

CALIFORNIA DEPARTMENT OF REHABILITATION

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

Program Years 2018 – 2020



DEPARTMENT of
REHABILITATION

Employment, Independence & Equality

Joe Xavier
Director

Table of Contents

Executive Summary	3
a. Input of State Rehabilitation Council	8
b. Request for Waiver of Statewideness	13
c. Cooperative Agreements with Agencies Not Carrying Out Activities Under the Statewide Workforce Development System.	18
d. Coordination with Education Officials	25
e. Cooperative Agreements with Private Nonprofit Organizations	34
f. Arrangements and Cooperative Agreements for the Provision of Supported Employment Services	37
g. Coordination with Employers	41
h. Interagency Cooperation	41
i. Comprehensive System of Personnel Development; Data System on Personnel and Personnel Development	43
j. Statewide Assessment	60
k. Annual Estimates	74
l. State Goals and Priorities	77
m. Order of Selection	80
n. Goals and Plans for Distribution of Title VI Funds	84
o. State's Strategies	87
p. Evaluation and Reports of Progress: VR and Supported Employment Goals	108
q. Quality, Scope, and Extent of Supported Employment Services ..	117
Certifications	122
Certification Regarding Lobbying — Vocational Rehabilitation	125
Certification Regarding Lobbying — Supported Employment	127
Assurances	129

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 administration 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), which President Barack Obama signed into law on July 22, 2014, 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.

The enactment of WIOA constitutes significant changes to the VR and supported employment programs with an emphasis on transition services to youth and students with disabilities, business engagement, program partnerships, and competitive integrated employment. The State Plan, developed in collaboration between CDOR and the California State Rehabilitation Council (SRC), demonstrates CDOR's commitment to changes within the law and empowers individuals to maximize employability, independence, and integration into the workplace and community. CDOR continues to work with the California Workforce Development Board toward the development of performance goals as identified in WIOA.

The 2018 Modification to the VR Services Portion of the Unified State Plan is organized according to the new description format provided by the

Rehabilitation Services Administration.

PRIORITIES AND GOALS

The CDOR and SRC jointly developed priorities and goals to ensure the VR and supported employment programs are in alignment with WIOA and include transition services for youth and students with disabilities, business engagement, program partnerships and competitive integrated employment. To this end, the four priorities and eight goals identified are:

Priority 1: Youth

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

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

Goal: 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.

Goal: 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.

Priority 2: Business Engagement

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

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

Priority 3: Capacity Building

Goal: 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.

Priority 4: Competitive Integrated Employment

Goal: Increase competitive integrated employment opportunities, and 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.

SERVICE DELIVERY AND OUTREACH ACTIVITIES

During Federal Fiscal Year (FFY) 2018 and 2019, CDOR estimates it will allocate \$365,114,000 in federal funds to provide VR services to approximately 201,450 individuals with disabilities of working age, of which 59,540 will be students with disabilities. These 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 Vocational Rehabilitation Service Delivery (VRSD) team, 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.

Due to limited funding and staff resources, CDOR projects it will be unable to provide services to all eligible individuals and is operating under an Order of Selection. Once applicants are determined eligible for services, they are placed in one of three priority categories. CDOR currently has sufficient funding available to serve eligible individuals with the most significant disabilities (Priority Category 1) who apply on or before June 30, 2018, individuals with significant disabilities (Priority Category 2), who apply on or before June 30, 2018, and, all other eligible individuals with disabilities (Priority Category 3), who apply on or before June 30, 2017, and have not withdrawn their application or been removed from the Waiting List due to failure to confirm continued interest in receiving VR services. The

Order of Selection may change in the future based on budgetary constraints.

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 the SRC, conducted the year two and year three of the Comprehensive Statewide Assessment. The results identified the need for increased coordination, cross referrals, and cross training between CDOR VRSD teams, CRPs, and WIOA and other program partners. The result identified Asian Americans as being an underserved ethnic group, as noted in the previous triennial Comprehensive Statewide Assessment. The results also identified the need to raise awareness of VR services for Hispanic and Latino youth and students with disabilities, and the need for more service delivery models that address the unique needs of youth and students with disabilities. 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 the WIOA.

PERSONNEL DEVELOPMENT

To meet the State Plan priorities, goals, objectives, and strategies, CDOR relies on qualified staff, 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. To ensure effective provision of services to consumers, CDOR offers a variety of training and work experience opportunities to develop employee competencies, knowledge, skills, abilities, and comply with mandated training requirements.

The CDOR only hires individuals that meet the state standard for VR Counselors exclusively responsible for the five non-delegable functions. In academic year 2016-17, CDOR and the Rehabilitation Services Administration sponsored 79 employees enrolled in Master's Degree in Rehabilitation Counseling programs and 99 graduates who obtained their Master's Degrees. CDOR ensures a sufficient number of VR Counselors are in place to deliver VR and Supported Employment services to applicants and consumers. Based on historical vacancy data and the

number of individuals to be served, CDOR projects 166 VR counselors may be needed to provide VR services in the next five years.

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 CDOR and the California State Rehabilitation Council (SRC) partner together to carry out the Rehabilitation Act to maximize the employment and independence for people with disabilities. Fundamental to the strength of the SRC is the diversity of perspectives, experiences, hometowns, constituencies, and disabilities represented on the Council. The 2017 SRC Annual Report (posted on CDOR's website) provides information on the complete scope of the SRC's efforts and accomplishments over the past term (October 2016 – September 2017).

Highlights of the SRC's activities include:

- The SRC has engaged in timely and significant discussions on topics such as customer service, federal regulatory reform, CDOR's student services, business engagement, and competitive integrated employment.

- The CDOR and the SRC jointly developed, reviewed and agreed to the priorities and goals for the 2018 modification to the VR Services Portion of the Unified State Plan.
- Over the past two years, the SRC has received quarterly updates on CDOR's progress in meeting the priorities of: 1) services to youth and students with disabilities, 2) business engagement, 3) building program partnerships through capacity building, and 4) competitive integrated employment.
- During the SRC's August 2017 quarterly meeting, seven recommendations were adopted. The SRC's recommendations, with CDOR's responses, are provided below:

SRC Recommendation 2017.1 – Orientation

The SRC recommends that CDOR's consumer orientation process continues to be significantly improved statewide to provide comprehensive, consistent, and accessible (in scheduling and materials) training on the VR process and informed choice.

CDOR Response to Recommendation 2017.1

CDOR will review the orientation process for improvements consistent with the Core Values of 'investing in the future through creativity, ingenuity and innovation', and 'continuous improvement'. Materials are available in alternative formats so that they are accessible regardless of disability. With regard to scheduling, the availability for an optional, orientation workshop may be limited depending upon the need and staffing. We will identify improvements to better make information available to individuals who want to attend a workshop yet find it difficult to attend when offered, and to increase the opportunities to participate in a workshop.

SRC Recommendation 2017.2 – Work Incentives Planning

The SRC recommends that CDOR makes work incentive planning services available to those consumers that need and want it from intake and throughout the VR process.

CDOR Response to Recommendation 2017.2

We agree that consumers would benefit from the counseling of those employees who have special training regarding Social Security benefits and who may work one on one with individuals to assure them of the

benefits of becoming employed. We will continue to pursue additional resources, budget permitting, so that we may increase the opportunities for the personalized services. CDOR will also explore additional ways field staff can provide work incentive planning services to consumers earlier in the rehabilitation process.

SRC Recommendation 2017.3 – Labor Market Information

The SRC recommends that CDOR's training on labor market information be inclusive of all case service staff to ensure that consumers have access to this information in a regular and consistent manner during their plan development and implementation.

CDOR Response to Recommendation 2017.3

We agree that understanding labor market information and how to utilize it to better support a consumer's vocational goal is beneficial to "case service staff." Business Specialists have received training online regarding using labor market information and counselors, who are instrumental in developing the Individualized Plan for Employment, must also have current knowledge of how to utilize labor market information in order to provide valuable information to consumers regarding their choice of vocation. CDOR is making the online training modules available to all CDOR staff members and will emphasize the module on the utilization labor market information as a tool for team staff members, including the rehabilitation counselors for purposes of plan development.

SRC Recommendation 2017.4 – Mentoring

The SRC recommends that CDOR establish formal mentoring opportunities between consumers and former consumers with disabilities who are successfully employed. The benefits of mentoring opportunities and strategies are discussed in the "Work Matters" report.

CDOR Response to Recommendation 2017.4

CDOR agrees that mentoring may be invaluable to individuals with disabilities who are not yet employed or under-employed. While CDOR does not have a formal program, our social media offers the opportunity for consumers to connect with individuals who have received support from CDOR and who are now employed.

CDOR welcomes the opportunity to discuss, with the SRC, any model of a formal mentoring program that the SRC suggests for consideration. Among

many of the discussion items are: How CDOR should identify mentors; how to address privacy and safety concerns; how to involve our stakeholders in exploring a formal peer mentoring program.

SRC Recommendation 2017.5 – Communication During the First 90 Days of Employment

The SRC recommends that CDOR establish a communication protocol for the first 90 days of a consumer’s employment to ensure job accommodations and supports are provided and to support job retention and successful, continuous employment.

CDOR Response to Recommendation 2017.5

CDOR strongly agrees that supporting consumers during the first 90 days of employment is critical. CDOR Districts currently utilize the Vocational Rehabilitation Services Delivery (VRSD) Team Business Specialists to contact employed consumers during their first 90 days of employment. In addition, Community Rehabilitation Providers also contact employed consumers, as appropriate.

A protocol exists in the Business Specialist Guide, entitled “Job Retention.” District Administrators or their delegate will review the section in order to identify improvements in communication that may be made to assist the consumer in addressing any unmet accommodation needs with their employer and provide support as needed.

SRC Recommendation 2017.6 – Disability Awareness

The SRC recommends that CDOR provide ongoing disability etiquette and inclusion training to all CDOR staff, in line with the disability awareness strategies in the “Work Matters” report.

CDOR Response to Recommendation 2017.6

We agree that every employee should have the knowledge and sensitivity to communicate in a way that is respectful of all persons regardless of disability, ethnicity, race, gender, and sexual orientation. Further, we appreciate the National Taskforce on Workforce Development for Persons with Disabilities report, “Work Matters.” The Director shared the report when it was published so that every Executive on the Leadership Team could consider it in light of CDOR’s programs and share it with their staff.

We agree that ‘disability etiquette’ is important. Our web page has a number of resources for our staff including a document regarding ‘disability etiquette’ and we address concerns as they come to our attention to raise awareness of perception around words and terms that may not be known to employees who do not have disabilities.

We have many ongoing efforts to continually share knowledge and sensitivity. Our Office of Civil Rights is conducting statewide training on a variety of issues entitled “Awareness, Empathy and Respect.” This training includes knowledge and sensitivity.

The Disability Advisory Committee comprised of CDOR employees with disabilities and interested in continuous improvement for a working environment that fosters inclusion and diversity, makes recommendations to the Director. The Disability Advisory Committee is identifying other training needs.

The Disability Inclusion Advisory Committee is also developing a training module and will be recommending statewide training to begin this Spring.

This month we will be providing training to every supervisor and manager regarding Talent Management which will include a review of our policies and procedures around the importance of providing necessary and timely accommodations to employees with disabilities.

We are pleased to update the SRC on these and other efforts designed to maintain and improve the working environment that attracts and retains individuals with disabilities, and which is sensitive to the needs of people with disabilities who we serve.

SRC Recommendation 2017.7 – Business Specialists

The SRC recommends that CDOR refocus the duty statements and change the section assignments of the Business Specialists and Regional Business Specialists to DOR’s Workforce Development Section.

