



Unified Strategic Workforce Development Plan

Program Specific Requirements for Title IV Programs 2024-2027

IN FULFILLMENT OF THE REQUIREMENTS OF THE
WORKFORCE INNOVATION AND OPPORTUNITY ACT
PUBLIC LAW 113-128

800 Capitol Mall, Suite 1022 | Sacramento, CA 95814 | 916.657.1440

Vocational Rehabilitation Portion of WIOA State Plan for the State of California.....4

- (a) State Rehabilitation Council4
- (b) Comprehensive Statewide Needs Assessment 11
 - Disability Type..... 11
 - Race 11
 - Subminimum Wage 11
 - Survey Results for MSD and SE – Consumer Survey..... 12
 - Themes 12
 - English Learners..... 13
 - Formerly Justice-Involved 14
 - Foster Youth..... 14
 - Homeless/Unhoused 14
 - Behavioral Health Disability..... 15
 - Counselor Survey..... 15
 - Key Informant Interviews 15
 - Themes 16
 - California Educational Attainment..... 17
 - California Wage Information 17
 - California Labor Force by Industry..... 17
 - Occupational Information..... 17
 - Themes 18
 - Population of Youth Receiving CDOR Services 19
 - Gender 20
 - Race 20
 - Youth Experiencing Additional Barriers 20
 - Themes 21
 - Statewide CRP Availability 21
 - Consumers Receiving CRP Services 21
 - Counselor Survey Results 22
 - Themes 22
- (c) Goals, Priorities, and Strategies..... 22
- (d) Evaluation and Reports of Progress: VR and Supported Employment Goals..... 28

(e) Supported Employment Services, Distribution of Title VI Funds, and Arrangements and Cooperative Agreements for the Provision of Supported Employment Services 38

(f) Annual Estimates 50

(g) Order of Selection 51

(h) Waiver of Statewideness..... 53

 Transition Partnership Programs 54

 WorkAbility II Cooperative Programs 57

 WorkAbility III Cooperative Programs 57

 WorkAbility IV Cooperative Programs 58

 Mental Health Cooperative Programs 58

(i) Comprehensive System of Personnel Development 59

(j) Coordination with Education Officials..... 71

(k) Coordination with Employers 80

(l) Interagency Cooperation with Other Agencies 83

Vocational Rehabilitation Certifications and Assurances 93

 CERTIFICATIONS 93

 ASSURANCES..... 94

Vocational Rehabilitation 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) State Rehabilitation Council

All VR agencies, except for those that have an independent consumer-controlled commission, must have a State Rehabilitation Council (Council or SRC) that meets the criteria in section 105 of the Rehabilitation Act. The designated State agency or designated State unit, as applicable, has (select A or B):

- (A) is an independent State commission.
- (B) has established a State Rehabilitation Council.

In accordance with Assurance 3(b), please provide information on the current composition of the Council by representative type, including the term number of the representative, as applicable, and any vacancies, as well as the beginning dates of each representative's term.

Council Representative	Current Term Number/ Vacant	Beginning Date of Term Mo./Yr.
Statewide Independent Living Council (SILC)	Vacant	
Parent Training and Information Center	2	Sept 2022
Client Assistance Program	1	October 2021
Qualified Vocational Rehabilitation (VR) Counselor (Ex Officio if Employed by the VR Agency)	1	Sept 2023
Community Rehabilitation Program Service Provider	2	Sept 2022
Business, Industry, and Labor	1	Feb 2023
Business, Industry, and Labor	1	March 22
Business, Industry, and Labor	1	Sept 2022
Business, Industry, and Labor	Vacant	
Disability Advocacy Groups	1	Sept 2022
Current or Former Applicants for, or Recipients of, VR services	1	Sept 2023
Section 121 Project Directors in the State (as applicable)	Vacant	
State Educational Agency Responsible for Students with Disabilities Eligible to Receive Services under Part B of the Individuals with Disabilities Education Act (IDEA)	Vacant	
State Workforce Development Board	1	Oct 2023

Council Representative	Current Term Number/ Vacant	Beginning Date of Term Mo./Yr.
VR Agency Director (Ex Officio)	4	Sept 2022

If the SRC is not meeting the composition requirements in section 105(b) of the Rehabilitation Act and/or is not meeting quarterly as required in section 105(f) of the Rehabilitation Act, provide the steps that the VR agency is taking to ensure it meets those requirements.

