPD is precluded from discussing matters not on the agenda; however, CCEPD members may ask questions for clarification purposes.

**REASONABLE ACCOMMODATIONS:** If you require a disability-related accommodation, materials in alternate format or auxiliary aids/services, please contact Maria Aliferis-Gjerde at (916) 558-5698 or [Maria.Aliferis-Gjerde@dor.ca.gov](mailto:Maria.Aliferis-Gjerde@dor.ca.gov) by February 17, 2022. Providing your accommodation request at least five (5) business days before the meeting will help ensure availability of the requested accommodation. Any requests received after this date will be given prompt consideration, but logistical constraints may not allow for their fulfillment.

**CCEPD FULL COMMITTEE MEETING MINUTES (DRAFT)**

Thursday, November 4, 2021

**CCEPD Members:** Ana Acton, Ashley Anglesey, April Dawson, Robert Fried, Eric Glunt, Lisa Hayes, Levi Hull, Roy Kim, Damien Ladd, Michael Luna, Kimberlee Meyer, Robert Sifuentes, Anita Wright

**CCEPD Staff:** Maria Aliferis-Gjerde, Margaret Balistreri, Zachariah Ford

**Members of the Public:** Aaron Espinoza, Baris Kourdou, Sherry Mung, Nicholas Weis, Ginger Willhite

**1. Welcome and Introductions**

Meeting was called to order at 9:03 a.m. and a quorum was established.

**2. Approval of September 2021 CCEPD Full Committee Meeting Minutes**

Motion: It was moved/seconded (Wright/Dawson) to approve the September meeting minutes. (Yes –Anglesey, Dawson, Fried, Glunt, Hayes, Hull, Ladd, Meyer, Sifuentes, Wright); (No – none); (Abstain – Acton, Hayes). Motion passed on 10-0-2 vote.

**3. Approval of Comments on Just Transition Roadmap**

Executive Aliferis-Gjerde provided a brief introduction to the Just Transition Roadmap and requested a motion that allow comments to be made if the Just Transition Roadmap is released during the interim months.

It was moved/second (Anglesey/Sifuentes) to allow CCEPD to make comments on the Just Transition Roadmap. (Yes – Acton, Anglesey, Dawson, Fried, Glunt, Hayes, Hull, Ladd, Meyer, Sifuentes, Wright); (No – none); (Abstain –none). Motion passed on 11-0-0 vote.

**4.** **Asset Building Overview and Community Perspectives on How to Build Wealth for People with Disabilities**

Dante Allen, the Executive Director of CalABLE, began the discussion by providing an overview of CalABLE. Other presenters discussed asset building for people with disabilities. Other presenters included:

* Sheri Burns, Executive Director, Silicon Valley Independent Living Center
* Dan Okenfuss, Public Policy Manager, California Foundation for Independent Living Centers
* Doug Smith, Peer Programs Manager, National Alliance of Mental Illness, Sacramento

Dante Allen provided the following overview:

* Life with a disability can be expensive, from direct costs for modifications and special equipment, to indirect costs.
* A family that includes a person with a disability must earn 28% more to achieve the same lifestyle as a family without a person with a disability. They are more likely to live at or below the poverty level and have no savings to cover unexpected expense.
* The Federal ABLE Act was a solution that allowed a person with a disability to have tax advantaged savings and investments that would not interfere with benefits.
* 43 states, plus the District of Columbia, offer some type of ABLE account. You are not required to be a member of certain states to open accounts, but some states only offer to residents.
* The accounts are all online. There may be some differences in fees and some states have further enhanced accounts. Each person can only have one account opened at a time and the person with the disability is the owner of the account.
* To qualify, the disability had to begin before the age of 26. The same definition of disability is used as the SSI or SSDI definitions.
* Both the beneficiary and third parties such as family and friends can contribute to these accounts with a $15,000 annual contribution limit.
* Total contributions can be up to $100,000 before benefits are impacted.
* Withdrawals can be made for any expense of living as a person with a disability.
* Account owners who work can contribute an additional $12,000 if they do not have retirement accounts.
* Settlement payments can be added only up to the limits.

Discussion centered on some guiding questions.

In working with people in your respective community, what are some of your challenges?

* For people with disabilities, the concept of saving is so new, it sounds too good to be true and it’s important to spread the word that it is real.
* Continuation of sheltered workshops and subminimum wage which underpay people with disabilities. This was just changed by Senate Bill 639. This is still a problem nationally.
* Workers with disabilities have lost over 1 million jobs due to the pandemic.
* 30 years after ADA, we still have low working rates for people with disabilities and two times more likely to work only part-time.
* People with disabilities are often taken advantage of because the person who manages their money does not always have their best interest at heart.
* Being in the forefront at legislative hearings is important and being able to telecommute has assisted in giving testimony to the legislature.

Are we seeing opportunities because of the pandemic?

* There is currently a bill that will increase the amount of assets for the person with a disability and household members.
* Working remotely has been a positive opportunity that has allowed organizations to continue to provide goods and services remotely.
* Opportunities have increased for some people with disabilities to work remotely.
* People living on limited resources were included in stimulus payments and child tax credits.
* Peer Support Specialists, a program being implemented in California for people with mental health disabilities, will help with employment resources for individuals and families.

What policies should we change to help people with disabilities build wealth?

* Broadband and high-speed internet connectivity is a high priority. This gives opportunity for working from home, access to doctors remotely, and education.
* Housing is not affordable and there needs to be more advocacy for affordable housing, especially for people with disabilities.
* For those that are homeless and or in transitional housing, they cannot qualify for home supportive services.
* Families who have a person with disability need to earn 28% more and are often still at the poverty rate.
* ABLE Age Adjustment Act has been introduced in Congress to allow those over 26 years old to have and open an ABLE account. Discussion occurred on why 26 years old the age requirement is and that it needs to be expanded to other ages because a disability can be acquired later in life.
* There needs to be more programs to help people with disabilities open businesses and apply for business loans or manage a workforce.
* Financial literacy programs are often geared towards personal finances rather than business training.
* There is a plan to achieve self-support so people can work themselves off SSI and into gainful employment. Plans should also be developed for businesses run by people with disabilities.
* Many local organizations come with their own rules and regulations. Programs that support people with disabilities should become more streamlined and easier to understand. Independent Living Centers have been working on a no wrong door approach to make sure that programs don’t cancel each other.

**5.** **Election of Chair**

Chair Ladd is ending his role as the Chair of CCEPD. The Nominating Committee discussed possible candidates for Chair and Vice-Chair positions and recommended April Dawson as Chair.

It was moved/second (Sifuentes/Anglesey) to allow approve April Dawson as Chair. (Yes – Acton, Anglesey, Dawson, Fried, Glunt, Hayes, Hull, Kim, Ladd, Luna, Meyer, Sifuentes, Wright); (No – none); (Abstain –none). Motion passed on 13-0-0 vote.

**6. 2022 Issue Development and Framework for Issues**

Chair Ladd began the discussion by framing the conversation around our priorities. Opportunities have been identified and foundations have begun to be laid.

Co-chair Dawson shared her thoughts on opportunities to assert disability mindsets in post COVID developments. Green jobs and retraining are being discussed, but there are still some areas that need more discussions.

What are members of the committee thinking of for additional opportunities?

* The committee has a long history of working on different projects. It might be beneficial to spend an hour at each meeting going over past projects and what is still viable. A decision can be made on what still has relevance.
* Member Sifuentes shared that ACSED is dedicated to state employees with disabilities, and he will be presenting at workshops. There is work being done to assist with the state becoming a model employer for people with disabilities.
* More efforts are needed to help people with disabilities be comfortable with asking for accommodations and knowing they won’t be denied.