- This will allow for more direct communication on business needs, training, best practices, and allow for more business engagement. A duty change will provide for less clerical and case management duties.

- This reassignment aligns the Business Specialists and Regional Business Specialists with the 14 regional sections that have already been assigned by the California Workforce Development Board.

CDOR Response to Recommendation 2017.7

We welcome the opportunity to further discuss the benefits of re-assigning CDOR's Business Specialists and Regional Business Specialists (Specialists) to report to the Workforce Development Section (WDS) rather than to the District Administrators within each field division. The Specialists are a vital component of the local VRSD Teams that provide direct services to both CDOR's job seekers and local business customers. By working closely with the local staff, we believe that the Specialists are most effective. WDS will continue to provide the Specialists with assistance and resources on regional, state and national employment information, monthly meetings to discuss challenges and opportunities and roles. We have notified the District Administrators of the concerns regarding utilizing Business Specialists to perform duties better suited for other members of the team to reaffirm roles and responsibilities.

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. 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 certified 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 services provided to CDOR applicants and 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 services to be provided to CDOR applicants and consumers.
- 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 establishes 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 Transition Partnership Programs cooperative programs with Local Educational Agencies, County Offices of Education, or Special Education Local Plan Areas providing VR services to eligible students in hundreds of individual schools. CDOR also administers six case service contracts through associated Community Rehabilitation Programs (CRPs) in conjunction with Transition Partnership Programs cooperative programs. The goal of the Transition Partnership Programs is to serve high school students with disabilities including blind, deaf, intellectual, developmental, and mental health disabilities by facilitating the effective transition from school to meaningful competitive integrated employment.

The Local Educational Agency or Special Education Local Plan Area will refer potentially eligible students with disabilities and eligible students with disabilities ages 16 through 21 who can benefit from Pre-Employment Transition Services and VR services to CDOR. The assigned VR Counselor will then open a case and work in partnership with the individual to complete an Individualized Plan for Employment as early as possible, but at the latest before the consumer leaves school. Through the cooperative arrangement or case service contract, the participating Local Educational Agencies, Special Education Local Plan Areas, or CRP provides 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.

WorkAbility II Cooperative Programs

The CDOR administers three WorkAbility II cooperative programs with Local Educational Agencies, 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 20 WorkAbility III cooperative programs with community colleges. The goal of the WorkAbility III is to assist 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 10 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 24 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 mental 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 programs with county human services agencies and one case service contract with an associated CRP. The goal of the Welfare cooperative programs 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, “Prior written approval is issued by CDOR to the local public agency or associated community rehabilitation provider, which designates the specific type of VR services to be provided to CDOR applicants and consumers, or potentially eligible students with disabilities.”

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. 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.

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.

CSU Sacramento

Interagency Agreement: Supervisory Training – provides 80 hours of supervisory training to CDOR supervisors and managers and reflects the mission and goals of the California Health and Human Services Agency.

California Department of General Services

Statewide Contracts: 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. The Western States Contracting Alliance is used for cooperative purchasing agreements with other states for information technology hardware, software, and non-information technology products.

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.

Interagency Agreement 2: Business Enterprise 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: CDOR Applicant and Consumer Fair Hearing Services – the California Department of General Services, Office of Administrative Hearings provides fair hearing services to review determinations made by CDOR that affect VR services to individuals with disabilities and applicants and consumers.

Interagency Agreement 4: Business Enterprise Program Insurance Management – the California Department of General Services, Office of Risk and Insurance Management provides management of the Business

Enterprise 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

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.

Independent Living Centers

Statewide Grants: Administration and Oversight of Independent Living Services – Title VII Rehabilitation Act 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.

Grant 3: Independent Living Youth Transition Grants – Title VII B grants funds used to design and implement Youth Transition Programs within California’s Independent Living Network for youth with disabilities, ages 14 to 24, which can serve as a model for service delivery at Independent Living Centers across the state.

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.

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.

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.

California State Personnel Board

Interagency Agreement 1: Training Agreement – CDOR provides training on the Introduction to Fair Employment and Housing Act and the Americans with Disabilities Act, Practical Solutions to Reasonable Accommodation, and Writing an Effective Duty Statement.

Interagency Agreement 2: 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. 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. 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.

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 Assistive Technology 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.”

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. 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 local 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.

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 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 also coordinates services through an interagency agreement with the California Department of Education as described in response to section d.2.A.

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 Pre–Employment Transition Services. Locally, each CDOR District has liaison staff to provide outreach, consultation, and technical assistance to local educational agencies seeking information on DOR Student services (Pre-Employment Transition 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, the California Department of Education, 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 California Department of Education collaboratively fund and provide a core series of regional training and technical assistance curriculum to local CDOR and Local Educational Agency staff and partners. Expert consultants provide training on topics related to Pre-Employment Transition 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 Local Educational Agencies are encouraged to use a collaborative team process to develop the transition services section of the Individualized Education Program for students determined eligible for VR services. This process should include the involvement of the student, family, representatives of the Local Educational Agency, CDOR staff when invited, and other service providers, as appropriate.

The CDOR and the California Department of Education's specific responsibilities are defined in the Interagency Agreement by each agency's applicable rules and regulations. The Local Educational Agency 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 Individualized Education Program 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 must be coordinated with the Individualized Education Program 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. When a student with a disability is referred to CDOR, is determined eligible, and is able to be served under an Order of Selection, CDOR develops the consumer's Individualized Plan for Employment. The Individualized Plan for

Employment is developed within 90 days or by an agreed-upon extension date, and before leaving the school setting. CDOR is responsible for providing and paying for the transition services, including Pre-Employment Transition Services, agreed upon in the Individualized Plan for Employment 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 California Department of Education's responsibilities include the provision of services outlined and required by the Individualized Education Program or Individualized Plan for Employment. 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 local educational agencies 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 local educational agency customarily provides under part B of the Individuals with Disabilities Education Act?
- Determine the student's eligibility for the service - Is the student with a disability eligible for transition services under the Individuals with Disabilities Education Act?

The local agency (Local Educational Agency, Special Education Local Plan Area, or other entity) that develops the eligible student's Individualized Education Program is responsible for paying for the agreed upon transition services required to be provided under the Individuals with Disabilities Education Improvement Act. CDOR is responsible for providing and paying for the VR services, including Pre-Employment Transition Services, included in the consumer's agreed upon Individualized Plan for Employment 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. CDOR provides local presentations and informational literature to Local Educational Agencies, 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 local educational agency and is responsible for annually reviewing the interagency agreement with designated local educational agency staff. 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 Action Committee

To support the provisions of this Interagency Agreement, CDOR established a Cooperative Programs Action Committee comprised of representatives from the California Department of Education, Local Educational Agencies, community colleges, state universities, mental health agencies, and community-based organizations. The Cooperative Programs Action Committee provides feedback to CDOR in the development of policies and procedures to promote the services for individuals with disabilities.

Pre–Employment Transition Services

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

- Developed and published a “Services to Youth” Webpage on the CDOR Internet in January 2018.
- Established a CDOR School Liaisons to secondary schools in August 2017.
- Communicate the statewide availability of pre-employment transition services with Special Education Local Planning Area Directors and the Advisory Commission on Special Education.
- Outreach to schools and closer coordination between VR and Local Educational Agency 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 Pre-Employment Transition Services to students with disabilities:

- **Job Exploration Counseling:** This service will be provided by CDOR VR team members. It will also be provided to some students with disabilities through Transition Partnership Programs third-party cooperative arrangements and through purchased services provided through other contracts or fee for service arrangements through local educational agencies, 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, Transition Partnership Programs third-party cooperative arrangements, and through

vocational services provided through other contracts or fee-for-service arrangements through local educational agencies 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 local educational agencies, 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 Transition Partnership Programs third-party cooperative arrangements as well as other contracts or fee-for-service arrangements through local educational agencies, 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 Transition Partnership Programs third-party cooperative arrangements as well as through other contracts or fee-for-service arrangements. In addition, CDOR is issuing a Request for Proposals to contract for self-advocacy training services as a standalone service to be provided through local educational agencies, independent living centers, or CRPs.

Activities that will support the Pre–Employment Transition Services methods above include the following:

- The CDOR released a Request for Proposal to contract for self–advocacy training on November 23, 2016. Three bidders were selected to execute their proposal in the northern, central, and southern regions of the State. The self-advocacy trainings included instruction in self-knowledge, identifying resources and needs, and personal self-advocacy planning. Self-advocacy training was provided to over 50 students with disabilities during the summer of 2017.

- The Transition Partnership Programs contract services will be revised to emphasize the provision of Pre–Employment Transition 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 local educational agencies serve as the employer of record.
- The CDOR will establish other work opportunities in collaboration with the local America’s Job Center of California.
- 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

As required by the Individuals with Disabilities Education Improvement Act and the Rehabilitation Act, CDOR participates with the California Department of Education through an Interagency Agreement to create a coordinated system of educational and VR services, including Pre–Employment Transition Services, for eligible students with disabilities. This agreement helps to facilitate a smooth and seamless transition for students with disabilities from school to employment in addition to addressing consultation and technical assistance, transition planning, identifying roles and responsibilities, and outreach activities.

This agreement serves as a mechanism for CDOR, the California Department of Education and, as appropriate, Local Educational Agencies to clearly specify the plans, policies, and procedures for the coordination of transition services for students with disabilities. These services will include pre-employment transition services and vocational rehabilitation services for eligible and potentially eligible students. It facilitates transition planning by CDOR and educational personnel including development and implementation of a student's Individualized Education Program and timely development and approval of individualized plans for employment, as appropriate. It additionally includes documentation requirements set forth in section 511 of the Rehabilitation Act with regard to students with disabilities who are seeking subminimum wage employment. For example, when a youth with a disability is known to be seeking subminimum wage, the local educational agency personnel provide the CDOR with documentation that the youth received transition services under the Individuals with Disabilities Education Act. This occurs no later than 30 calendar days after the completion of the required activity or service; or 60 calendar days, if additional time is necessary due to extenuating circumstances.

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

(Formerly known as Attachment 4.8(b)(3)). 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. 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.
- 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.

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.

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.

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. 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 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 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 WIOA services.
- In early 2014, a proof of concept titled “Placement Plus” was administered in select CRPs to test a new employment services fee for service structure. The lessons learned and evaluation of the Placement Plus is informing CDOR’s current efforts to redesign employment services statewide.

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

(Formerly known as Attachment 4.8(b)(4)). 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.

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.

The CDOR collaborates with entities including the California Department of Developmental Services, Regional Centers, the California Department of Education, Local Educational Agencies, the California workforce development system, local county mental health agencies, Community Rehabilitation Programs, 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, the California Department of Developmental Services, and the California Department of Education additionally are establishing Local Partnership Agreements consistent with the Competitive Integrated Employment: Blueprint for Change. The Local Partnership Agreements are anticipated 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.

In California, CDOR and the Department of Developmental Services utilize the hourly rates for Supported Employment job coaching, intake, placement, and retention services that are statutorily-defined. The current rates were set in 2008 (Assembly Bill 1781).

Sources of extended services vary depending on the individual's eligibility for other programs or availability of other resources. Funding for extended services for individuals with mental illness may be provided by county mental health agencies, which may allocate Medi-Cal, Mental Health Services Act, or Short-Doyle funds as determined by each county. Social Security Administration Work Incentives, such as Impairment Related Work Expense or an approved Plan for Achieving Self Support, may be used. Supported Employment services provided under Veteran's Health Administration Compensated Work Therapy Program may also be used to fund extended services.