The California SRC is comprised of active, diverse, and dedicated members. The SRC has a proven track record of holding consistent quarterly meetings and subcommittee meetings. Throughout the year, CDOR leadership and the SRC Executive Officer engage in ongoing, broad recruitment efforts, which include (but are not limited to):

- Soliciting recommendations from the California Department of Rehabilitation (CDOR) leadership, business specialists, and other subject matter expert staff.
- Networking and speaking at disability-related conferences and trainings.
- Recruiting at local workforce meetings.
- Following up on recommendations and referrals received from individuals who are active in governmental affairs.
- Communicating with fellow advisory bodies, including the California State Independent Living Council, California State Council on Developmental Disabilities, and the California Association of Local Behavioral Health Boards and Commissions.
- Connecting with leaders from state departments, including the California Department of Education, the California Workforce Development Board, and the California Department of Developmental Services.
- Asking current SRC members to share recruitment information with their networks and stakeholder communities.
- Providing SRC membership information in the SRC’s Annual Report and on the SRC webpage.

To support the appointment process, the CDOR has an effective and active relationship with the California Health and Human Services Agency (CalHHS) and the Governor’s Office. As of April 2024, a candidate for the vacant State Educational Agency representative position has been identified and submitted for consideration. A candidate for the upcoming Client Assistance Program representative vacancy has been identified and will be submitted for consideration. Active, open recruitment is taking place for the vacant Business, Industry, and Labor and Section 121 Project Director representative positions. To meet the SRC’s federally required membership composition, new appointments for these vacant positions are anticipated by the end of 2024 and are made at the discretion of the Governor. The SRC looks forward to welcoming several new members as opportunities become available. An updated roster of current SRC members is available online at <https://dor.ca.gov/Home/SrcMembership>.

In accordance with the requirements in section 101(a)(21)(A)(ii)(III) of the Rehabilitation Act, include a summary of the Council’s input (including how it was obtained) into the State Plan and any State

Plan revisions, including recommendations from the Council's annual reports, the review and analysis of consumer satisfaction and other Council reports.

The SRC and CDOR partner together to carry out the Rehabilitation Act to maximize the employment and independence of individuals with disabilities. The ongoing collaboration between the SRC and CDOR on the VR Services Portion of the State Plan is an essential component of this partnership. The SRC and CDOR's Planning Unit meet quarterly to review, discuss, and evaluate CDOR's progress in meeting the State Plan goals and priorities.

In the Fall of 2023, the SRC members and CDOR senior leaders held interactive sessions during public meetings on November 13, 2023, and November 30, 2023, to jointly develop, review, and agree to the priorities and goals for the VR Services Portion of the 2024-2027 Unified State Plan as listed in Description C. During these sessions, SRC members had the opportunity to ask questions, discuss the proposed priorities and goals, and provide input. The SRC's input, which was incorporated by the CDOR, included suggestions to connect with the California Reducing Disparities Program, serve individuals with behavioral health disabilities, and provide CDOR staff with unconscious bias, customer service, and diversity training. The SRC voted to approve the 2024 – 2027 priorities and goals on November 30, 2023. In addition to the Fall 2023 interactive sessions, the SRC's policy recommendations adopted over the past terms have broadly guided and informed the development of the State Plan. These recommendations were the result of many productive and active discussions between the SRC, CDOR, and other stakeholders and reflected the SRC's efforts to review, analyze, and advise CDOR on the performance and effectiveness of California's VR program. These policy recommendations included the following:

SRC Recommendation 2021.4 – Work Incentive Planning Information

The SRC recommends that CDOR expand consumers' access to Work Incentive Planning (WIP) information and services by providing WIP information and services so the consumer can make an informed choice. WIP services should be consistent throughout California in the following ways:

1. Before, during, and after the consumer's individualized plan for employment is written.
2. Virtually through online materials and a recorded video that provides an overview of work incentive information and an explanation of CDOR WIP services. (Materials and video must meet website accessibility requirements)
3. Provide WIP information to family members of consumers who may be impacted.