Executive Aliferis-Gjerde brought up the current strategic priorities for the CCEPD and how to move forward.

* Increase employment outcomes of people with disabilities through skills, training, and education.
* Coordinate systems to achieve better employment outcomes for people with disabilities.
* Work on a better, coordinated system of benefits and support services for people with disabilities.

Member responses:

* COVID needs to be a priority right now on, including how things will evolve in a post COVID environment.
* This can be something that we check on annually to reevaluate.
* Developing partnerships to support issues and initiatives in different policy arenas on issues affecting the employment of people with disabilities.
* Work on legislation concept.
* Long-term impacts of COVID needs to be discussed further.

**7. Agreement on 2022 Meeting Calendar**

Executive Officer Aliferis-Gjerde asked Committee Members if there were any conflicts in the provided dates for 2022 Meetings. Some of the discussion centered on following:

* Bagley-Keene meeting requirements are still unclear for 2022 meetings, especially disclosure of addresses.
* Discussion of how hybrid approach would work, including a Central Office location in Sacrament and members to travel to local offices.
* Meetings will be scheduled from 9 a.m. – 2 p.m. and if the time is not needed, it will be changed.
* Appointment calendars will be going out in the next week.

**8. Approval of CCEPD Report**

Executive Aliferis-Gjerde briefly described the annual report. While it is not a mandated report, the report was created as a high-level overview of what the CCEPD has worked on.  
  
It was moved/second (Glunt/Anglesey) to approve the report. (Yes – Anglesey, Dawson, Glunt, Hayes, Hull, Ladd, Luna, Sifuentes); (No – none); (Abstain –none). Motion passed on 8-0-0 vote.

**9. Agenda Items for Future Meetings**

No future items were identified.

**10. Public Comment**

There were no public comments.

**11. Adjournment**

Motion to adjourn was approved at 11:19 a.m.

# **2022 Election of Vice-Chair**

The California Committee on Employment of People with Disabilities (CCEPD) will elect a Vice-Chair at the February 2022 Full Committee meeting. The prior Vice-Chair, April Marie Dawson, became Chair in November of 2021, vacating the Vice-Chair position.

According to Operating Guidelines, a Nominating Subcommittee was created by the Executive Committee in September 2021 to select the nominee and present the nomination to the CCEPD’s Full Committee in February of 2022.

The Nominating Committee met and selected the following nominee as Vice-Chair:

* Taylor Winchell

The Vice-Chair serves a two-year term and may serve two full, two-year terms.

# **CCEPD Operating Guidelines Update**

**Background**

The California Committee on Employment of People with Disabilities (CCEPD) Operating Guidelines align the CCEPD’s work and structure. Operating Guidelines are reviewed annually to ensure they are current and address any new issues that arise. Operating Guidelines were last modified on November 5, 2020.

**Overview**

Upon the 2021 annual review of CCEPD Operating Guidelines, clarity was developed for how Public Subcommittee Members serving as chairs of subcommittees would have voting rights within the Executive Committee and/or Full Committee. As a result, staff found the need for additional language within the Committee Structure’s “Public Members for Subcommittees” section.

It is proposed the additional language below be added to the CCEPD’s Operating Guidelines:

“Public Subcommittee Members may serve as Chair or Vice Chair in a subcommittee if appointed by the chair of the CCEPD or approved by a vote of the policy subcommittee. In the event a Public Subcommittee Member serves as Chair or Vice Chair of a policy subcommittee, they also have voting privileges in the Executive Committee. Public Subcommittee Members do not have voting privileges and cannot serve as proxy votes for any appointed or departmental member at the Full Committee Meetings.”

The full Operating Guidelines are included in the Full Committee meeting packet for additional context.

**Next Steps**

The CCEPD Executive Committee approved the language on January 14, 2022. It is recommended Full Committee Members also approve the updated language at the February 24, 2022, Full Committee meeting.

**CALIFORNIA COMMITTEE ON   
EMPLOYMENT OF PEOPLE WITH DISABILITES**

## OPERATING GUIDELINES

## INTRODUCTION

The California Committee on Employment of People with Disabilities (CCEPD) was established to advance the employment of people with disabilities in the state labor market. Policy-related responsibilities of the committee were first defined in the [Workforce Inclusion Act (Chapter 1088, Statutes of 2002)](http://www.leginfo.ca.gov/pub/01-02/bill/asm/ab_0901-0950/ab_925_bill_20020929_chaptered.html) and amended as part of the Budget Act of 2011, under [Assembly Bill 119](http://www.leginfo.ca.gov/pub/11-12/bill/asm/ab_0101-0150/ab_119_bill_20110629_chaptered.html) (Chapter 31, Statutes of 2011), statutes located in Government Code sections 12803.6 and 12803.65.

## AUTHORITY AND NAME

The name of this committee is the California Committee on Employment with Disabilities, herein referred to as CCEPD, as mandated by Government Code sections 12803.6 and 12803.65.

## Duties & Functions

The primary function of the CCEPD is to consult with and advise the Secretary of the Labor and Workforce Development Agency and the Secretary of the California Health and Human Services Agency on issues related to full inclusion in the workforce of persons with disabilities, in order to:

1. Bring individuals with disabilities into gainful employment at a rate that is as close as possible to that of the general population.
2. Support the goals of equality of opportunity, full participation, independent living, and economic self-sufficiency for these individuals.
3. Ensure that state government is a model employer of individuals with disabilities.
4. Support state coordination with, and participation in, benefits planning training and information dissemination projects supported by private foundations and federal grants.

## Vision and Mission

### Vision Statement:

"People with disabilities will be prepared to maximize their self-sufficiency by integrating into the mainstream of a California labor market that is accessible to the diversity of its workers, job seekers, and businesses and microenterprise owners."

### Mission Statement:

"California commits to achieving an employment rate for people with disabilities that is in parity with that of the general population by:

* Removing barriers to work; and,
* Providing needed services, supports and incentives to maximize individual economic growth and development."

### Guiding Principles

* Support diversity, equity, and inclusion of all communities when developing policy recommendations or influencing polices.
* Partnership and collaboration with all stakeholders, including utilizing existing resources is the key to achieving our goals.
* Equal opportunity, full participation, independent living, and economic self-sufficiency are core principles for the development of a workforce system accessible for people with disabilities.
* Employment is an economic and social goal that benefits the individual, the community, and the economy.
* People with disabilities are expected and prepared to participate in economic and workforce activities.
* Public policy at all levels must promote employment incentives and decrease disincentives for both people with disabilities and employers.
* The business community is a valued partner in providing employment opportunities for people with disabilities.
* Evaluation is a key component of our goals to ensure they are measurable and attainable.

## Membership

CCEPD members are both Members of the Public and mandated state department partners. CCEPD Members are appointed by the Secretary of Health and Human Services, and two Members are appointed by the Assembly Speaker’s Office and the Senate Rules Committee.

Membership includes:

### Ex Officio Positions

* The Directors of the Employment Development Department, State Department of Health Care Services, State Department Health Care Services, State Department of Developmental Services, State Department of Social Services, and Department of Rehabilitation.
* Chair of the State Independent Living Council.
* A representative from the California Health Incentive Improvement Project.
* A representative from the California Workforce Development Board who is nominated by that board.
* A representative from a local one-stop or local workforce development board, to be nominated by the California Workforce Development Board.

### Secretarial and Legislative Appointees

* Four individuals with disabilities representing individuals with disabilities, one each appointed by the Senate Committee on Rules and the Speaker of the Assembly and two appointed by the Secretary of California Health and Human Services.
* Three business representatives with experience in employing persons with disabilities, to be appointed by the Secretary of California Health and Human Services.
* At the discretion of the Secretary of California Health and Human Services, representatives from any other department or program that may have a role in increasing the capacity of state programs to support the employment-related needs of individuals with disabilities may be appointed to the CCEPD.