California state regulations do not allow Traumatic Brain Injury state match funds to be used for extended services. Consumers with a Traumatic Brain Injury 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.

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 intellectual and developmental disabilities 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.
- 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 intellectual and developmental disabilities and identifies best practices and incentives for increasing integrated employment and gainful employment opportunities for people with intellectual and developmental disabilities. The Employment First policy requires Regional Centers to develop Individual Program Plans to ensure individuals with intellectual and developmental disabilities beginning at age 14 are provided options, competitive integrated employment, and post-secondary education to enable the consumer to transition from school to work. The CDOR is an active participant in the Employment First Committee to help with transition planning.
- 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 intellectual and

developmental disabilities who choose competitive integrated employment;

– Building capacity to increase opportunities for individuals with intellectual and developmental disabilities who choose competitive integrated employment to prepare for and participate in the California workforce development system; and,

– Increasing the ability of individuals with intellectual and developmental disabilities 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 will 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.

- CA Career Innovations: 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. The CDOR anticipates that 800 students with disabilities will 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.

- Career Counseling and Information and Referral Services. Consistent with the WIOA, CDOR provides career counseling and information and referral services to all individuals employed at subminimum wage who are known to the CDOR, effective July 22, 2016. Individuals may become known to DOR through the vocational rehabilitation process, self-referral, or referral from other entities.

g. Coordination with Employers

(Formerly known as Attachment 4.8(b)(5)). 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. The WIOA calls for a description of 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, 2) transition services for youth, and Pre–Employment Transition Services for students. In regard to coordination with employers and VR services, CDOR provides this description through the “Business Engagement” goals and objectives in Description (o)(1) – State’s Strategies.

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

In regard to Pre–Employment Transition Services for students and youth with disabilities, CDOR provides this information in goals 1, 2, and 3 and for the “Youth” 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

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.

Collaborative efforts to support community integration of individuals who are eligible for HCBS 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 IEPs and IPP 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's cooperation with the California Department of Developmental Services 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. 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.

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

(Formerly known as Attachment 4.10). 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 Needs.

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;

CDOR Response: Comprehensive System of Personnel Development. 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.

DATA SYSTEM ON PERSONNEL AND PERSONNEL DEVELOPMENT

The CDOR has a comprehensive system for collecting, maintaining, and analyzing, on an annual basis, data on qualified personnel needs, training, and development.

Data on Qualified Personnel

The CDOR tracks the following positions: VR Counselor; Teacher, Orientation and Mobility for the Blind; Medical Consultant; Dental Consultant; Consulting Psychologist; Optometric Consultant; and Work Incentive Planner. Employees in each of these positions are required to meet education and, or, certification standards as a condition of employment that CDOR tracks in a database and validates with the appropriate programs. Current staffing patterns and projected vacancies, including personnel expected to retire or leave positions, over the next five years are outlined in the chart below:

Current staffing patterns – End of Federal Fiscal Year (FFY) 2017

Position Title	Total Positions	Current Vacancies	Projected Vacancies Over the Next 5 Years	Ratio of Consumers per Staff Member*
VR Counselor	533	52	166	188
Teacher, Orientation and Mobility for the Blind	4	0	2	492
Medical Consultant	5	2	2	20,000
Dental Consultant	1	0	0	100,000
Team Manager	105	4	38	950
Service Coordinator	165	17	64	606
Business Specialist	84	14	27	1,190
Case Support Staff	208	17	60	481
Consulting Psychologists	13	5	4	7,690

Position Title	Total Positions	Current Vacancies	Projected Vacancies Over the Next 5 Years	Ratio of Consumers per Staff Member*
Optometric Consultant	1	1	0	100,000
Work Incentive Planner	37	0	0	175

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

*Ratio based on total positions from FFY 2017.

Comprehensive System of Personnel Development Personnel and Caseload Projections

At the end of FFY 2017, CDOR actively provided VR services to 71,078 applicants and eligible consumers. CDOR is currently operating under an Order of Selection, as identified in the response for Description (m) – Order of Selection. 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, 2018, and consumers assigned to Priority Category 3 who apply on or before June 30, 2017 and have not withdrawn their application or been removed from the Waiting List due to failure to confirm continued interest in receiving VR services. The Order of Selection may change in the future based on budgetary constraints.

Vocational Rehabilitation Service Delivery (VRSD) Teams

In FFY 2015, CDOR developed and implemented an evaluation and assessment plan to collect and analyze VRSD team data to measure the impact of the team approach and identify improvements on program design and implementation. The evaluation and assessment found that the VRSD team model had cultivated a team environment; majority of CDOR staff were satisfied with the VRSD team model; VRSD team model had standardized practices; and, VRSD team model had led to an increase in the number of employment outcomes. Wages at closure, however, had not increased.

In FFY 2018, 105 VRSD teams will provide services to an estimated 63,108 individuals in open status. On average, each VRSD team will provide services to approximately 601 individuals in a year. In FFY 2019, 105

VRSD teams will provide services to an estimated 64,023 individuals in open status. On average, each VRSD team will provide services to approximately 610 individuals in a year.

In the VRSD team, the VR Counselors are exclusively responsible for the five non–delegable 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, and Case Support Staff focus on providing VR services necessary for consumers to prepare for, find, and retain employment. Each VRSD team typically includes 10 direct service personnel: five VR Counselors; two Service Coordinators; one Business Specialist, and two Case Support Staff; however, specific teams could vary due to resource or operational needs.

Orientation Center for the Blind

The Orientation Center for the Blind is a CDOR owned and operated training facility that assists job-seekers 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.

ii. The number of personnel currently needed by the State agency to provide VR services, broken down by personnel category; and

Refer to Description (i) – Comprehensive System of Personnel Development; Data System on Personnel and Personnel Development (specifically (i)(1)(A)(i)).

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.

Refer to Description (i) – Comprehensive System of Personnel Development; Data System on Personnel and Personnel Development (specifically (i)(1)(A)(i)).

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;

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. 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.

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 Bachelor’s 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.

ii. The number of students enrolled at each of those institutions, broken down by type of program; and

The tables below provide data on the number of students enrolled in or graduated from a Council on Rehabilitation Education¹–accredited Master’s or Bachelor’s Degree program and the numbers of students sponsored by CDOR and, or, the Rehabilitation Services Administration.

Students Enrolled in or Graduated from a Council on Rehabilitation Education–Accredited Master’s Degree in Rehabilitation Counseling Program for Academic Year 2016-2017²

University	Students Enrolled	Employees Sponsored by CDOR and, or, Rehabilitation Services Administration	Graduates sponsored by CDOR and, or, Rehabilitation Services Administration	Graduates from the previous academic year
CSU Fresno	64	4	8	23
CSU Los Angeles	87	0	0	20
CSU Sacramento	34	0	0	7
CSU San Bernardino	52	20	44	11
San Diego State University	87	55	47	12
Total	324	79	99	73

Data Source: CDOR’s Staff Development Unit

Students Enrolled in or Graduated from a Council on Rehabilitation Education –accredited Bachelor’s of Science Degree in Rehabilitation Services Program for Academic Year 2016-2017

¹ The Council on Rehabilitation Education has been replaced with the Council for Accreditation of Counseling and Related Educational Programs. All Rehabilitation Programs, including the California universities, will maintain their current Council on Rehabilitation Education accreditation until their next accreditation is due and transition to the Council for Accreditation of Counseling and Related Educational Programs accreditation.

² San Francisco State University no longer has a program dedicated exclusively to VR and was removed from the table.

University	Students Enrolled	Employees Sponsored by CDOR and, or, Rehabilitation Services Administration	Graduates sponsored by CDOR and, or, Rehabilitation Services Administration	Graduates from the previous academic year
CSU Los Angeles	429	0	0	93
Total	429	0	0	93

Data Source: CDOR’s Staff Development Unit

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.

Refer to Description (i) – Comprehensive System of Personnel Development; Data System on Personnel and Personnel Development (specifically (i)(1)(B)(ii)).

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.

RECRUITMENT, PREPARATION, AND RETENTION OF VR COUNSELORS AND PARAPROFESSIONALS

The CDOR has a 2012–15 Recruitment and Retention Plan that is reviewed, implemented, monitored, and updated annually by the Department’s Diversity Officer. The plan provides a comprehensive strategy to recruit, prepare, and retain educated, high quality, and culturally competent employees by identifying specific goals and strategies. Factors

that include achieving and maintaining diversity in the workplace, unserved and underserved population needs by District, alternative communication needs, and CDOR's long-term succession planning were crucial to the development of the plan. The strategies for retraining, recruiting, and hiring personnel involve collaborative approaches among CDOR's field offices, Council on Rehabilitation Education, and CDOR's Executive Leadership Team. The 2016–19 Recruitment and Retention Plan is in development and will include talent management needs across the Department, and support CDOR's efforts to provide effective customer-focused services to consumers, partners, employers, and employees.

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
- Triennial Organizational Climate Survey

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 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.

Coordination of CDOR, 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. 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. 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 Diversity and Inclusion Advisory Committee is currently developing 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 will be piloted in the CDOR San Joaquin District in 2018.

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

Personnel Standards

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

The standard CDOR utilizes to certify Senior Vocational Rehabilitation Counselor, Qualified Rehabilitation Professionals (referred to as "VR Counselors" throughout the State Plan) is 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.

The CDOR recruits entry level Service Coordinators and Business Specialists using the state civil service Staff Services Analyst classification.

California's standard for the Teacher, Orientation and Mobility for the Blind; Medical Consultant; Dental Consultant; Consulting Psychologist, Optometric Consultant and Work Incentive Planner classifications includes certification, licensing, and registration requirements. These standards are detailed below:

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 or Peripatology. 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.

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.

Dental Consultant

Possession of the legal requirements for the practice of dentistry in California as determined by the California Board of Dental Examiners and

one year of experience in the practice of dentistry. Applicants may be admitted to the examination before meeting these requirements, but the Board of Dental Examiners must determine that all legal requirements have been met before candidates 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: 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 – 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.

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.

21st Century Understanding

WIOA describes the need for personnel to have a 21st century understanding of the evolving labor force and the needs of individuals with disabilities. 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. 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

CDOR will provide training through four 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. In 2018, onboarding trainings will be offered regularly throughout the year in various modalities and will include:

- Orientation
- Welcome to CDOR
- Accessible Web-based Activity Reporting Environment (AWARE)
- Disability Awareness and Etiquette
- Workplace Communication

Track 2: Academies - Provides policy based, training for each classification of the VRSD team: Team Manager, VR Counselor, Service Coordinator, Business Specialist, and Office Technician.

Track 3: Continuing Education – provides ongoing training on a range of current VR topics, including:

- Case Assessment

- Case Assessment Services
- Documentation
- Employment Outcomes
- Medical Aspects of Disability
- Post–Secondary Education
- Case (Record of Services) Process
- Diffusing Difficult Situations
- Diversity and Inclusion
- Health and Benefits Training on Work and Disability
- Plan to Achieve Self–Support
- Rehabilitation Technology

Track 4: WIOA–Based Training – to be offered through integration into current training materials and training regarding policy updates includes:

- 21st Century Labor Market (Job–Driven Economy)
- Introduction to WIOA
- Pre–Employment Transition Services
- Working Effectively With Youth

Training for Supervisory Staff

In addition to the four training tracks, in 2016 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. The following training will be offered for supervisory staff:

- California Health and Human Services Agency Supervisor’s Academy and Leadership Development Academy
- Leadership and Management Balance training
- Managing Diversity
- National Rehabilitation Leadership Institute Executive Leadership Seminar
- Quarterly Knowledge–Based Trainings covering various VR topics
- Mandatory Leadership and Development Biennial Training
- On-Demand Leadership training resource

Training–Related Support

The Staff Development Unit provides the following training–related support services to CDOR employees:

- A master training calendar via CDOR’s Intranet site
- CDOR Resource Library
- Technical support for new users of the Learning management system used for online meetings and virtual classroom instruction
- Timely processing of training request and reimbursement forms
- Conference Coordination

B. 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, including:

- Newly published research disseminated via CDOR’s Intranet site.