SRC Recommendation 2022.1 – Transportation Regulations

To address consumers' transportation challenges, CDOR should review its transportation regulations to determine what areas should be retained, modified, or removed. Areas for consideration include:

- Increasing the consumer-owned vehicle usage paid amount of fifteen cents (\$0.15) per mile, or twenty cents (\$0.20) for adapted vans.
- Ensuring consumers can financially assume the cost of transportation before closing their record of service.

- Ridesharing methods such as Uber or Lyft can be added as a form of reimbursable transportation.

SRC Recommendation 2022.2 - Working with Local Education Agencies to Increase Awareness of CDOR Services

Issue: Information on CDOR services for students with disabilities should be shared with all teachers, not only teachers in special education. There are students with disabilities who may not qualify for Special Education, including those with 504 plans, who could potentially utilize CDOR services.

Recommendation: To increase awareness that all students with disabilities, including those without an Individualized Education Program (IEP), are eligible for VR services, the CDOR should partner with local education agencies to increase awareness and information to teachers, administration, counselors, parents, and students.

Strategy: Including additional details about CDOR Student Services in secondary transition planning handbooks and resources may be an effective strategy to increase awareness. Examples of these resources include the California Transition Alliance Handbook, the IEP template, the universal referral form, and the California Department of Education website.

SRC Recommendation 2022.3 - Expanding Partnerships between Vocational Rehabilitation and Behavioral Health Agencies

Issue: Local behavioral health agencies could benefit from a state-level partnership model like the Competitive Integrated Employment Blueprint. A formalized process (for example, local partnership agreements) could help enhance services and increase opportunities for employment for individuals with behavioral health disabilities.

Recommendation: To increase and sustain successful employment outcomes for individuals with behavioral health disabilities, the SRC recommends that CDOR develop a blueprint that:

1. Identifies barriers, challenges, and successful programs.
2. Identifies the key stakeholders and leaders on the state and local level.
3. Increases communication, resources, and training for agencies and organizations.

SRC Recommendation 2023.1 – Order of Selection

The SRC recommends that during an order of selection with closed categories, CDOR supports the provision of VR services to individuals who reapply and require services to maintain/retain employment, even though the individual would otherwise be assigned to a waiting list.

The SRC and CDOR continue to collaborate on the Consumer Satisfaction Survey (CSS) and Comprehensive Statewide Needs Assessment (CSNA). To better assess consumer satisfaction and evaluate the effectiveness of the VR Program, the SRC and CDOR finalized and implemented modifications to the CSS instrument in 2020. The new survey has been distributed annually since 2021,

and the SRC is using the results to look at how to improve VR services for Californians with disabilities. In 2022, the results were separated and reported for both VR consumers and Potentially Eligible (PE) participants. In 2023, the PE survey questions were revised to better understand the experience of students. The CDOR presented the results of the 2021 and 2022 CSS to the SRC in Spring 2022 and Summer 2023, respectively, and will present the final results of the 2023 survey showing the three-year trend perspective with the SRC by Summer 2024.

In Spring 2021, the SRC and CDOR developed a plan for the 2021-2023 CSNA. In Winter 2022, SRC and CDOR finalized the qualitative data collection instruments for the CSNA. In the Summer of 2023, SRC and CDOR identified and developed findings for the CSNA. By January 2024, CDOR will publish the final 2021-2023 CSNA report, including the findings and recommendations for CDOR's consideration. Moving forward, the SRC and CDOR will jointly conduct the new triennial CSNA to determine the rehabilitation needs of individuals with disabilities in California. The SRC has provided CDOR staff feedback on the areas of focus for the CSNA topic areas and research goals.

The SRC Annual Report (posted on CDOR's website) provides additional details on the SRC's perspectives and accomplishments.

Provide the VR agency's response to the Council's input and recommendations, including an explanation for the rejection of any input and recommendations.

CDOR Response to SRC Recommendation 2021.4

The CDOR appreciates the SRC's recommendations to expand consumers' access to CDOR's WIP information and services. Currently, CDOR Districts provide this service to Potentially Eligible (PE) and VR consumers receiving Supplemental Security Income or Social Security Disability Insurance. PE consumers receive CDOR WIP services either in a group setting as part of financial literacy education or on an individual basis if they are planning for or participating in paid work experience as part of their CDOR Student Services. VR consumers receive CDOR WIP services either in Service-J status, Employed status, or Service status or in their final quarter or semester of training. Some benefits planning services may also be provided during other stages of the VR process through the Work Incentive Planning and Assistance Programs sponsored by Social Security.