### Designees

A Director of a State Department appointed as a member to the CCEPD may designate a Deputy Director or other high-ranking position of that Department to act in the Director’s place. Each Department Director may have a designee, however only one designee may vote on behalf of the Department at any meeting. State Department Directors must notify the CCEPD Executive Officer in writing of the name and title of their chosen designee prior to the designee’s participation on the CCEPD.

### Duties of CCEPD Members

The duties of CCEPD Members are as follows:

1. Prepare for and attend full CCEPD meetings.
2. Serve on at least one committee or workgroup.
3. Provide feedback on topics, issues and information based on their representative perspective.
4. Maintain cooperative and collaborative relationships with Department Executive leadership and staff.

### Appointment Process

Unless a designee for a Department Director, nominees must complete an application form and send a letter of recommendation to the Executive Officer as part of the appointment process.

### Attendance

All CCEPD members are expected to attend all regularly scheduled meetings either by video conference, phone, or in-person. A calendar will be provided to Members annually during the fall/winter meeting.

### Resignations

If a member misses two meetings within a given year, the Executive Officer will contact that member assessing their interest in remaining on the CCEPD, encouraging his/her attendance, and emphasizing the value of having his/her expertise contribute to CCEPD deliberations. The Executive Officer, in consultation with the Chair, may request the written resignation of any CCEPD member who fails, without good cause, to attend three consecutive CCEPD meetings or who otherwise demonstrates a disinterest, inability, or unwillingness to actively participate in the meetings, discussions, activities, and decisions of the CCEPD. In the event that such a member fails to submit a written resignation, the Executive Officer may forward a written recommendation for removal to the Secretary of Health and Human Services Agency and to Assembly Speaker’s Office or Senate Rules Committee.

### Terms

Four individuals with disabilities each serve a three-year term, with consideration for re-appointment.

All other Secretarial appointments will also serve a three-year term with consideration for re-appointment.

If a member resigns from the CCEPD prior to the end of his/her term, the Executive Officer will notify the appropriate appointing authority of the resignation. In collaboration with the CCEPD, the Executive Officer will conduct outreach to fill the vacancy.

### CCEPD Officers

The Chair and Vice-Chair shall be elected by the members of the CCEPD for a two-year term. They may be elected for no more than two full consecutive terms. Any member is eligible to serve as Chair or Vice-Chair, although only one ex officio member can be elected as Chair or Vice-Chair during any given term.

The responsibilities of the Chair of the CCEPD shall include:

1. Facilitating and presiding over CCEPD meetings.
2. Developing meeting agendas in collaboration with the Executive Officer.
3. With assistance from staff, drafting memos to Agency Secretaries containing meeting highlights and any resulting recommendations.
4. Representing the CCEPD in external high-level meetings.

The Vice-Chair shall exercise the powers of the Chair if the Chair is absent or unavailable.

Should the Chair be unable to complete the term of office, the Vice-Chair shall assume the position of Chair for the remainder of his/her term. If a Chair or Vice-Chair is unable to fulfill the two-year term, a Nominating Committee will be created by the Executive Committee to create a slate of nominees for the position of Chair or Vice-Chair, as determined vacant.

The Nominating Committee will be created prior to the meeting before the term expires for Chair or Vice-Chair. Members to the Nominating Committee will be appointed by the Executive Committee, and the Committee shall not be more than five Members representing both state departments and Members of the Public. The nominee list for the Chair and Vice-Chair will be sent to the Members prior to the date of the election.

**Voting for Chair or Vice-Chair**

Unless a member needs accommodation, all votes will be conducted by a roll call vote.

### Committee Structure

The CCEPD shall have four Subcommittees to fulfill the mandates and responsibilities.

The Executive Committee’s main functions will be to assist the Executive Officer and staff on projects, tasks, and activities of the CCEPD, including setting the direction of each Committee meeting.

The Executive Committee also has the ability to form ad-hoc Committees as needed, including a Nominating Committee either when the term expires or when a resignation occurs.

Members of the Executive Committee are:

1. Chair
2. Vice-Chair
3. Chair and Vice-Chair of the Employment and Training Subcommittee
4. Chair and Vice-Chair of the State Coordination Training Subcommittee
5. Chair and Vice-Chair of the Youth Event Subcommittee
6. Executive Officer
7. Deputy Director of Department of Rehabilitation where CCEPD is under

Employment and Training Subcommittee’s focus will be to address education and training needs that assist with the mandate to increase the rate of employment for people with disabilities and to ensure that State Government is a Model Employer.

State Coordination Subcommittee’s focus will be to coordinate among state partners that serve people with disabilities to assist with the mandates to support state coordination with, and participation in, benefits planning training and information dissemination projects supported by private foundations and federal grants.

Youth Event Subcommittee’s focus will be on the transition of the Youth Leadership Forum to a nonprofit organization.

All Committees will adopt the State of California’s Workforce Innovation and Opportunity Act (WIOA) Unified Strategic Workforce Development State Plan and State Plans from other Departments who serve on the CCEPD and those not WIOA mandated state partners as the basics of policy.

### Chairs of Subcommittees/Workgroups

The Chair of CCEPD shall appoint all Chairs and Vice-Chair of the Subcommittees or ad-hoc Workgroups.

The Chair’s roles and responsibilities of Subcommittees are:

* Assist CCEPD staff on developing the meeting notice and agenda and providing leadership on the direction of the Subcommittee.
* Review documents that CCEPD staff or Members provide the Subcommittee and provide direction on Subcommittee assignments.
* Facilitate the Subcommittee meetings.
* Attend the Executive Committee meetings and provide input on CCEPD administrative needs and full Committee meeting agenda.

The Vice-Chair’s roles and responsibilities of Subcommittees are:

* Provide input on meeting notice and agenda and other documents provided by either CCEPD staff or Members to the Subcommittee and provide leadership on the direction of the Subcommittee.
* Facilitate the Subcommittee meeting if the Chair is unavailable.
* Attend the Executive Committee meetings and provide input on CCEPD administrative needs and full Committee meeting agenda.

### Members of Subcommittees/Workgroups

Members will make their interest known as to which Subcommittee most interests them to either the Executive Officer or the Chair of CCEPD.

**Public Members for Subcommittees**

Chairs and Vice-Chairs of the Subcommittees can recommend additional public members to the Subcommittees. The Chairs and Vice-Chairs will work with the Executive Officer to identify appropriate Public Subcommittee Members and reach out to individuals.

Public Subcommittee Members can be from community-based organizations, business representatives, experts from state departments, academic experts, or other advisory bodies. Public Subcommittee Member terms will be agreed upon time frames between the Public Subcommittee Member and Executive Officer or for a calendar year.

Once Public Subcommittee Members have been identified, Public Subcommittee Members will receive materials for subcommittee meetings from CCEPD staff and will adhere to the Bagley-Keene Open Meeting Act requirements or conflict-of-interest policies like appointed or departmental members.

[Add the following] Public Subcommittee Members may serve as Chair or Vice Chair in a subcommittee if appointed by the chair of the CCEPD or approved by a vote of the policy subcommittee. In the event a Public Subcommittee Member serves as Chair or Vice Chair of a policy subcommittee, they also have voting privileges in the Executive Committee. Public Subcommittee Members do not have voting privileges and cannot serve as proxy votes for any appointed or departmental member at the Full Committee Meetings.

Public Subcommittee Members do not receive travel reimbursement for participating in subcommittee meetings.