- Procedures for the acquisition and dissemination of significant knowledge from research and other sources to CDOR personnel.
- 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.
- Training and technical assistance from the Youth Technical Assistance Center (Y-TAC) and Workforce Innovation Technical Assistance Center (WINTAC).

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.

PERSONNEL TO ADDRESS INDIVIDUAL COMMUNICATION NEEDS

California is a culturally diverse state and CDOR is committed to providing timely and quality language services, as required, to all persons seeking services. For example, in the CDOR Van Nuys Foothill District, 76 percent of the district staff are bilingual, speaking more than 25 languages. 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. 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 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. CDOR translates a variety of written materials that communicate its services in the following languages: Armenian, Cambodian, Chinese, Korean, Spanish, Tagalog, and Vietnamese. Additionally, appropriate auxiliary aids and services are also 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 unit provides internal and external partners with training and technical assistance to ensure that all 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.

Coordination of Personnel Development Under The Individuals With Disabilities Education Improvement Act

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. Approximately, 20 trainings are provided annually. 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;

CDOR Response: Comprehensive Statewide Assessment.

CDOR and the SRC jointly conducts a Comprehensive Statewide Assessment annually over a three-year period to identify the VR services needs of Californians with disabilities and CRPs within the State. The first year of the Comprehensive Statewide Assessment was conducted during FFY 2014–15.

Comprehensive Statewide Assessment Methodology

Consistent with WIOA, CDOR, in collaboration with the State Rehabilitation Council conducted a Triennial Comprehensive Statewide Assessment (FFY 2014-15 – 2016-17). Cumulatively, quantitative and qualitative data informs the CDOR and SRC in the development of CDOR goals, objectives and strategies. The CSA additionally informs the Department as it develops outreach strategies to more effectively serve those identified as unserved and underserved.

The analysis for the remaining two-year period consists of data comparisons with the CDOR caseload information compared to similar data sets with local, state, and federal resources, such as the California Department of Education, California Department of Finance, California Employment Development Department, Department of Labor, and the American Community Survey. Qualitative data includes statewide focus groups with various stakeholders in Northern, Central, and Southern California and annual Consumer Satisfaction Survey results which was sent to over 23,000 CDOR consumers.

The qualitative data was aggregated and grouped into themes to identify specific areas where CDOR can improve or enhance strategies for services to consumers including students with disabilities and youth with disabilities, and the need for Pre-Employment Transition Services and for developing or improving CRPs within the state.

Comprehensive Statewide Needs Assessment – Year One Summary

The CDOR conducted year one of the Comprehensive Statewide Assessment in FFY 2014-15. Preliminary findings identified include:

- Additional specialized job development, job retention services, and counseling on natural supports for individuals with the most significant disabilities.
- Increase Pre-Employment Transition Services and career pathway services for Hispanic and Latino consumers.
- Increase outreach to individuals in the Asian American and Hispanic and Latino communities.
- Improve coordination with America's Job Center of California, Adult Education Programs, and Dislocated Worker Programs.
- Outreach to Local Educational Agencies to provide information to students with disabilities regarding Pre-Employment Transition Services and youth with disabilities regarding transition services.
- Evaluate the current fee structure for CRPs and increase information-sharing between CDOR and CRPs to ensure well-sequenced services occur and are available statewide to consumers.

Comprehensive Statewide Needs Assessment – Year Two and Three Findings

The Comprehensive Statewide Assessment has identified students with disabilities as an underserved group by CDOR. In particular, Hispanic/Latino youth and students with disabilities are one ethnic group that are currently underserved by CDOR. For all ages, Hispanic/Latino and Asian American ethnic groups were previously identified as being underserved by CDOR. The CDOR has since increased services to these two ethnic groups and Hispanic/Latinos as a whole are no longer considered underserved. The Asian American ethnic group is still considered underserved; however, CDOR is making improvements toward sufficiently serving this ethnic population.

Community partners, including schools and Regional Centers, reported the need to have collaborative strategies to serve individuals with disabilities, including youth and students with disabilities. The needs identified include increased cross-training across partner agencies; increased collaboration to leverage services; and teachers and parents present during the Individualized Education Program process. These concerns were common

areas among CDOR staff, community partners and parent groups as identified needs for improving vocational rehabilitation services.

The needs of individuals with the most significant disabilities are assessed in sections (j)(1)(B) and (D).

B. Who are minorities;

California Population

As prepared by the Demographic Research Unit from the California Department of Finance, the total estimated population for California is 39,693,627. Of the total population, 10.9% are reported to be an individual with a disability.

In 2016, the American Community Survey of California indicates the employment rate of working-age people with disabilities in California was 35.0%. The employment rate of working-age people without disabilities in California was 76.5%. The gap between the employment rates of working-age people with and without disabilities was 41.5 percentage points.

Ethnicities: According to CDOR FFY 2016-17 case records, consumers who report their ethnicity as Hispanic/Latino represent 36.9% of CDORs caseload followed by White (36.7%), African American (16.6%), Asian American (5.1%), American Indian (0.8%), and Pacific Islander (0.3%). During the FFY 2015-16, consumers who report their ethnicity as White represent 38% of CDOR's caseload, followed by Hispanic/Latino (35%), African American (17%), Asian American, (4%), American Indian (1%), and Pacific Islander (1%).

Findings: According to the 2016 American Community Survey for California, 30.4% of individuals with a disability are Hispanic/Latino. The prior CSA (2011-2014) identified Hispanic/Latino as an underserved group. As a result of the prior CSA, CDOR conducted outreach to the Hispanic/Latino communities, including outreach in Fresno, and that outreach may be reflected in the increased representation by this ethnic group. The CDOR's most recent caseload data more accurately represents California's population and the Hispanic/Latino group is no longer considered underserved.

Furthermore, CDOR's caseload data aligns with the American Community Survey findings which identifies White at 31%, followed by African American (7.5%), Asian (6.2%), Native American (0.5%), and some other race (2.6%). This comparative data indicates that individuals with disabilities that identify as Asian may be underserved by CDOR and have a need to increase information and referral on VR services. The CDOR will continue to increase its outreach efforts to underserved consumers.

Primary Disability Impairments: The FFY 2016-17 caseload data identifies Cognitive Impairments as the most commonly reported disability impairment (35.4%) followed by Psychosocial (Interpersonal/Behavioral) (21.0%); Other Mental impairments (8.0%); Other Physical impairments and Mobility Orthopedic/Neurological impairments (9.0%); Blindness and Blindness-Legal (3.8%); Deafness Primary Communication Auditory and Deafness Primary Communication Visual (3.9%); and Communicative impairments (1.7%).

During the FFY 2015-16 period, Cognitive Impairments was the most commonly reported disability impairment (34.8%) followed by Psychosocial (Interpersonal/Behavioral) (21.4%); Other physical impairments not listed and mobility orthopedic/Neurological impairments (9.5%); Other Mental Impairments (7.9%); Blindness and Blindness-Legal (4.3%); Deafness Primary Communication Auditory and Deafness Primary Communication Visual (4.2%); and Communicative impairments (1.6%).

Findings: In comparison, the 2016 American Community Survey of California identifies Cognitive disability as the second highest self-reported disability at 4.4% and Hearing disability at 3.0%. The highest reported disability was Ambulatory (6.1%). Participants of the Survey reported one or more disability, as appropriate, and may account for the differences between CDOR's caseload data and American Community Survey data. The CDOR will need to conduct further research into whether this disparity in representation is indicative of underserved consumer populations or if the disparity reflects age-related onset of disabilities in populations that may not be seeking employment services. The DOR will also continue to develop and employ strategies such as those identified in the Competitive Integrated Employment priority and goals that support individuals with disabilities which largely fall under the category of cognitive impairments.

Educational Attainment: According to the 2016 American Community Survey, the percentage of working-age people with disabilities in California with a high school diploma or equivalent was 26.8%, with some college or an associate degree was 33.0%, and with a bachelor's degree or more was 15.8%.

At case closure in FFY 2016-17, 32.5% of CDOR consumers attained a high school diploma or equivalent, followed by 23.0% had participated in some college or received an Associate's degree, and 11.0% had received a bachelor's degree or more.

Findings: Based on the American Community Survey data, it appears CDOR consumers with closed cases are less likely to have the same level of post-secondary education when compared to individuals with disabilities throughout California. There is a need for interested consumers to receive additional information and resources on post-secondary education from CDOR. The CDOR will better align its services to guide consumers toward higher educational attainment.

Earnings: According to the 2016 American Community Survey, the median annual earnings for an individual with a disability working full-time/full-year is \$45,300 or \$21.78 per hour. The CDOR caseload data indicates that in FFY 2016-17, the median annual earnings for consumers whose cases were closed successfully was \$22,880 for full-time/full-year, based on \$11.00 hourly earnings. In FFY 2015-16, the annual median earnings for consumers whose cases were closed successfully was \$21,424 for full-time/full-year, based on \$10.30 hourly earnings.

Findings: There is a significant discrepancy between the American Community Survey annual earnings for individuals with disabilities and CDOR's caseload data. CDOR consumers earn \$22,420 per year (or 49.5%) less than the annual earnings for individuals with disabilities reported by the American Community Survey. The findings indicate CDOR caseloads may need to remain open beyond a minimum wage entry-level job so CDOR can continue to support consumers to eliminate the disparity. The CDOR will re-examine what is considered a case closure for job attainment as opposed to job experience attainment and plans to increase partnerships with local businesses to develop or expand work experience, internships, and employment opportunities for consumers.

Consumer Satisfaction Survey

The CDOR and SRC jointly collaborated to conduct the annual Consumer Satisfaction Survey. The CDOR sent the surveys in April 2016 to a total of 11,844 consumers in both open and closed status and received 2,253 completed surveys with 532 screen reader users. The response rate of 19.0% reflects a slight decrease from the 2015 response rate of 19.7%.

As part of the 2016 Consumer Satisfaction Survey, CDOR consumers were asked about the level of satisfaction with services from external service providers. 69% responded they were satisfied with the quality of service from their service providers. This reflects a 3% decrease from prior year. 66% responded they were satisfied with the timeliness of services from their service providers. This reflects a 3% decrease from prior year.

Findings: The data indicates a need to more closely monitor the quality and timeliness of services consumers are receiving from CRPs to ensure that the decreases in the data are not indicative of a new trend. The data also indicates a need to more broadly examine CRPs in California to ensure consumers have access to quality services.

Consumers were asked about their satisfaction with counseling services provided. **72%** were satisfied with the prompt response to questions and requests by the counselor and/or CDOR team. This reflects a 2% decrease from prior year. **69%** were satisfied with the level of vocational guidance and quality of counseling received. This reflects a 1% decrease from prior year.

Findings: The decrease in prompt responses and level of counseling and guidance suggests that consumers need faster communication with CDOR and additional counseling and guidance. The CDOR will identify ways to improve communication with consumers and counseling and guidance consumers receive.