CDOR staff will examine current WIP services and assess whether staffing and resources are available to expand WIP services, including providing these services earlier in the consumer's case. Following this examination, the CDOR commits to working with the SRC regarding the development or implementation of possible changes to the provision of this important VR service.

Regarding the SRC's recommendation to provide WIP information to family members, all PE and VR consumers have the right to include family members, other representatives, or advocates at any meeting with CDOR staff, including meetings with Work Incentive Planners. The CDOR will ensure that WIPs and other CDOR staff inform participants that their families and representatives are allowed and encouraged to participate.

CDOR will review currently available online information regarding WIP services, including access to and availability of that information to participants. CDOR will ensure that online information is in plain

language, consumer-focused, accessible to consumers, family members, representatives, stakeholders, and partners, and provides an accurate explanation of CDOR WIP services. CDOR would appreciate the SRC sharing any resources or examples of online materials and recorded videos that provide effective work incentive information.

CDOR looks forward to future conversations with the SRC on this recommendation and will share the results of the analysis and potential next steps in support of the delivery of effective and timely WIP services.

CDOR Response to SRC Recommendation 2022.1

The CDOR thanks the SRC for the recommendation to review the transportation regulations with respect to the consumer-owned vehicle usage paid amount, the consumer's responsibility of financially assuming costs of transportation, and adding alternative modes of transportation such as ridesharing. CDOR staff will analyze the feasibility and requirements necessary to update these regulations and discuss if, where, and how to implement changes, as well as the potential impact on consumers and CDOR. CDOR welcomes future discussions with the SRC about this recommendation, including updates on the analysis and any actions the CDOR will be considering or pursuing regarding regulatory and/or policy changes related to participant transportation. CDOR appreciates the SRC's partnership and is looking forward to these future conversations.

CDOR Response to SRC Recommendation 2022.2

The CDOR appreciates the SRC's recommendation and strongly agrees that communication, awareness, and outreach are essential components of ensuring that all students who can benefit from CDOR Student Services are aware of – and can effectively access – these services. The CDOR conducts ongoing outreach to LEAs and schools serving potentially eligible students with disabilities ages 16-21. Each California school district has an assigned CDOR liaison. CDOR field leadership ensures that at least annually, all liaisons reach out to their contacts, including superintendents, special education directors, program coordinators, principals, and community college disabled student program directors. CDOR liaisons share information about Pre-Employment Transition Services for students with identified disabilities with or without an IEP or 504 plan. CDOR school district liaisons provide their contact information and offer to meet with the school contact to answer questions or provide additional information. They also will present to students, parents, teachers, and staff as requested. In addition, CDOR leadership and staff regularly engage with agencies that work with foster youth, workforce development boards, local partnership agreement partners, regional centers, and other stakeholders who can share information within their own networks about CDOR Student Services.

The CDOR welcomes collaboration with the California Transition Alliance and will request that additional information on CDOR Student Services be incorporated into their *Transition Planning: The Basics* handbook. The CDOR will connect with the SRC's California Department of Education (CDE) representative to discuss the next steps for adding more information on CDOR Student Services to the IEP template, the universal referral form, and the CDE website.

CDOR plans to significantly increase the number of youth who receive CDOR Student Services by increasing outreach efforts, scaling up existing initiatives, and pursuing cross-system collaboration

opportunities. CDOR's vision is that all youth with disabilities leave high school with either a family-sustaining wage, are actively engaged in post-secondary education or training, or are receiving employment services through CDOR's VR program.

CDOR Response to SRC Recommendation 2022.3

CDOR agrees with the recommendation's overarching goal "to increase and sustain successful employment outcomes for individuals with disabilities" and is developing a statewide, locally driven initiative that includes a framework that is largely responsive to the three listed elements in the SRC's recommendation above.