### Youth Event Workgroups

Workgroup composition will include CCEPD members and ad hoc members from external stakeholder groups to plan and fund the annual youth event (Youth Leadership Forum) until the transition is made to nonprofit organization.

## Procedures

All full CCEPD, Subcommittees and workgroup meetings of the California Committee on Employment of People with Disabilities shall be conducted in accordance with the Bagley-Keene Open Meeting Act (Government Code Section 11120, et seq). Consistent with the Bagley-Keene Open Meeting Act, all CCEPD related meetings will be open and accessible to the public and will be publicly announced 10 days prior to the meeting.

### Full Committee Meetings

The CCEPD will meet no less than four times a year.

### Quorum

In order for the CCEPD to conduct any official business, a quorum of the membership must be present for both full CCEPD meetings and Subcommittees. A quorum shall consist of fifty-one percent (51%) of the current full Committee voting membership.

### Voting

The CCEPD will strive to seek consensus on all matters. Members will develop a motion based upon consensus-building.

Taking a consensus-based approach to decision making does not mean that 100 percent support will be required to move forward with decisions. It does mean that every effort will be made to reach consensus, and that opposing points of view will be presented and explained.

## After holding a consensus-based discussion, for clarity, official decisions of the CCEPD will be made through roll call voting. In roll call vote, the name of each member is called, and their vote is recorded. The official decision will be determined by a vote of the simple majority.

The opportunity for public comment shall be provided prior to any official CCEPD or workgroup decision/vote.

Each Member of the CCEPD can make a motion and vote upon the motion.

### Rules of Order

Absent a conflict in federal or state law and regulation, the most recent revision of Robert’s Rules of Order will be used.

### Conflict of Interest

No member of the CCEPD shall cast a vote on any matter that would provide direct financial benefits to the member or to the organization that he/she represents, or otherwise give appearance of a conflict-of-interest.

According to state law, all CCEPD members shall file a Fair Political Practices Commission Form 700 to file their statements of economic interest 30 days after initial appointment and annually thereafter.

CCEPD members shall adhere to all conflict-of-interest policies adopted by DOR and state law and regulations.

### Other Bagley-Keene Open Meeting Requirements

Per Bagley-Keene, communication of all forms (face-to-face, phone calls, teleconference, email, social media, etc.) discussing the details or merits of pending or future committee business outside of open meetings with a sufficient number of members to constitute a quorum is prohibited. Examples of these prohibited outside “meetings” include members coming together as a group or communicating in a serial or hub/spoke fashion. A serial meeting is where A contacts B who contacts C, and so on. A hub/spoke is where "hub" A contacts “spokes” B, then C, then D, etc.

Meeting requirements also include the disclosure of physical address of a Member participating in a teleconference meeting with the CCEPD on the meeting notice and agenda.

### Meeting Agendas

The Executive Officer and staff, in collaboration with the CCEPD Chair and Vice~~-~~Chairs of Subcommittees, will develop meeting agendas.

### Meeting Minutes

CCEPD staff are responsible for writing, storing, and distributing the meeting minutes.

### Public Comment

The opportunity for public comment will be provided on each agenda in accordance with the Bagley-Keene Open Meeting Act.

### Approval of Committee Communications

All communications to Agency Secretaries require the approval of the Chair, in consultation with the Executive Officer. A copy of the communication will be provided to the Department of Rehabilitation and the Employment Development Department for their information. Memos to Agency Secretaries are an example of communication for conducting official business.

Communication for official business may also receive approval from the full CCEPD when appropriate.

Communication for the purpose of information sharing does not need approval from the Executive Officer, Chair and/or full CCEPD.

Other partnership and support letter requests require the approval of the Chair, in consultation with the Executive Officer.

**Policy Recommendations**

A policy recommendation can be formulated at a full CCEPD meeting or in policy subcommittees. If created in policy subcommittee, the Chair or Co-Chairs will present the policy recommendation at the full CCEPD meeting for approval, unless vote authorizes the Executive Committee to make final recommendation approval.

While the CCEPD develops the policy recommendation, the designee of the Department is expected to share information of the policy recommendation and report to CCEPD on status. The Executive Officer is also expected to communicate with affected Departments, Department of Rehabilitation and Employment Development Department regarding the development of a policy recommendation.

Once approved at the Full Committee Meeting, the Executive Officer and Chair of CCEPD begin the informal communication process with affected Department, Department of Rehabilitation and Employment Development Department to discuss the policy recommendation within 30 days of the meeting that recommendation was approved. It may lead the Chair and Executive Officer to recommend a modification for a policy recommendation. If a modification is suggested, then a vote of the Executive Committee or Full CCEPD Meeting is needed to modify a policy recommendation.

After the informal communication process is completed, the Executive Officer, with approval of the Chair, will send a formal memo to Secretaries of the policy recommendation(s) with a copy to Department of Rehabilitation, Employment Development Department and affected Departments within 30 days of the meetings.

**Compensation**

Committee members shall serve without compensation but receive reimbursement for travel and other necessary expenses incurred in the performance of their official duties. Reimbursement for travel and per diem shall be at the state authorized rate and in accordance with applicable state policy.

### Reasonable Accommodations

All activities of the CCEPD shall be readily accessible to and usable by individuals with disabilities, in accordance with all local, state, and federal laws and regulations.

Each presenter must provide all documents electronically to the Executive Officer at least 10 days prior to any meeting. CCEPD staff will email all documents electronically at least seven days prior to any meeting. All documents should use accessible requirements as stated by the Department of Rehabilitation.

Members and attendees are asked to refrain from using scented personal products when attending the meeting to allow those with chemical sensitivities to participate.

The Member and Executive Officer will discuss reasonable accommodation needs when Member is appointed.

If a Member requests a personal care attendant and/or driver, the personal care attendant and/or driver may receive hourly compensation, related to the service they provide, as agreed with the Executive Officer. Travel reimbursement and per diem is provided in accordance with the state authorized rate, state regulations and policy.

## Amendments

Operating guideline amendments may be introduced, in writing, at any full CCEPD meeting. Amendments must receive a majority vote of the voting membership present at the meeting.

The Executive Officer, in collaboration with the Executive Committee, will review the Operating Guidelines annually in January.

## Last Amended

November 5, 2020

August 22, 2019

March 14, 2019

June 15, 2017

March 2, 2017

May 16, 2013

# **Youth Leadership Forum 2.1 Concept**

**Background**

Since 2018, the California Committee on Employment of People with Disabilities (CCEPD) Youth Event Subcommittee has developed a Youth Leadership Forum (YLF) concept, which was taken from the previous strategic plan in 2014 and a Request for Information in 2018. The CCEPD submitted a regional and continued statewide concept to the lead Departments, Employment Development Department (EDD) and Department of Rehabilitation (DOR), in 2019 and funding proposals in 2018. The CCEPD Chair met with lead departments to discuss the model and funding concepts in 2019. Feedback provided was the fee for service was the best option for ongoing funding. Other feedback was the model can work and performance metrics should be incorporated into the concept. By 2020, the pandemic arrived and discussions with lead departments were deferred. In 2020 and 2021, the existing YLF program quickly pivoted to offering the program virtually.

In the fall of 2021, the Youth Event Subcommittee met to discuss lessons learned from the virtual format and invited community leaders to discuss various youth programs. The Youth Event Subcommittee updated the YLF vision to include the concepts of work experience and parent workshops of YLF alumni. The concepts before the Full Committee were approved by the Youth Event Subcommittee on December 10, 2021, and final approval is needed by the Full Committee to send the work experience and parent curriculum concepts to lead departments for technical assistance. Once approved, the concepts will be submitted to lead departments for feedback.