Consumers who were employed at the time the survey was conducted were asked about their job satisfaction, effectiveness of CDOR services, health benefits, and whether their current employment consistent with their employment plan. **81%** reported they were satisfied with their job. This reflects a 3% decrease from prior year. **81%** reported that the services provided by CDOR were instrumental in their becoming employed. This reflects a 6% decrease from prior year. **17%** reported they were dissatisfied

with health benefits received from their job. This reflects a 3% decrease from prior year. **10%** were dissatisfied that their job was not consistent with their employment plan. This reflects a 4% increase from prior year.

Findings: The decrease in job satisfaction indicates a need for consumers to receive additional counseling and guidance on employment opportunities. The decrease in consumers reporting CDOR's services were instrumental in obtaining employment indicates a need for consumers to receive additional information, resources, and services to obtain employment. The increase in the number of consumers reporting that their current employment is inconsistent with their employment plan indicates a need for consumers to spend more time with their counselors when developing their employment plans or making amendments. The CDOR is addressing the identified needs by promoting consumer participation in career pathways and building new relationships with businesses at the state and local level as outlined in description (o).1 – State's Strategies.

C. Who have been unserved or underserved by the VR program;

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

D. Who have been served through other components of the statewide workforce development system; and

The CDOR identified needs for individuals served through other components of the statewide workforce development system, including:

- Better coordination with America's Job Center of California, Adult Education Programs, and Dislocated Worker Programs.
- Closer collaboration with workforce service providers who assist English language learners, particularly English language learners in Asian community, which has been found to be underserved.
- Ensure physical, electronic, and programmatic accessibility to other Workforce Innovation and Opportunity Act core programs for individuals with disabilities.

- Increase Disability Awareness and Sensitivity Training at the America's Job Center of California and other Workforce Innovation and Opportunity Act core program partners.

- More CDOR staff assigned to liaison with the America's Job Center of California to ensure the unique needs of Californians with disabilities, particularly those with Cognitive and Psychosocial impairments, which continue to comprise the largest proportion of DOR service recipients.

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 utilized comparison data as well as focus group findings to assess the needs of youth and students with disabilities and the need for transition services and pre-employment transition services.

Special Education Enrollment by Disability Category: The most recent (2016) data available from the California Department of Education's Special Education Division shows that students (ages 14 – 22) with specific learning disabilities account for the largest percentage (52.7%) of special education enrollment, followed by other health impairments (14.1%), autism (11.6%), intellectual disabilities (8.3%), emotional disturbance (5.9%), speech or language impairment (3%), orthopedic impairment (1.8%), hard of hearing (1.1%), multiple disabilities (1.1%), visual impairments (0.5%), deaf (0.5%), traumatic brain injury (0.4%) and deaf-blindness (0.03%).

Consumer Disability Categories: In FFY 2016-17 and 2015-16, the majority (62.8% and 63.2%) of CDOR's youth and student consumers were individuals with a cognitive disability (learning, thinking and processing information). Other highest percentage disability categories for CDOR youth and student consumers include psychosocial disabilities (12.1% for both FFYs); other mental impairments (3.7% and 3.8%); communicative impairments (3.0% and 2.8%); and deafness, primary communication visual (2.4% and 2.8%).

Findings: The CDOR's caseload data aligns with California Department of Education's data showing that students with specific learning disabilities account for the largest percentage (52.7%) of special education enrollment.

Ethnicity and Special Education Enrollment: The California Department of Education's 2016 data indicates that the ethnic group representing the significant percentage of students (ages 14 – 22) enrolled in special education is Hispanic (54.8%), followed by White (25.5%), African-American (10.6%), Asian (5.3%), Multi (2.5%), Native American (0.9%), and Pacific Islander (0.5%).

The California Department of Education captures data on twelve disability categories. Hispanic students represent the highest percentage of students (all ages) enrolled in special education in all disability categories tracked by the California Department of Education, followed by White students. Specifically, Hispanic students (all ages) represented the majority (over 50%) of students enrolled in special education in the following disability categories: intellectual disability, hard of hearing, deaf, speech or language impairment, orthopedic impairment, specific learning disability, deaf-blindness, and traumatic brain injury.

Youth and Student Consumer Ethnicities: In FFY 2016-17, the majority of CDOR's youth and student consumers, ages 14 to 24, were Hispanic/Latinos (49.8%), followed by White (29.8%), African American (10.5%), Asian American (5%), American Indian (0.7%), and Pacific Islander (0.3%). In FFY 2015-16, the majority of CDOR's youth and student consumers, ages 14 to 24, were Hispanic/Latinos (48.2%), followed by White (31.5%), African American (11.0%), Asian American (3.7%), Pacific Islander (1.4%), and American Indian (0.7%).

Findings: When comparing CDOR's caseload data to the California Department of Education, the CDOR may be underserving Hispanic/Latino youth and students with disabilities. There are a greater percentage of Hispanic/Latino individuals ages 14-22 in Special Education than were served by CDOR in FFYs 2016-17 and 2015-16. There is a need to include families in the VR process for Hispanic/Latino youth and students with disabilities to address cultural barriers that prevent youth and students with disabilities from obtaining services. The CDOR will identify ways to address cultural barriers to increase the receipt of transition services and pre-employment transition services for youth and students with disabilities.

Youth and Students Statewide Focus Groups

The CDOR in collaboration with the SRC coordinated statewide focus groups regarding the needs of youth and students with disabilities and students' needs for pre-employment transition services. The CDOR and SRC received input with the focus group design and coordination for stakeholder groups from the CDOR's various sections and participating CDOR districts. Twelve focus groups and two informant interviews were conducted over a period from September 25, 2017, through October 31, 2017, and involved six CDOR districts including Blind Field Services in Southern, Central, and Northern California. CDOR collected over 400 comments from 128 stakeholders on-site in Riverside, San Bernardino, Fresno, Sunnyvale, Lawndale, San Diego, Chula Vista, and Sacramento. The stakeholder groups represented the Regional Centers, local school districts, Independent Living Centers, America's Job Center of California, CDOR staff, CDOR and non-CDOR students and youth with disabilities, parents, and parent advocates.

Each focus group began with the following questions:

- What are the barriers to providing transition services to youth and students with disabilities?
- What are successful best practices in communication, interaction, and collaboration with youth and students with disabilities?
- What are effective messaging, outreach, and marketing strategies for youth and students with disabilities?
- How can CDOR and community partners better prepare students for career choices, work after high school, or competitive integrated employment.

Themes on the statewide need for transition services and pre-employment transition services included:

- Availability of work experience opportunities provided through transition services and pre-employment transition services to meet the need that all youth and students have of acquiring their first work experience.

- Parental involvement for youth and students with disabilities to obtain transition services and pre-employment transition services and achieve competitive integrated employment.
- Increased CDOR presence at Individualized Education Program meetings for youth and students with disabilities and parents to become informed about CDOR's transition services and pre-employment transition services.
- Limited transportation prevents youth and students with disabilities from obtaining transition services and pre-employment transition services.

Students and youth were also asked questions regarding their experiences with school and transitioning from school, and included the following:

- What is working or worked for you at school to prepare you for graduation or transition from high school?
- How can the school and others better prepare you for work?
- Do you know where you would like to work and what skills will help you to succeed?

During the focus groups, the youth and students with disabilities identified areas that CDOR can improve attracting and engaging youth and students with disabilities. This included:

- Tailoring CDOR's communication with youth and students with disabilities to increase awareness of CDOR's mission and services offered.
- Increasing communication with schools and parents about CDOR services to ensure that all eligible youth and students are aware of services.
- Streamlining the referral process for students with disabilities to obtain CDOR pre-employment transition services.

2. Identify the need to establish, develop, or improve community rehabilitation programs within the State; and

The CDOR conducted focus groups with 16 CRPs and 19 participants to identify gaps with vocational rehabilitation and supported employment services. Three focus groups were conducted over a two-day period to identify:

- Barriers to providing services to consumers.
- Specific needs for vendors regarding the provision of youth and student services including competitive integrated employment or customized employment.
- How CDOR and community partners can improve collaboration to prepare all individuals, including students for career choices and work.

The focus groups contained a mixture of CRPs, including the deaf and hard of hearing, blind and visually impaired, technology, independent living, supported employment, and mental health.

The following high-level themes were identified:

- Need for consistent communication among partner agencies including the CDOR, California Department of Education and Department of Developmental Services regarding Supported Employment Services.
- CDOR, California Department of Education, Department of Developmental Services, and CRP vendors need cross-training regarding Supported Employment services to ensure that consumer needs for Supported Employment are adequately addressed through any point of consumer contact.
- The CDOR fee structure is not sufficient to sustain CRP services and needs to be increased for CRPs to sufficiently provide services to consumers.
- A need to increase partnerships between CRPs to promote information-sharing regarding job leads, services provided, and opportunities for new services such as customized employment.
- A need to continue to foster the relationship between the CDOR, California Department of Education, Department of Developmental

Services, and CRPs to understand the services provided by each entity and ensure well-sequenced services occur.

3. Include an assessment of the needs of individuals with disabilities for transition career services and pre-employment transition services, and the extent to which such services are coordinated with transition services provided under the Individuals with Disabilities Education Act.

Number of Students with Disabilities in California: The CDOR estimates there are a total of 150,000 students with disabilities statewide as of Program Year 2015-16, and includes:

- 137,000 potentially eligible students with disabilities in special education.
- 8,000 students with disabilities who have a 504 plan or who are eligible for, but not participating in, special education.
- 5,000 students with disabilities who may be participating in postsecondary education.

During the FFY 2016-17, CDOR served 37,991 consumers between the ages of 14 to 24, which represented 37.6% of CDOR's total caseload. Of the 37,991 youth consumers, 28,068 were students with disabilities (ages 16 to 21), or 27.7% of CDOR's total caseload.

During the previous FFY, 2015-16, the CDOR served 34,698 consumers between the ages of 14 to 24, which represented 35.4% of CDOR's total caseload. Of the 34,698 youth consumers, 25,237 were students with disabilities (ages 16 to 21), or 25.6% of CDOR's total caseload. From FFY 2015-16 to 2016-17, the CDOR increased the percentage of youth consumers served by 2.2% and student consumers served by 2.1%.

Findings: While the CDOR has increased the number of students with disabilities served, there are approximately 120,000 students with disabilities that are potentially eligible for pre-employment transition services and 112,000 youth with disabilities that are eligible for either pre-employment transition services or transition services that CDOR has identified.

Specific needs include:

- Increased availability of job exploration and preparation experiences.
- Improved and increased outreach to students with disabilities and youth with disabilities, and their parents, regarding available CDOR services. In particular, youth and student specific communication, such a texting.
- Additional opportunities for postsecondary education counseling and self-advocacy training.
- Increased CDOR presence at Individualized Education Program meetings for youth and students with disabilities and parents to become informed about CDOR’s transition services and pre-employment transition services.

For information on how transition career services and Pre–Employment Transition Services are coordinated with transition services provided under the Individuals with Disabilities Education Improvement Act, refer to the sections titled “Interagency Agreement with the California Department of Education”, “Individualized Education Program or Individualized Plan for Employment Responsibilities”, and “Coordination of Personnel Development Under the Individuals with Disabilities Improvement Act”.

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, 2016 American Community Survey 1-Year Estimates that there are approximately 1,989,768 adults ages 18–64 with a disability residing in California. These individuals may qualify for VR services under Title I, Part B.

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

A. The VR Program;

For FFY 2019, CDOR estimates it will provide a range of services to approximately 100,000 individuals with disabilities who will meet the Order of Selection policy, as identified in the response for Description (m) – Order of Selection. Approximately 36,511 applications will be received from

individuals with disabilities; of which 32,112 may be determined eligible for services. Of the 100,000 individuals with disabilities, the CDOR approximates that 29,000 will be students with disabilities.