CDOR's behavioral health services initiative was developed with the understanding that broad reform efforts, led by Governor Newsom and supported by CalHHS, are underway to align systems, increase coordination, and modernize and expand behavioral health services. CDOR's initiative was informed by the efforts of Governor Newsom's Behavioral Health Task Force, which has provided CDOR with the ability to identify and connect with key stakeholders, including people living with behavioral health conditions, family members, advocates, providers, health plans, counties, and state agency leaders.

CDOR's initiative is founded on the understanding that employment serves to support behavioral health prevention, intervention, and recovery. The initiative's efforts are centered on the CDOR's equity workforce impact goal, which specifically focuses on behavioral health and employment. The goal is intended to improve employment outcomes and earnings for people living with behavioral health conditions, with a focus on equity, with four specific targeted goals for individuals with behavioral health disabilities:

1. Universally increase employment outcomes from 44% to 55%.
2. Universally increase quarterly median earnings for all to \$7,000.
3. Ensure that Black or African American participants also see an increase in quarterly median earnings of \$7,000.
4. Ensure Hispanic participants also see an increase in quarterly median earnings to \$7,000.

In support of this initiative and to achieve these equity workforce impact goals, CDOR's Regional Directors have been actively connecting with key leaders at the local and regional levels to increase partnerships with local behavioral health agencies and service providers.

CDOR looks forward to sharing the Department's framework, which addresses the three elements in this recommendation, for our equity workforce impact goal initiative with the SRC when these are finalized.

CDOR Response to SRC Recommendation 2023.1

The CDOR appreciates the SRC's thoughtful deliberation regarding this issue and agrees with the SRC's recommendation. The CDOR has a long-standing history of effectively managing resources and equitability serving eligible individuals with disabilities. Although not necessary at this time, should CDOR need to implement an Order of Selection with closed categories in the future, CDOR will re-engage with the SRC to discuss how to operationalize this recommendation.

(b) Comprehensive Statewide Needs Assessment

Section 101(a)(15), (17), and (23) of the Rehabilitation Act require VR agencies to provide an assessment of:

1. The VR services needs of individuals with disabilities residing within the State include:

A. Individuals with the most significant disabilities, including their need for supported employment services

The latest triennial Comprehensive Statewide Needs Assessment (CSNA) was submitted on January 5, 2024. The next cycle is due for completion by December 31, 2026.

Over the past three state fiscal years, individuals with most significant disabilities (MSD) represented an average of 31.6% of all new applicants who received vocational rehabilitation (VR) services from CDOR, and an average of 27.9% of those consumers received supported employment (SE) services.

At the time of application, youth ages 14 to 24 with MSD represented 35.1% of all CDOR consumers with MSD. Youth with MSD receiving SE services accounted for 45.1% of all CDOR consumers receiving SE services.

Disability Type

Individuals with ID/DD accounted for 33.2% of MSD consumers at the application in PY 2022-23, followed in descending order by consumers with Psychiatric, Physical, Blind or Visually Impaired, Cognitive Impairment, Learning, Deaf/Hard of Hearing, and Traumatic Brain Injury disabilities.

Individuals with ID/DD were also the highest-represented disability category among SE consumers, at 78.5 %, followed in descending order by Cognitive Impairment, Physical, Psychiatric, Learning, Blind/Visually Impaired, Deaf/Hard of Hearing, and Traumatic Brain Injury disabilities.

Race

At application, the rates for consumers by race/ethnicity for PY 2022-23 were compared between all CDOR consumers, MSD consumers, and SE consumers. While most ethnicity categories were represented at similar percentages when compared to all MSD consumers, there was a 2.3% drop in the rate for Black or African American consumers receiving SE services and a 1.6% decrease in the rate for Hispanic or Latinx consumers.

Subminimum Wage

On October 5, 2021, Governor Gavin Newsom signed legislation to phase out subminimum wage, making California the 11th state to do so. Under this new law, California workers with disabilities will be required to be paid at least the state's minimum wage by January 1, 2025. The CDOR has received a Disability Innovation grant to increase CIE outcomes of individuals with disabilities currently in subminimum wage employment. The California Subminimum Wage to Competitive Integrated Employment Project (CSP) is a multi-agency collaborative with an innovative design that will provide an array of services and supports for participants and families and address the historical challenges faced by individuals working in subminimum wage employment.