The goal of the Youth Event Subcommittee is to make changes to the existing YLF structure and develop a better ongoing funding mechanism by state partners. Partnerships will be developed to leverage resources. The overall goal is to increase the number of youths attending a YLF and have a feeder mechanism of students participating in regional events apply for the continued, statewide event. This document also includes the prior concepts as background information for the CCEPD. Members will be approving the additions to the YLF 2.0 concept, now named YLF 2.1.

**Peer Mentoring Work Experience Proposal**

The work experience concept has two portions, developing peer mentoring work experiences within the YLF structure and offering work experiences to all YLF alumni attending YLF.

**Development of Peer Mentoring Curriculum**

With support of the state partners, the YLF 2.1 concept could develop peer mentoring curriculum that can be used for multiple youth programs The curriculum should include basic overview of transition needs to employment, disability rights and benefits, an overview of campus and community resources, independent living, financial literacy, self-disclosure, guidepost for success, digital citizenship and attitude and mind growth. Curriculum for concepts such as person-centered planning, self-determination, supported decision-making and disability rights and culture should also be a part of the peer mentoring curriculum. California can adopt the online peer mentoring curriculum model from Florida.

YLF alumni will do the online training curriculum modules and the coordinator of the peer mentors will oversee the trainings. The coordinator of peer mentors would also schedule sessions to discuss what was learned and how it can be used for peer mentoring of YLF delegates. The assumption is that the training should not take longer than two to three days.

Funding for developing the training would be a one-time cost, with annual review to change or add to the topics. It is unclear whether the funding can be paid for by DOR or EDD. Other funding options could be explored.

**Scope of Peer Mentor**

The recommendation is to use the total number of base hours funded at 200 hours, as current funding allows. The following responsibilities for the peer mentor are:

* Leading, coordinating, and developing content for post-YLF workshops, both educational and social events.
* Check-in monthly with alumni to see how alumni are doing during their transition to being adults. This will entail helping with resources or connecting alumni with resources or information needed.
* Conduct social media outreach and other outreach, such as presenting to other youth organizations and community-based organizations and school districts.
* Fill the roles of counselors, peer mentors and group assistants for the regional and statewide programs.
* Organize/coordinate regarding a regional issue with other youth and community members.
* Assist with coordinating regional event(s), including finding locations, speakers and communicating with staff on recommendations and options.
* Leading workshops at regional events and continued statewide event.
* Assist in designing surveys and evaluating them for improvements to content.
* Assist in developing alumni networks.

This peer mentoring work experience will be for alumni and other students with disabilities who are interested in paid work experience as a peer mentor of the YLF program. Career pathways that can be associated with this peer mentoring work experience are education, human services, social work, and community-based organizations serving people with disabilities. If instituted, this model can be replicated and can be used for other professions or help link youth with other work experience opportunities.

Peer mentors can work from six months to one year. However, the assumption would be that most youth will be available for at least six months.

Since YLF is administered by the CCEPD, the CCEPD would follow established state human resource protocols for the employment of youth with disabilities when this pilot is designed. If launched before YLF is turned into the YLF 2.1 model, then the CCEPD could also be the coordinators of the peer mentors.

**Funding Mechanisms for Peer Mentoring Work Experience**

If the YLF alumni is pursuing an educational goal, then a work experience can be paid through DOR Student Services. However, if the student is not pursuing an educational goal, then the work experience cannot be paid by DOR Student Services. Exploration is needed on whether the peer mentoring work experience can be paid by EDD programs or combination of funding. Additionally, the training may be paid by the work experience because it trains youth to become peer mentors. Details on whether it is an hourly wage or stipend will be worked with DOR. Funding from the CCEPD Interagency Agreement with EDD cannot be used for the peer mentoring work experience.

**Performance Metrics for Peer Mentoring Work Experience**

The coordinators of the peer mentors will develop job expectations of the peer mentors. Peer mentors will meet job expectation and any project milestones as expected of others during on-the-job career expectations. Each peer mentor has individual strengths and weaknesses, which will be considered into the ongoing coaching of the coordinator. In the first year, the goal would be to have at least five peer mentors. Meeting the first performance metric would be that the five peer mentors meet all project milestones and finish the work experience. For the first three years, the number of peer mentors could reach up to 10 peer mentors a year.

Partnerships should be developed to have students who fulfill the peer mentoring work experience be given experience in other career pathways such as education, human services, social work, and community-based organizations.

**Implementation Efforts**

If the funding mechanisms can be agreed to in summer 2022, a pilot can be designed between August and December 2022 to be introduced in the 2023 YLF event.

**General Work Experience Proposal**

Work experiences can be piloted and developed through the existing YLF model in 2022 and 2023. Alumni that have completed the week-long in-person or virtual event will be offered a work experience based on their skills and interests. Before the week-long event, parents and delegates will receive information about the event and the opportunity for a work experience.

The goal would be for the alumni to meet a DOR Student Services counselor so they can discuss the opportunities. Coordination between DOR and CCEPD staff will be needed to reach the alumni after the event. Because alumni live throughout the State, work experience opportunities will be different throughout the state depending on local economies. Work experiences can be done through a hybrid approach, in-person or virtual, depending on the individual YLF delegate interests and work experience preference. Depending on what the alumni chooses based on their interests will determine the type of experience. Therefore, it is important to have local counselors provide the support needed for work experiences.

A component for YLF can be created to discuss work experiences with the alumni. Resources and questionnaires can be leveraged from either lead Department.

Many of YLF alums are juniors and seniors in high school. Some YLF alums have graduated by the time they attend YLF and go onto college. Data is not kept on YLF alumni career plans only demographic information.

**Funding for General Work Experience**

The goal is to leverage existing resources to help students have a work experience in industries of their choice. Funding will be through either DOR or America’s Job Center of California (AJCC) from existing partnerships and programs. In this case, YLF alums will work with individual counselors and must meet expectations of each work experience. Other funding may also be leveraged for work experiences.

**Performance Metrics for General Work Experience**

The goal will be to offer information on work experiences to all delegates. For 2022, the budget pays for 40 delegates.

The performance metric is that in the first year, at least 10 YLF alumni complete a work experience, reaching milestones as agreed between alumni and counselor. The goal is to increase it to 20 until all alumni complete a work experience.

**Implementation Efforts**

* 2022 – Develop programming during YLF event on work experiences.
* July-August 2022 – CCEPD staff coordinate with YLF alumni and DOR to provide warm hand-offs for work experience.
* Fall 2022 – Assess efforts for general work experience.

**Parent Curriculum Concept**

**Background**

Members of the Subcommittee developed a parent curriculum for parents of YLF alumni. Parents and their families provide supports needed and can assist alumni in their career goals or how families rely on benefits from a youth for everyday living expenses. The goal is to have families understand the transition phase, support the youth in career endeavors, and seek resources for independent living and employment. This provides a concept for parent curriculum that can be developed and how workshops can be organized.

**Structure**

For 2022, a virtual half-day parent program can be implemented. As the delegate experience has been enhanced through the peer mentoring experience, the parent experience should be enhanced through peer mentoring by fellow parents of youth with disabilities. Curriculum topics can be presented by partner organizations specializing in those areas or created when needed. Whenever possible, information should be presented by fellow parents of children with disabilities.

**Partner Organizations**

Leveraging the expertise of partners in the coordination of a parent program is essential. As with the existing use of partner organizations in the current YLF model, organizations specializing in curriculum topics add credibility to discussions and are most qualified to share information.