For FFY 2020, CDOR estimates it will provide a range of services to approximately 100,000 individuals with disabilities who will meet the Order of Selection policy, as identified in the response for Description (m) – Order of Selection. Approximately 36,746 applications will be received from individuals with disabilities; of which 32,363 may be determined eligible for services. Of the 100,000 individuals with disabilities, the CDOR approximates that 30,450 will be students with disabilities.

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, 2018, and Priority Category 3, who applied on or before June 30, 2017, 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 2019, CDOR anticipates 4,325 consumers will receive Supported Employment services under Title VI, Part B and Title I funds. Of this number, an estimated 850 consumers will be funded from Title VI, Part B funds.”

In addition, during FFY 2020, CDOR anticipates 4,022 consumers will receive Supported Employment services under Title VI, Part B and Title I funds. Of this number, an estimated 833 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.

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 2017-18 Order of Selection Declaration effective July 1, 2017, declared that the department is serving individuals in Priority Category One and Two who applied on or before June 30, 2018 and Priority Three, who applied on or before June 30, 2017, including individuals who are on the Waiting list.

As of December 31, 2017, there are twelve (12) people on the waiting list.

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 2019 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	\$54,653,286	25,487	\$2,144
Category 1: Individual With a Most Significant Disability	Title VI	\$2,436,099	850	\$2,866
Category 2: Individual With a Significant Disability	Title I	\$93,966,125	44,420	\$2,115
Category 3: All Other Eligible Individuals	Title I	\$501,490	243	\$2,064
Students with Disabilities	Title I	\$31,000,000	29,000*	\$1,069
Totals		\$182,557,000	100,000	\$1,826

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

*Of the 29,000 students with disabilities, 15,000 are Potentially Eligible consumers.

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	\$54,653,286	24,966	\$2,213
Category 1: Individual With a Most Significant Disability	Title VI	\$2,436,099	833	\$2,926
Category 2: Individual With a Significant Disability	Title I	\$93,966,125	43,513	\$2,159
Category 3: All Other Eligible Individuals	Title I	\$501,490	238	\$2,107
Students with Disabilities	Title I	\$31,000,000	30,450*	\$1,018
Totals		\$182,557,000	100,000	\$1,826

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

*Of the 30,450 students with disabilities, 16,450 are Potentially Eligible consumers.

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: Youth

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

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

Goal: 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.

Goal: 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.

Priority: Business Engagement

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

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

Priority: Capacity Building

Goal: 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.

Priority: Competitive Integrated Employment

Goal: Increase competitive integrated employment opportunities, and 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.

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

Refer to the response for description for the Goals and Priorities, specifically (l)(1).

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

The priorities and goals were based on input received from stakeholder focus groups, informant interviews, WIOA, collaboration with the California Workforce Development Board and the results of the Comprehensive Statewide Assessment.

The Youth priority and its corresponding goals, as defined by WIOA, addresses both youth with disabilities (14 through 24 years old) and students (16 through 21 years old) with disabilities, as students are youth but not all youth may be students. The first three Youth goals address students with disabilities. The fourth Youth goal is specific to youth with disabilities, in particular out-of-school youth with disabilities who are identified as underserved or underserved.

The Business Engagement priority and its corresponding goals focus on business engagement and partnerships, and on systems capacity to meet the needs of businesses.

The Capacity Building priority and its corresponding goal focus on building and broadening capacity within CDOR and core programs to serve individuals with disabilities.

The Competitive Integrated Employment priority and its corresponding goal focus on increasing competitive integrated employment opportunities, outcomes and supports for adults and youth with disabilities, and individual participation in activities leading to competitive integrated employment.

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 was unable to use the performance under the performance accountability measures to inform the development of the priorities and goals for the 2018 Modification to the 2016 – 2020 VR Services Portion of the Unified State Plan. The CDOR and SRC jointly developed the 2018 Modification to the 2016 – 2020 priorities and goals to

ensure the VR and Supported Employment programs are in alignment with WIOA and include transition services for youth, business engagement, program partnerships and competitive integrated employment.

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).

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, All Other Eligible Individuals with Disabilities.

After an individual is found eligible for VR services, the VR Counselor evaluates the functional limitations, anticipated services needed, and 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.

Priority Category 3: All Other Eligible Individuals with Disabilities

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 2019, CDOR estimates it will serve approximately 100,000 individuals with disabilities who will meet the Order of Selection policy, including students with disabilities. The total spending for all consumers served is estimated at \$182,557,000. CDOR estimates 13,073 individuals will be Closed–Rehabilitated, of which 3,642 will be in Priority Category 1, 8,050 will be in Priority Category 2, 17 will be in Priority Category 3, and 1,364 will be students with disabilities.

FFY 2019 Estimated Service Numbers and Outcome Goals

Priority Category	Number Served	Closed - Rehabilitated	Closed - Other	Months In Plan To Closure	Cost of Services
1	26,337	3,642	7,822	25	\$57,089,385
2	44,420	8,050	14,008	25	\$93,966,125
3	243	17	121	31	\$501,490
Students with Disabilities	29,000*	1,364	1,868	18	\$31,000,000*
Total	100,000	13,073	23,819	25	\$182,557,000

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

*Of the 29,000 students with disabilities, 15,000 are Potentially Eligible consumers.

During FFY 2020, CDOR estimates it will serve approximately 100,000 individuals with disabilities who will meet the Order of Selection policy, including students with disabilities. The total spending for all consumers served is estimated at \$182,557,000. CDOR estimates 12,969 individuals will be Closed–Rehabilitated, of which 3,613 will be in Priority Category 1, 7,986 will be in Priority Category 2, 17 will be in Priority Category 3, and 1,353 will be students with disabilities.

FFY 2020 Estimated Service Numbers and Outcome Goals

Priority Category	Number Served	Closed - Rehabilitated	Closed - Other	Months In Plan To Closure	Cost of Services
1	25,799	3,613	7,607	25	\$57,089,385

Priority Category	Number Served	Closed - Rehabilitated	Closed - Other	Months In Plan To Closure	Cost of Services
2	43,513	7,986	13,622	25	\$93,966,125
3	238	17	118	31	\$501,490
Students with Disabilities	30,450*	1,353	1,817	18	\$31,000,000*
Total	100,000	13,141	23,913	25	\$182,557,000

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

*Of the 30,450 students with disabilities, 16,450 are Potentially Eligible consumers.

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, 2018, and consumers assigned to Priority Category 3 who apply on or before June 30, 2017, 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.

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 competitive integrated employment priority: “Goal: increase competitive integrated employment opportunities and outcomes and supports for adults and youth with disabilities, particularly those with the most significant disabilities and those underserved.”

The CDOR will utilize approximately \$2,436,099 in Title VI, Part B funds to provide supported employment services to eligible individuals with most significant disabilities, prioritizing at least 50% of these funds for youth with most significant disabilities.

- During FY 2018-19, CDOR anticipates 4,325 consumers will receive supported employment services under Title VI, Part B and Title I funds. Of this number, an estimated 850 consumers will be funded from Title VI, Part B funds.
- During FY 2019-20, CDOR anticipates 4,022 consumers will receive supported employment services under Title VI, Part B and Title I funds. Of this number, an estimated 833 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.

The CDOR will additionally make available services under section 603 to individuals with other disability types that need supported employment services, including those with mental 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 goals and priorities through the following actions:

- In accordance with 34 CFR 361.5(c)(9)(ii), issuing guidance on integrated settings to ensure that the VR teams determine on a case-by-case basis if an employment setting is integrated based on specific criteria.
- 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.

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 California Department of Education Interagency Agreement includes specific requirements related to individuals considering sub-minimum wage employment. Actions include, but are not limited to:

- Communication by the California Department of Education 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.

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 for those youth who are not eligible for extended services under the Lanterman Act. These may include youth with mental health disabilities, traumatic brain injuries, and other most significant disabilities.

The CDOR is currently developing policy and procedure for extended services for youth with the most significant disabilities.

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.

In regard to leveraging other public and private funds to increase resources for extended services and expanded Supported Employment opportunities for youth with the most disabilities, California is unique in that through the Lanterman Developmental Disabilities Services Act (Welf. & Inst. Code, § 4500 et seq.), the California Department of Developmental Services provides extended services.

The California Department of Developmental Services received state funding for paid internship programs for individuals with most significant disabilities and competitive integrated employment incentive payments to Community Rehabilitation Programs. CDOR will work collaboratively with the California Department of Developmental Services to leverage these paid internship programs to afford students and adults with the most significant disabilities work experience opportunities.

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 serving youth, expanding business engagement, enhancing capacity building, and increasing competitive integrated employment. Actions (referred to as "Strategies") to achieve the priorities, goals and objectives, consistent with the comprehensive statewide assessment, are identified below.

CDOR Priority: Youth

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.

Strategies:

- Fully implement a potentially eligible case type statewide.

- Identified and redirected CDOR staff will provide and arrange the following five required pre-employment transition services through a combination of VR staff, purchased case services, and third-party cooperative agreements:
 1. Job exploration counseling
 2. Work-based learning experiences
 3. Counseling related to post-secondary opportunities
 4. Workplace readiness training
 5. Self-advocacy training

- Leverage internal and external resources to provide pre-employment transition services training to at least 300 CDOR district staff.

- Collaborate with the California Department of Education and other partners to explore transportation options, and accommodations and

supports including assistive technology resources, to assist potentially eligible students who participate in pre-employment transition services.

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.

Strategies:

- Continue to contract for approximately \$4.0 million dollars annually to local educational agencies for direct funding of work experience placements for students with disabilities.
- Utilize fee-for-service paid work experience with Community Rehabilitation Programs.
- Establish 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.

Strategies:

- Maintain a 'Services to Youth' webpage on the CDOR Internet, including specific information about pre-employment transition services.
- Develop a communication plan to disseminate information on pre-employment transition services to students with disabilities and their families to increase awareness of CDOR's mission and services offered, as identified in the Comprehensive Statewide Assessment.
- Identify ways to address cultural barriers that prevent students with disabilities from seeking CDOR services including Hispanic/Latino and Asian students with disabilities, as identified in the Comprehensive Statewide Assessment.
- Develop informational material about pre-employment transition services to share with teachers, students, and families at Individualized Education Program meetings; additionally, share informational material with regional

center staff at Individual Program Plan meetings / person-centered planning meetings.

- Identify and map family resource organizations in each geographical area to share with CDOR districts.
- Establish at least one new communication method and, or, other technology innovation to expedite services and enhance youth engagement.

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.

Strategies:

- Co-lead regular meetings with the Community of Practice on Secondary Transition.
- Work with the California Transition Alliance to assist in the facilitation of at least one “Bridge to the Future” conference.
- Attend 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.

Strategies:

- Update the CDOR School Liaison list no less than annually and post on the CDOR’s website.

- Revise the CDOR and California Department of Education Interagency Agreement to include pre-employment transition services.

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.

Strategies:

- Communicate opportunities with the California Department of Education, local educational agencies, and, or, other stakeholders to conduct one or more of the following nine pre-employment transition services Authorized Activities:

1. Implement strategies to increase independent living and inclusion in communities and competitive integrated workplaces.
2. Develop and improve strategies for individuals with intellectual disabilities and individuals with significant disabilities to live independently, participate in postsecondary education, and obtain and retain competitive integrated employment.
3. Provide instruction to vocational rehabilitation counselors, school transition personnel, and other persons supporting students with disabilities.
4. Disseminate information about approaches to achieve the goals of pre-employment transition services.
5. Coordinate activities with transition services provided by local educational agencies.
6. Improve policy, procedure, practice, and the preparation of personnel to achieve the goals of pre-employment transition services.
7. Develop model transition demonstration projects.