Members believe building partnerships with [Parent Training and Information Centers](https://www.cde.ca.gov/sp/se/qa/caprntorg.asp#pti) (PTIC) to assist in the coordination of the parent program is essential and they should be considered a primary partner. PTICs, funded by the U.S. Department of Education, authorized through the Individuals with Disabilities Education Act (IDEA), provide parents of children, ages birth through twenty-six with disabilities, the training and information they need to enable them to participate effectively in helping their children meet academic goals and lead productive, independent adult lives. A core program of PTICs is providing workshops on numerous topics for parents of children with disabilities. Many of the topics they cover have been discussed as needs for a YLF 2.1 parent program. There is support to further partner and leverage resources for parent curriculum.

Partnerships with independent living centers, regional centers, AJCCs, other DOR divisions, and other organizations can provide resources and presenters of information. CCEPD staff can assist in developing these partnerships.

**Funding**

Since the 2022 parent program would be held virtually, expenses are expected to be minimal. Most costs would likely be attributed to reasonable accommodations, such as American Sign Language (ASL) interpreters and text captioners. Existing YLF program funding could be leveraged to cover most costs.

**Performance Metrics**

Performance metrics may include student enrollment in programs, completion of programs, student employment, and more. To document metrics adequately, parents would complete surveys prior to participation and at various intervals afterwards (examples: six months, one year, etcetera).

**Orientation**

Before discussing core topics with parents, it is important parents receive a proper orientation on what their children can expect from the YLF experience. This orientation should also include information on how they can assist their child with opportunities following the program. Current YLF staff can do the orientation and answer any questions for parents. To enhance the orientation, a panel discussion and/or group discussions with parents of prior YLF delegates would be highly beneficial. This could become a pilot.

**Curriculum Topics**

These topics can be presented by partner organizations, often in a panel structure. Some topic presentations could be combined into similar topics on a panel. CCEPD will develop partnerships to leverage resources.

* Benefits planning: Use of Disability Benefits 101 will be a part of the presentation. DOR can also be a part of a panel on benefits planning.
* Disability History and Pride: Independent living Centers have many resources on disability history that can be utilized. YLF presenters can also present this topic to parents.
* Self-Determination and Supported Decision-Making: The California State Council on Developmental Disabilities has many resources on self-determination and supported decision-making for regional center clients that can be used.
* Self-Disclosure: Representatives from DOR could assist with this topic.
* Self-Advocacy: Presenters used within the current YLF program could likely be utilized.
* Peer Influence and Smart Decision Relationships: This topic would likely need development.
* Post-Secondary Education: Partners from Disabled Student Services Program can present on this topic.
* Career Planning: Partners from WorkAbility programs and/or AJCCs could adequately present on this topic.
* Independent Living: Independent Living Centers would be best suited to present on this topic.
* Specific Programs: Representatives from CalABLE programs could serve on a panel to share information.

Members would like the workshops to be inclusive of all cultural backgrounds and consider the variety of needs families are experiencing. Lastly, parent workshops should also address any additional supports families may need. Workshops will be organized separately from the alumni and may not be during the same week of the YLF event.

**YLF 2.0 Concept**

**Introduction**

The previous YLF 2.0 concept is included as informational and has already been approved by the CCEPD.

**Background**

The prior YLF 2.0 concept was submitted to lead departments in November 2019. When the CCEPD met with lead departments in February 2020 to discuss the curriculum concept, feedback included that performance metrics should be created for the regional events and the continued, statewide event. Currently, the Youth Event Subcommittee is discussing how to develop regional events through existing partnerships and interest in various parts of the state. The goal is to test a regional event in 2022 and 2023 and evaluate timelines for new structure.

**Overall Statement of YLF 2.0 Concept**

The new YLF regional events and statewide YLF event concept will continue the use of peer mentors throughout the program and developing disability identity is a continued goal of the YLF 2.0 model. Some flexibility will be needed for both regional events and statewide curriculum. Members expect ongoing programming changes based on experiences from the events.

Due to the pandemic, the CCEPD paused the following timeline as proposed at the time. It will need to be revisited to determine how to best proceed. The new YLF 2.0 concept should begin in 2021, giving the CCEPD 2020 to develop the administrative mechanism, in collaboration with lead departments, to move the work of regional events and the statewide event to a nonprofit organization. The CCEPD will also need to determine when the existing YLF structure is suspended to accomplish the implementation efforts of the YLF 2.0 model. The CCEPD proposes that the first year (2021) will only have regional events. This allows for a pool of candidates from the regional events to be developed for participation in the statewide event. In 2022, regional events will continue, and a new statewide event will be introduced. In 2023, both regional and statewide events will continue.

Lastly, the program will be a cross-disability program for high school students. The goal of the YLF 2.0 model is to reach a broader number of students with disabilities in their local areas and continue to develop statewide leaders.

**Regional Event Locations**

The Special Education Local Plan Areas (SELPAs) will be one of the conduits for outreach to students, parents and Local Education Agencies and can provide needed facility space. Other programs such as Independent Living Centers, Local Workforce Development Areas or Vocational Rehabilitation field offices can assist in these efforts. The areas were identified for the local partnerships:

* Bay Area
* Del Norte/Humboldt
* Fresno
* Los Angeles
* Riverside
* Sacramento
* San Diego

The locations above are meant as a starting point to begin developing local regional events. The awarded nonprofit organization will further outreach and develop local partnerships to conduct regional events as well as curriculum.

Furthermore, the CCEPD believes regional events may be conducted on a weekend, multiple days, or a series of weekends more regionally. The awarding nonprofit organization will determine best planning structure and timing of the events.

**Regional Event Curriculum**

The curriculum should address the following: self-advocacy, workplace readiness training, enrollment counseling or transition programs for higher education at regional events. Because the existing YLF event is successful in self-advocacy, curriculum on disability identity, culture, and awareness, these areas should be continued at regional events. The understanding and importance of oneself is important both in educational and workplace settings and the hallmark of the existing YLF program.

Workplace readiness training can include financial literacy and benefits planning, communication and interpersonal skills workshops or job seeking skills for students with disabilities. Students with disabilities may need more specific training in interpersonal and communication skills. Curriculum can be developed by the nonprofit organization or leverage existing training through the DOR or local America’s Job Centers of California (AJCC) for workplace readiness. Financial literacy can also allow for partnerships with local financial institutions to provide existing workshops.

The CCEPD envisions enrollment counseling or transition programs for higher education can be developed in a variety of ways. One way is for local areas to partner with community colleges or local California State Universities or University of California colleges to create workshops on topics such as how to apply to college, how to apply for student aid or scholarships and what student services are available for students with disabilities. The CCEPD believes that holding the event(s) at a local university will help students get a sense of the college experience. Other partnerships can be developed with DOR and AJCCs to explore what type of occupational training is needed, including apprenticeship opportunities.

Finally, the CCEPD would like to have a parent resources workshop. The parent resources curriculum can describe career and independent living services available, provide benefits counseling and an understanding of what self-advocacy is for students transitioning out of high school. The State of New York developed a parent resources component for parents. Part of the curriculum is to allow peer mentors to discuss their transition experience with parents. The parent resources curriculum component will need to be further developed by the nonprofit organization.

**Continued, Statewide Event**

The current YLF offers a Capitol Day to meet with legislative staff to present an issue and tour the Capitol building. In reviewing other youth leadership programs, the CCEPD will expand the civic engagement and leadership development like other statewide youth programs for high school students. The goal of the statewide YLF event is to develop statewide community leadership in the field of disability policy. The statewide YLF event will continue to be a residential event, allowing students an independent living experience and a Sacramento experience in developing, influencing, or implementing policy. The continued, statewide YLF event will be restructured to focus on civic engagement, further leadership development and job readiness components for chosen students who are interested in government.