8. Establish or support multistate or regional partnerships involving states, local educational agencies, designated state units, developmental disability agencies, private businesses, or other participants to achieve the goals of pre-employment transition services.
9. Disseminate information and strategies to improve the transition to postsecondary activities of individuals who are members of traditionally unserved populations.

- Gather stakeholder feedback on the need for Authorized Activities to serve unserved and underserved students with disabilities as identified in the Comprehensive Statewide Assessment.

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.

Strategies:

- Develop relationships with California State agencies such as the Department of Social Services and Department of Corrections and Rehabilitation, Division of Juvenile Justice to better identify unserved and underserved youth.
- Establish linkages with local AJCCs to provide summer internships for out-of-school youth.
- Develop 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.
- Provide information and referral resources to out-of-school youth on the CDOR 'Services to Youth' webpage.

- Collaborate with Independent Living Centers to disseminate information related to Independent Living Center transition services for out-of-school youth.

CDOR Priority: Business Engagement

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.

Strategies:

- Develop a “menu” of CDOR services to be used by CDOR staff when conducting outreach to local business partners.
- Coordinate with the local Workforce Development Boards when conducting outreach to local business partners.
- Identify other stakeholders, such as local business associations, to partner with for outreach efforts.
- Develop an online service request system for businesses.
- Identify and approach businesses that have public contracts with requirements for the hiring of individuals with disabilities.
- Support the recruitment of job seekers with disabilities through direct referral from CDOR offices and through the Talent Acquisition Portal online job matching system.
- Serve 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.

- Provide Disability Awareness and, or, Windmills trainings to private and public employers.
- Continue to provide outreach, education, and technical assistance to state and federal employers with the purpose of increasing the number of people with disabilities that they hire.
- Continue engaging business partners with marketing materials to provide information on Section 503 of the Rehabilitation Act.

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.

Strategies:

- Work with Regional Business Specialist to review, disseminate and connect information from the Regional Planning Units.
- Continue to engage and expand business engagement with federal and state partners.

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.

Strategies:

- 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.

Strategies:

- Develop at least one training, specific to CDOR staff, on career pathways and the utilization of labor market information.
- Conduct monthly regional business sector calls.
- Maintain the CDOR Hot Jobs webpage for business partners and job seekers to use as a job search tool.
- Appoint and train 14 CDOR Regional Business Specialists to manage sector strategies in their assigned area.

CDOR Priority: Capacity Building

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.

Strategies:

- Conduct focus groups to solicit feedback about what the partners think is needed to enhance services for people with disabilities.
- Develop a CDOR referral form and referral process for the America's Job Centers of California.
- Provide 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.

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

CDOR Priority: Competitive Integrated Employment

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.

Strategies:

- The CDOR in collaboration 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.
- The CDOR in collaboration 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.
- The CDOR, the California Department of Education, and the California Department of Developmental Services will develop and distribute joint written guidance to local educational agencies, CDOR district staff, and

regional centers that provides strategies for collaboration and coordinated service delivery in the local communities.

- The CDOR will continue 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.
- Improve data collection and sharing between CDOR, the California Department of Education, and the California Department of Developmental Services.
- Hold stakeholder meetings and forums to communicate information on achieving competitive integrated employment for individuals with intellectual and developmental disabilities.
- Amend the current Interagency Agreements between CDOR, the California Department of Education, and the California Department of Developmental Services to include an emphasis on competitive integrated employment and local linkages, as referenced in the Blueprint.

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).

Strategies:

- The CDOR career counseling and information and referral service provision will include individualized person-centered services for individuals expressing a desire to explore and achieve competitive integrated employment.
- Increase outreach efforts with caregivers, partners, and employers to promote the benefits of transitioning individuals from subminimum wage jobs to competitive integrated employment.

- The CDOR's Achieving Community Employment services team counselors will help 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 seek 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.

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.

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 Internet website for information on Assistive Technology program resources and services. To address ongoing issues with timely delivery of Assistive Technology goods and services for consumers, CDOR worked with the California Department of General Services to streamline the procurement process. In 2013, CDOR negotiated a contract with the California Department of General Services to streamline the process of procuring assistive technology goods and services through the State Price Schedule. CDOR also created an Assistive Technology vendor website where field staff can search for and select products and services for consumers. CDOR continues to evaluate ways to increase the number of vendors and the timeliness of services to

meet consumer Assistive Technology needs. CDOR continues to identify improvements to assistive technology processes, including upgrading the Assistive Technology vendor website to make it easier to use, providing training to field staff and vendors, and addressing focused concerns regarding use of the State Price Schedule for purchases for individuals with particular physical impairments.

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.

Based on the assessment, strategies to better serve consumers who may be from unserved or underserved minority groups are shared with staff. For example, CDOR established bi-monthly meeting taskforces to address the needs, barriers, and services deficits of individuals with disabilities who are Asian American, African American, and Hispanic. CDOR also established the Diversity and Inclusion Advisory Committee 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 Diversity and Inclusion Advisory Committee meets quarterly to identify outreach and diversity gaps and determine potential solutions for consideration by CDOR's Executive Leadership Team. To enhance CDOR's ability to reach out to individuals with disabilities, consumers, and stakeholders electronically, CDOR maintains Facebook, Twitter, YouTube, Vimeo, and Intranet and Internet websites. Through these sites, CDOR provides information about current events, resources, consumer highlights, and VR services for staff, consumers, and the public. To promote deaf awareness and sensitivity, CDOR provides annual training to VRSD team members on how to effectively serve individuals who are deaf, hard of hearing, late-deafened, and deaf-blind.

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).

Refer to the “Youth” priority, goals, objectives and strategies in 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. Established in 2012, CDOR created a review process to create consistency and increase efficiencies, particularly for CRPs receiving payments to provide CDOR services to applicants and consumers under different VR and Supported Employment programs. CDOR continues to evaluate the effectiveness of the review processes and update the master program review calendar each year.

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. In early 2014, a proof of concept titled “Placement Plus” was administered in select CRPs to test a new employment services fee for service structure. The lessons learned and evaluation of the Placement Plus is informing CDOR’s current efforts to redesign employment services statewide.

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

The baseline indicators for performance accountability indicators have not yet been established. Until that time, CDOR is implementing current and new strategies to improve performance including: monthly monitoring of performance indicator data; attending California Model Employer Initiative

meetings in order to increase the number of individuals with disabilities in state employment; identifying and implementing improvements in furtherance of the State's "Employment First" policy to gain integrated competitive wages for persons with intellectual and developmental disabilities; increasing jobs-driven employment and consumer self-sufficiency for consumers who are job ready through work incentives planning; establishing new partnerships with employers through the National Employment Team; maximizing the use of the Talent Acquisition Portal, an online system which includes both a national talent pool of VR candidates looking for employment and a job posting system for businesses looking to hire individuals with disabilities, to link job ready consumers with employers; and, enhancing staff training curriculums to include the use of social media strategies and the electronic job application process.

Local Partnerships

The CDOR will partner with the local Workforce Development Boards and America's Job Center of California. CDOR Central Office staff will provide support to the CDOR District Administrators and local Team Managers as they implement the priorities and strategies at the local level. CDOR will also continue to coordinate with the California Workforce Development Board to develop local and regional level Memorandum of Understandings for the America's Job Center of California.

WIOA Performance Measures

The CDOR will utilize an updated Accessible Web-based Activity Reporting Environment system to collect some of the data needed to calculate the WIOA performance measures. The data will be collected and entered by VRSD Teams located throughout California. Wage data is currently (and will continue to be) collected through an Interagency Agreement with the California Employment Development Department. CDOR may also partner with the California Employment Development Department or the California Department of Education to collect postsecondary credential or diploma or its recognized equivalent. CDOR will report individual consumer record data quarterly through the report titled "Rehabilitation Services Administration-911" as required by WIOA.

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

The CDOR's Director is a member of the WIOA Implementation Work Group, which is responsible for a collaborative approach on how to adequately implement WIOA. The WIOA workgroup includes state department heads who are experts in policy, education, and employment. CDOR collaborates with the California Workforce Development Board as an active partner with the 45 Local Workforce Development Boards and has contracts with the America's Job Center of California for co-locating staff and collaborates with the following agencies within the workforce investment system to meet consumer needs.

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 Education

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

Chancellor’s Office of the California Community Colleges

The California Community Colleges offers 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.

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.

CSUs

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.

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 (I) – 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 (I) – State Goals and Priorities. These program goals and objectives represent CDOR’s approach to serving youth, expanding business engagement, enhancing capacity building, and increasing competitive integrated employment. Actions (referred to as “Strategies”) to achieve the priorities, goals and objectives, consistent with the comprehensive statewide assessment, are identified below.

B. Support innovation and expansion activities; and

The CDOR will use Section 110 funds of the Rehabilitation Act towards improvements to the Accessible Web–based Activity Reporting Environment case management and financial modules and to support the activities of the SRC.

Accessible Web–based Activity Reporting Environment

Working closely with the Accessible Web–based Activity Reporting Environment vendor, CDOR will implement enhancements for the case services and financial modules to continuously improve the user interface and provide a more streamlined business process. The Accessible Web–based Activity Reporting Environment 6.2.4 update was implemented in November 2017. Future releases are under development and will include new features for WIOA reporting requirements.

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. Examples include:

California Department of Human Resources Core Group and Workgroups

The CDOR is participating in the California Department of Human Resources' Core Group and Workgroups which will increase the number of persons with disabilities working in state service; improve the reasonable accommodation process to enable employees with disabilities to work more effectively; and will enhance promotional opportunities.

Consumer Highlight Campaign

The CDOR's Consumer Highlight Campaign is designed to increase the visibility of the CDOR, highlight the work of CDOR staff and consumers, and showcase CDOR's contributions to the community. Key elements of the campaign include brief audio interviews with present and former consumers, their friends and family, CDOR staff, and other community members; a rolling blog housing the audio interviews accompanied by a picture and written synopsis; media pitches and social media spotlights.

District Quality Assurance Project

The CDOR established the District Quality Assurance Project to support operational excellence and quality service delivery through the provision of management tools, activities and resources for performance management, quality assurance and oversight of districts. Notably, a District Management Portal was created on CDOR's Intranet to provide tools and resources for CDOR management and staff on the Accessible Web-based Activity Reporting Environment, benefits planning, case management, communication, desk manuals, fair hearings, regulations, the California Rehabilitation Administrative Manual, and tracking and monitoring supports.

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. Through CDOR's Comprehensive Statewide Assessment, potential barriers and strategies identified in the response for Description (j) – Statewide Assessment.

- The need for closer coordination, cross referrals, and cross-training between CDOR VRSD teams, CRPs, and WIOA program partners.
- Awareness of VR services and benefits of receiving services, particularly Hispanic and Latino youth and students with disabilities.
- The need to increase communication with schools and parents about CDOR services.

In compliance with Section 427 of the U.S. Department of Education's General Education Provisions Act, CDOR continuously plans to identify and provide services to individuals with disabilities to ensure equitable access to and participation in VR and Supported Employment services. As outlined in the strategies described above and the recommendations in Description (j) – Statewide Assessment, to overcome identified barriers and ensure equal access to all individuals with disabilities, CDOR will:

- Undertake capacity building of internal resources, vendors, and of WIOA program partners through cross training, entering into more formalized partnerships, establishing more regular communication opportunities, and developing systems for sharing data.
- Conduct outreach through a variety of modalities and languages, directly and indirectly through program partners, while continuously assessing which communities continue to be unserved or underserved.
- Conduct assessments, provide training, establish new partnerships, and develop new services with the aim of addressing the Pre-Employment

Transition Services needs of students with disabilities and transition services needs of youth with disabilities.

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 seven goals for the 2016-2020 Unified State Plan. 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 seven for Supported Employment).

2016-2020 STATE PLAN GOALS

Goal 1: Increase opportunities and outcomes for training and employment services for youth with disabilities.

Objective 1.1: By June 30, 2017, provide 2,000 additional students with competitive integrated work experience placements with employers at an average of 100 hours per student for Pre–Employment Transition Services.

Achieved: Over 2,000 CDOR consumers received work-based learning (work experience) through the WE Can Work contracts and Transition Partnership Program contracts during FFY 2017.

Goal 2: Outreach to potentially eligible students with disabilities to enhance awareness of, and the opportunities to receive, CDOR services.

Objective 2.1: By June 30, 2016, conduct a needs assessment in each CDOR District, focused on outreach to schools without a Transition Partnership Program that provide services to Pre–Employment Transition Services eligible youth to identify service gaps and the number of unserved students.

Achieved: In October 2015, CDOR’s Cooperative Programs Section collaborated with CDOR districts and conducted a local needs assessment that gathered information on the transition service needs in each of the 14 CDOR districts. As a result of the needs assessment, the CDOR conducted an innovation survey with CDOR staff to gather new and existing practices and services for youth and students with disabilities.

Furthermore, the CDOR convened a “Transforming Youth Services” informational and brainstorming event with CDOR executive leadership and statewide managers across all districts to identify service gaps for students with disabilities. This group will continue to meet to further identify innovative practices and implementation strategies as it relates to student services.

In FFY 2017, the CDOR began enrolling potentially eligible students with disabilities in Pre-Employment Transition Services. The CDOR staff also conducted statewide outreach to potentially eligible students with disabilities not participating in a Transition Partnership Program. The CDOR developed a fact sheet and forms to facilitate a student’s request for Pre-Employment Transition Services consistent with the students’ individualized needs and informed choice.

Objective 2.2: By June 30, 2018, CDOR will develop a process that schools can use to identify eligible students, make referrals, and conduct outreach.

Achieved: The CDOR is maintaining and updating a list of over 500 local educational agencies serving students with disabilities. This list serves as a resource for CDOR districts to conduct outreach to students with disabilities to initiate referral for CDOR services. This list was also used to establish a CDOR staff liaison to each of the local education agencies to ensure that schools have a single point of contact with CDOR that can provide them with outreach information and offer technical assistance to identify and refer eligible students.

Goal 3: Increase coordination of services between CDOR and other partners to support youth with disabilities.

Objective 3.1: By June 30, 2017, release approximately \$1.0 million dollars in Request for Proposals for self-advocacy training, as well as summer youth employment readiness and work experience training.

Achieved: In June and July of 2017 two CDOR self-advocacy contracts provided self-advocacy services to youth with disabilities. The two contracts, one in Northern California and one in Southern California, were awarded through the Request for Proposals process. The curriculum included instruction in self-advocacy skills in an educational and home setting, self-knowledge and planning for future employment, personal self-advocacy planning, and identifying resources and needs. Approximately 50 youth received self-advocacy services through the contracts.

Goal 4: Increase partnerships with local businesses to develop or expand work experience, internship, and employment opportunities for adults and youth with disabilities.

Objective 4.1: By June 30, 2018, develop relationships and provide direct services to at least 100 new business partners.

Achieved: In FFY 2017, the CDOR launched its “Hot Jobs” website, with more than 6,000 jobs posted to the website monthly. The CDOR hosted virtual job fairs with Wells Fargo and CVS Health that CDOR consumers attended. Also, the “Lead” Business Specialist position has been implemented in CDOR’s fourteen Districts to assist with business engagement and outreach and establish business partners at the individual district level. The Lead Regional Business Specialists work to develop business relationships at the local level, increase business engagement, and promote best practices. Through these efforts, the CDOR exceeded the objective of establishing at least 100 new business partners across the state.

Goal 5: Promote participation in career pathways (which are multi–entity, partnership efforts) to meet business sector and consumer employment needs.

Objective 5.1: By June 30, 2018, develop at least two pilot partnerships with businesses focused on using sector strategies to meet business sector and consumer employment needs.

Achieved: The CDOR partnered with CBS to release a “Lights Camera Access 2.0” pilot. The event focused on media to provide a mentoring opportunity for individuals with disabilities.

The CDOR also partnered with Amazon to develop a business-based services pilot in the Bay Area to assist with the placement of CDOR consumers in Amazon’s Fulfillment Centers.

Objective 5.2: By January 2017, provide field guidance to CDOR Districts on how to use current local and regional labor market data during the consumer planning and placement process.

Achieved: In FFY 2017, the CDOR provided guidance to CDOR districts on how to use current local and regional labor market data during the consumer planning and placement process. In June 2017, the Lead Business Specialists were provided with training on both Local and Regional Workforce Development Plans and how these plans incorporate labor market information. The Business Specialists also receive monthly training on using labor market information and Cal Jobs, California’s online resource to help job seekers and employers navigate the state’s workforce system.

Goal 6: Establish or enhance partnerships with the WIOA core programs to improve service delivery for adults and youth with disabilities.

Objective 6.1: By June 30, 2018, develop and implement a work plan to enhance the WIOA core program partner’s capacity to serve individuals with disabilities.

Achieved: In FFY 2016, the CDOR developed and implemented a work plan to enhance the WIOA core program partners’ capacity to serve individuals with disabilities. In FFY 2017, the CDOR continues to implement its work plan with the CDOR district administrators meeting with their respective workforce development boards to develop memorandums of understanding, which will include the local and regional strategic plans.

Objective 6.2: By June 30, 2018, develop and implement a work plan to leverage partnerships with WIOA core program partners to increase CDOR's capacity to serve consumers.

Achieved: In FFY 2017, CDOR's Workforce Development Unit, in partnership with the California Workforce Association, developed resources and materials for use in cross-training and technical assistance efforts with WIOA core program partners. By sharing information about programs and services, partners can identify opportunities to leverage resources to provide person-centered services seamlessly for persons with disabilities, particularly for youth 24 years old and under. CDOR released the training and technical assistance resources, the California Workforce Association Awareness and Etiquette training, in late 2017.

Goal 7: Increase competitive integrated employment opportunities and outcomes and supports for adults and youth with disabilities, particularly those with the most significant disabilities and those underserved.

Objective 7.1: By June 30, 2018, implement a statewide cross-departmental partnership for increasing competitive integrated employment opportunities, outcomes and supports for adults and youth with disabilities.

Achieved: In FFY 2017, the CDOR, in collaboration with the California Department of Education and the California Department of Developmental Services, released its final California Competitive Integrated Employment: Blueprint for Change (Blueprint). As part of the Blueprint implementation, the CDOR and its partners drafted a Local Partnership Agreement to assist local educational agencies, CDOR districts, and California Department of Developmental Services regional centers in establishing agreements; and a joint written guidance that will describe what is possible through collaboration. The guidance will support local collaboration leading to systems change, a refocusing on person-centered and driven processes resulting in increased opportunities for individuals with intellectual and developmental disabilities to prepare for and engage in competitive integrated employment.

Factors Contributing to the Achievement of VR Goals

In FFY 2016 and 2017, CDOR was successful in achieving all seven of its VR goals. Factors that contributed to the success included:

Goal 1

- Increased availability of work experience opportunities for students with disabilities.
- Developed a mechanism to track Pre-Employment Transition Services work experience placement.

Goal 2

- Developed a fact sheet and forms to facilitate a student's request for Pre-Employment Transition Services.
- Conducted statewide outreach to enroll students with disabilities in Pre-Employment Transition Services.

Goal 3

- Awarded contracts to programs to provide students with disabilities Pre-Employment Transition Services, specifically self-advocacy.

Goal 4

- Conducted outreach to the business community by distributing posters, brochures, flyers, and quick response code cards at the local level.
- Provided Windmills training to local businesses.

Goal 5

- Partnered with CBS to release a "Lights Camera Access 2.0" pilot. The event focused on media to provide a mentoring opportunity for individuals with disabilities.
- Held monthly calls for CDOR Business Specialists to provide training on labor market information and Local and Regional Workforce Development Plans.

Goal 6

- Collaborated with Workforce Development Boards to develop resources and training materials.

- Identified opportunities to leverage resources to provide seamless person-centered planning among the core programs.

Goal 7

- Coordinated and collaborated with state partners, the California Department of Education and the California Department of Developmental Services, through an Interagency Leadership Workgroup to implement a statewide cross-departmental partnership.
- Coordinated with local 14 (c) certificate holders to provide information about competitive integrated employment opportunities to individuals employed at subminimum wage.
- Educated partners and employers regarding competitive integrated employment opportunities, outcomes, and supports for adults and youth with disabilities.

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.

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

Factors Limiting the Achievement of VR Goals

The CDOR achieved all seven of its goals established in the VR Services Portion of the 2016-2020 State Plan.

Factors Limiting the Successful Passing of Performance Indicators

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

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

Per WIOA, CDOR will report on the following new data requirements:

- The number of applicants and the number of individuals determined to be eligible or ineligible for the program carried out under this title, including the number of individuals determined to be ineligible (disaggregated by type of disability and age).
- The number of individuals with open cases (disaggregated by those who are receiving training and those who are in post-secondary education), and the type of services the individuals are receiving (including Supported Employment).
- The number of students with disabilities who are receiving Pre-Employment Transition Services under this title.

- The number of individuals referred to CDOR by America's Job Center of California operators and the number of individuals referred to such America's Job Center of California operators by CDOR.
- The number who ended their participation in the program carried out under this title and the number who achieved employment outcomes after receiving VR services and, for those who achieved employment outcomes, the average length of time to obtain employment.

In addition, per WIOA, CDOR will report on the following information to the Administration of the Wage and Hour Division of the U.S. Department of Labor for each fiscal year:

- Semiannual review of the status of each individual with a disability served who is employed in subminimum wage or extended employment for 2 years after the beginning of such employment, and annually thereafter.
- Signed acknowledgement by the individual that the review took place.
- Maximum efforts to assist individuals in attaining competitive integrated employment.

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

During FFY 2016 and 2017, innovation and expansion funds were used to support the development and implementation of the Accessible Web-based Activity Reporting Environment releases which expanded and improved the provision of VR services to individuals with disabilities, particularly individuals with the most significant disabilities, consistent with the findings of the Comprehensive Statewide Assessment and the state's program priorities and goals. In 2016 and 2017, CDOR released Accessible Web-based Activity Reporting Environment version updates.

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 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.

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

- Provides supported employment services.
- Leverages other public and private funds to increase resources for extended services and expand supported employment opportunities.

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

CDOR provides ongoing services from the point of job placement until transition to extended services. Such services are mostly provided to consumers by 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.

Community Rehabilitation Programs 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. CDOR staff additionally assists local CDOR districts and CRPs with technical assistance and identify training needs. Locally, each district has nominated two district Supported Employment liaisons to assist in sharing information and training district staff. Additionally, Community Resources Development Specialists review Commission on Accreditation of Rehabilitation Facilities accreditation of CRPs and conduct ongoing assessment and evaluation of consumer services.

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. Supported employment 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 at least a reasonable expectation that a source of extended services will be available at the time of transition to extended services.

Plan Development activities 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 employment.
- 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 60 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. 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. 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. Additional information on CDOR's services for youth is provided in Description (o) – State's Strategies under the youth goals, objectives and strategies.

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.