Part of the civic engagement experience is to teach students the differences between local, state, and federal policies, laws, and regulations and how they interact to make programs and services for Californians. The CCEPD envisions the civic engagement curriculum to offer the following:

* Differences between local, statewide, and federal legislative, rulemaking, and policy-making capabilities.
* Differences between the legislative, executive, and judicial branches and how they coincide to make or implement laws.
* Creation of the state budget.
* Opportunity to job shadow a lawmaker, lawmaker’s staff, or committee staff, an executive or program manager, judicial staff, or advocates. The Subcommittee also considers that matching what students are interested in will dictate the job shadowing and will change annually.
* Partnerships with disability-related and employment advisory bodies to provide students with the opportunity to address an issue or policy.
* Overview of the disability movement and the state of disability today, its continued challenges and opportunities.

Students for the statewide event will have attended the regional events and attendance for the statewide event will be a competitive process. Again, the CCEPD believes that the statewide event may have a smaller number of students and will need to allow for program flexibility, depending on student interest. Further leadership development curriculum can include workshops on the following:

* How to make presentations, including practicing and conducting presentations.
* How to make decisions in a professional setting.
* Understand your leadership or decision-making style and what that means in professional settings.
* Teach etiquette in formal settings (i.e., formal luncheon functions).
* Hear from both general professionals and professionals with disabilities on challenges and opportunities in executive, legislative and judicial branches, and from advocates. These professionals will both share career stories and experience with policymaking.
* How to get internships or employment in local, state, and federal governments.

The CCEPD believes that the regional events and statewide event should focus on key areas of DOR Student Services, but not all five authorized services in both events. The CCEPD envisions that multiple, if not all five student services, could be covered through both regional events and the statewide event in a combined effort. Regional events could cover at least three of the student services: enrollment to postsecondary and transition programs, workplace readiness and self-advocacy and statewide event could cover career exploration and work-based experiences. The curriculum for the statewide and regional events will be developed by the nonprofit organization or awardee and not the CCEPD. Through the Youth Event Subcommittee, the CCEPD has developed the framework to the YLF 2.0 concept, which will assist in developing the proposal for release.

# **CCEPD Review of Governor’s Proposed 2022-23 Budget**

**Background**

The California State Constitution requires the Governor to submit a proposed budget to the legislature by January 10 of each year. Following the submission of the budget, the budget bill is introduced to each house in the legislature and an analysis is provided by the Legislative Analyst’s Office. The Governor submits a revised budget in May. The revised budget is reviewed and adjusted for additional amendments. Once the budget has been approved by the legislature, it is sent to the Governor by June 15 for his signature.

**Overview**

On January 10, Governor Gavin Newsom unveiled a [$286.4 billion budget proposal](https://www.ebudget.ca.gov/), 9% bigger than last year’s record state spending plan. With a strong economic recovery and tax revenues that continue to roll in even higher than anticipated, his administration projects a $45.7 billion surplus for 2022-23. The surplus includes $21 billion in discretionary spending, plus tens of billions more than originally anticipated for schools, pension payments and reserve accounts.

Newsom’s [“Blueprint for California”](https://www.gov.ca.gov/wp-content/uploads/2022/01/Governors-California-Blueprint-Fact-Sheet.pdf) concentrates on five of the state’s biggest challenges – COVID-19, climate change, homelessness, inequality, and public safety. Many of these challenges impact people with disabilities disproportionality compared to many populations.

The CCEPD Executive Committee narrowed the focus of the state budget review to workforce initiatives and support services related to workers with disabilities. The document only focuses on those areas.

**Labor and Workforce Development**

Over the past three years, the administration has focused on the state's workforce challenges such as inequality, economic mobility, and the changing role of technology and climate change necessitating new skills for future jobs. Many of these issues predate the COVID-19 pandemic but these issues also became more apparent during the pandemic.

The budget proposes $550 million over three years to expand climate workforce strategies, including:

* Low Carbon Economy Program—$60 million General Fund in total over three years, to restart the California Workforce Development Board’s Low Carbon Economy Workforce grant program. This High Road Training Partnership model is designed to: 1) address the critical needs emerging as that industry or sector faces the challenges of climate change and environmental sustainability; 2) increase the capacity of firms and workers to adapt and compete in a carbon-constrained economy; and 3) help California communities prosper by creating accessible local pathways into safer, healthier, and more highly skilled jobs.
* Wildfire and Forest Resilience Workforce Development—$30 million one-time General Fund over two years to support grants to community colleges to train, develop, and certify forestry professionals and expand the workforce available to support the implementation of forest health and fuel reduction projects.
* University of California Climate-Focused Incubators and Workforce Development and Training Hubs—As part of a total investment of $185 million one-time General Fund for UC climate initiatives, the budget includes $50 million to support regional climate-focused incubators and competitive grants to incentivize and expand climate innovation and entrepreneurship, and $35 million to support establishment of regional climate-focused workforce development and training hubs to reskill, upskill, and expand California’s climate resiliency workforce.
* Goods Movement Workforce Training Facility—$110 million General Fund in total over three years for a Goods Movement Training Center in southern California, to support workforce resilience in the face of supply chain disruption and accelerate the deployment of zero emission equipment and technologies.
* Well-Capping Workforce Pilot for Displaced Oil and Gas Workers—$15 million one-time General Fund to support a workforce training pilot to train displaced oil and gas workers in remediating legacy oil infrastructure. The Administration has allocated $200 million General Fund for well capping, overseen by the Department of Conservation. An additional $50 million is allocated for a pilot for displaced oil and gas workers facing displacement.

The budget includes a one-time $1.7 billion investment over three years in care economy workforce development—across both the Labor and Workforce Development Agency (Labor Agency) and California Health and Human Services Agency (CalHHS). The Care Economy investments will be jointly coordinated by the Labor Agency and CalHHS through the CalHHS/Health Care Access and Information (HCAI) Health Workforce Education and Training Council. These investments include:

* Community Health Workers—$350 million General Fund to recruit, train, and certify 25,000 new community health workers by 2025, in partnership with the Department of Health Care Access and Information and the Department of Health Care Services, with specialty certifications in areas that include climate health, homelessness, and dementia.
* High Road Training Partnerships—$340 million General Fund for training and career advancement programs for people with barriers to employment, in alignment with the Workforce Council for Healthcare Training priorities. Funding supports collaborations and training programs among community-based organizations, local workforce boards, labor unions, educational institutions, and employers to build partnerships and pathways into family sustaining healthcare jobs.
* Comprehensive Nursing Initiative—$270 million General Fund to increase the number of registered nurses, licensed vocational nurses, certified nursing assistants, certified nurse midwives, certified medical assistants, family nurse practitioners, and other health professions.
* Expanding Social Workers—$210 million General Fund to support social work training programs and provide stipends and scholarships to create a new pipeline for diverse social workers who cannot otherwise afford the financial or time investment required to complete full-time programs.
* English Language Learners Health Careers—$130 million one-time Proposition 98 General Fund through the Adult Education program to support, healthcare-focused vocational pathways for English language learners at multiple levels of English proficiency, to increase language and cultural diversity in these settings.
* Psychiatric Resident Program—$120 million General Fund to create training positions for psychiatric residents, psychiatric mental health nurse practitioners, psychology interns/fellows, and psychiatric nurses. Increasing on-site training programs will assist in building the workforce while also serving as an active recruitment pool for advancement within the health and human services workforce, leading to promotional pathways and increased salaries.
* Healthcare Workforce Advancement Fund—$90 million General Fund for the Employment Training Panel to support job entry and career advancement for entry-level and other workers in health and human service settings, with $40 million intended for social worker training.
* Multilingual Health Initiatives—$60 million General Fund to expand scholarships and loan repayment programs in healthcare and social work for multilingual applicants, with the goal of increasing language and cultural competencies throughout the care workforce.
* Emergency Medical Services Corps—$60 million General Fund to expand Emergency Medical Technicians, in partnership with local public health systems and their contracted emergency medical providers.
* Opioid Treatment—$26 million to train providers to build out the substance use disorder (SUD) workforce with a focus on opioid treatment. Funding will be used to increase the number of licensed clinicians, including providers focused on addiction. Funding will also provide supportive employment services to people with SUD issues to transition them into ongoing employment.
* Clinical Infrastructure: Reproductive Health—$20 million one-time General Fund to support clinical infrastructure for reproductive health care services by providing scholarships and loan repayments, administered by the Department of Health Care Access and Information, to a variety of health care providers who commit to providing reproductive health care services.
* Indian Health Program Grant Restoration—The budget includes $12 million one-time General Fund for Tribal Health Programs. This funding will promote the retention of the health care workforce that serves these programs and decrease the health disparities experienced by Native Americans. Please see the Health and Human Services Chapter for more details.
* Workforce Council for Healthcare Training—$3 million General Fund to leverage the Department of Health Care Access and Information’s Health Workforce Education and Training Council to research healthcare shortages and support research on best practices and strategies to build a diverse, culturally competent workforce to build the health care workforce.

**Workforce training**

The budget includes $54.4 million in combined Proposition 98 General Fund and General Fund to build upon multi-year investments in the 2021 Budget Act to support immediate efforts to enhance schools’ ability to hire qualified teachers and substitutes. This investment builds upon significant multi-year teacher pipeline investments included in the 2021 Budget Act, including investments available over a five-year period that total more than $2.9 billion. The 2022-23 budget also funds $1.5 billion one-time Proposition 98 General Fund for the development of pathway programs on technology.  
  
The budget invests $60 million one-time General Fund under the Labor Agency for innovative and evidence-based practices that increase immigrant participation in the labor market and in quality jobs. The budget also includes $1.4 million in ongoing General Fund investments to improve awareness of workplace rights and enforcement against those that violate labor laws.

**Health and Human Services**

The budget makes a range of targeted investments for workers with disabilities within the context of health and human services, including:

* Health Care Access for Working Disabled People—$1.5 million General Fund ongoing to reduce Medi-Cal premiums for working adults with disabilities to continue progress on California’s goals to expand access to health care and increase the affordability of home care.
* Inclusive and Equitable Employment—$7.6 million for an expanded California Leads as an Employer initiative through the California Department of Human Resources to continuously recruit and support a state workforce that reflects all of California, which includes renewed efforts to employ Californians with disabilities.
* Work Activity Programs: New Service Model—$8.3 million ($5 million General Fund) to establish a service model pilot program through the Department of Developmental Services focused on expanding employment opportunities for individuals with intellectual and/or developmental disabilities who are currently served through Work Activity Programs or are recent high school graduates.

**Criminal Justice**

To increase access to additional educational opportunities, the budget includes $5 million General Fund in 2022-23, and $4.7 million ongoing, to permanently fund bachelor’s degree programs at seven institutions in collaboration with the California State University system. These programs will be available to students upon successful completion of their community college programs and will enable them to further prepare to enter the workforce and find gainful employment upon their release from prison.

**Conclusion and Next Steps**

The 2022-23 California State Budget process will be followed by CCEPD staff. Once the budget is finalized in June, CCEPD staff will reanalyze workforce initiatives and support services to follow for implementation efforts and determine how to best interact on these initiatives. The Employment and Training has engaged with the California Workforce Development Board on high-road training partnerships. Green jobs are another topic that the Subcommittee will explore this year.

# **2022 CCEPD Strategic Priorities**

**Background Information**

At the November 2021 Full Committee Meeting, Members agreed to have strategic priorities with the suggested changes:

* Increase employment outcomes of people with disabilities through education and training to gain skills as California enters the post-pandemic.
* Coordinate systems to achieve better employment outcomes for people with disabilities.
* Work on a better, coordinated system of benefits and support services for people with disabilities.
* Ensure people with disabilities are included in equitable pandemic recovery efforts and incorporate lessons learned in service delivery from the pandemic.

The Executive Committee finalized the strategic priorities. This document will help track and continually align the work of the Committee. It can be used and shared by members to discuss the work of the California Committee on Employment of People with Disabilities.

Members should provide additional feedback to the strategic priorities.

**Subcommittee Projects identified through Strategic Priorities Listed Below**

Increase employment outcomes of people with disabilities through education and training to gain skills as California enters the post-pandemic.

* Discussions on High-road training partnerships –The Employment and Training (E&T) Subcommittee held first discussion. More will follow in February-March 2022.
* Just Transition comments – Once released, the E&T Subcommittee will develop comments.
* Workforce Innovation and Opportunity Act State Plan Modified – Comment letter was submitted to the California Workforce Development Board on February 3rd.
* State Strategic Plan on Career Technical Education – CCEPD staff monitoring the conversations. The plan will be released by the spring.
* Identifying best practices in regional planning units and local workforce development plans – CCEPD staff are developing strategies and goals to develop interactive discussions. Goal is to develop more systemic approaches through best practices.
* Green Jobs – CCEPD staff will develop discussions with California Workforce Development Board. The Executive Officer will follow the Climate Action Scoping Plan discussions to determine approach.
* DOR’s Demand-Side Business initiative – An overview discussion was introduced at the January 2022 E&T Subcommittee meeting. Regular updates will be received.
* Implementation of [SB 639](https://leginfo.legislature.ca.gov/faces/billNavClient.xhtml?bill_id=202120220SB639) – Executive Officer will follow. CCEPD staff is developing a targeted overview from the local workforce development plans to share with the State Council on Developmental Disabilities.
* Follow budget workforce initiatives for implementation efforts and implementation efforts of [AB 313](https://leginfo.legislature.ca.gov/faces/billNavClient.xhtml?bill_id=202120220AB313).

Coordinate systems to achieve better employment outcomes for people with disabilities.

* Discussions on service delivery – Survey has been released to service providers (February).
* Develop no wrong door policies – State Coordination Subcommittee will develop policy recommendations with goal of submitting to Agency Secretaries by November 2022. At the February 2022 meeting, the State Coordination Subcommittee will receive a presentation from the Department of Aging.

Work on a better, coordinated system of benefits and support services for people with disabilities.

* Implementation efforts for long-term services and supports through Master Plan for Aging – Executive Officer will follow.
* Elimination of asset limits for Medi-Cal implementation efforts – Executive Officer will follow.
* Benefits planning recommendations – State Coordination Subcommittee will resubmit benefits planning recommendation, as a set of recommendations. Recommendations are being developed and goal is to finalize by May 2022.

Ensure people with disabilities are included in equitable pandemic recovery efforts and lessons learned in service delivery from the pandemic.

* Advocate that disability is part of this discussion and reemployment for people with disabilities should be a continued priority.
* Partner with other disability entities to weigh in on issues that affect employment and training and support services.
* Continue community perspectives agenda at Full Committee Meetings.
* Develop a legislative program.

Youth Event Subcommittee  
The Youth Event Subcommittee has developed a Youth Leadership Forum (YLF) 2.1 concept for attaching peer mentoring work experience and general work experience to YLF and parent curriculum.

The CCEPD Youth Event Subcommittee and Executive Officer held an initial discussion with parent training information center to develop partnership with parent curriculum concept. Lastly, the Youth Event Subcommittee will discuss how to develop a regional event through existing resources and partnerships to test the concept. The regional events and continued statewide event concept were submitted to lead departments in 2019. There was support for the concept and lead departments believed the fee for service is the best option for ongoing funding for YLF. The CCEPD will discuss funding model with state departments.