Survey Results for MSD and SE – Consumer Survey

In Fall 2022, the CDOR surveyed consumers who received a recent service, asking questions such as demographics, employment barriers, helpfulness, importance, satisfaction with services, and technological skills. Survey responses were received from 2,571 consumers, of which 630 were identified as individuals with MSD and 124 as individuals receiving SE.

They were asked if a variety of job-related barriers affected their ability to find, get, or keep a job. They had the option to choose multiple answers.

The top three employment barriers for survey respondents are as follows:

- Lack of job skills
- Workplace bias or discrimination due to your disability
- Lack of reasonable accommodations

Respondents were asked to select each type of training that is important to get a job. The top three training types provided by respondents are as follows:

- College or University Education (top result for MSD consumers)
- Apprenticeship or On-the-Job training (top result for SE consumers)
- Business or vocational training

Respondents were asked to rate the importance of seven job factors. The seven job factors and ratings of importance for MSD are as follows:

- Making a living wage – 81.1% Very Important, 11.3% Important
- Job security - 72.4% Very Important, 20.1% Important
- Reasonable accommodations – 67.1% Very Important, 20.7% Important
- Health care benefits – 69.4% Very Important, 17.3% Important
- Maintaining Social Security benefits – 52.0% Very Important, 17.3% Important
- Social interaction – 40.9% Very Important, 29.8% Important
- Full-time employment – 50.1% Very Important, 21.6% Important

The seven job factors and ratings of importance for SE are as follows:

- Reasonable accommodations – 65.6% Very Important, 24.6% Important
- Job security - 63.6% Very Important, 28.9% Important
- Making a living wage – 65.3% Very Important, 24.0% Important
- Health care benefits – 59.2% Very Important, 21.7% Important
- Maintaining Social Security benefits – 55.5% Very Important, 21.8% Important
- Social interaction – 50.4% Very Important, 31.4% Important
- Full-time employment – 35.6% Very Important, 20.3% Important

Themes

CDOR identified the following themes for individuals with MSD:

- Individuals with ID/DD represent both the largest disability category of consumers and youth ages 14 to 24 with MSD and receiving SE services at application.

- For those indicating employment barriers, both MSD and SE survey respondents cited the need for job skills and to learn how to use computer programs.
- Survey respondents reported college or university education as the most important type of training for MSD consumers, whereas apprenticeship or on-the-job training is the most important type for SE consumers.
- Survey results indicated that MSD and SE consumers need to learn how to use computer programs such as Word and Excel more than other technological equipment or skills.
- Making a living wage was the most important job factor for MSD consumers and the third most important job factor for SE consumers. Job security is the second most important thing for both.

B. Individuals with disabilities who are minorities and individuals with disabilities who have been unserved or underserved by the vocational rehabilitation program

As of 2021, California was ranked the second most culturally diverse state in the United States, and no race or ethnic group constitutes a majority of California’s population.

Individuals with disabilities who have additional barriers to employment may be less likely to seek VR services as readily as individuals without additional barriers. For this analysis, the barriers reviewed include English learners, formerly justice-involved, foster youth, homeless/unhoused, and consumers with behavioral health disabilities.

An average of 8% of eligible VR consumers identified as English learners, 17.3% as formerly justice-involved, 1.1% as foster youth, and 6.9% as homeless/unhoused.

English Learners

According to the American Community Survey (ACS) 2021 5-Year estimates, approximately 83% of California’s population speak English only or very well, and 17% speak English less than very well.

In comparison to the population of Californians with disabilities ages 18 to 64 who speak English less than very well, a review of the consumer data for all races indicates that CDOR serves higher percentages of consumers who are White, Black or African American, American Indian, and Alaska Native, and Native Hawaiian and Other Pacific Islander, and lower percentages for Asian, and two or more races who identify as English language learners. The ACS displays race data for individuals who selected a particular race even if that individual also identifies as an ethnicity of Hispanic or Latinx; therefore, the data was not compared by ethnicity. While Latinx populations may represent a high percentage of Californians who speak English less than very well, the review seems to indicate parity of services for that population.

By race, Asians represent 21.2% of California’s population that speaks English less than very well, and more than 78,000 Asian Californians with disabilities ages 18 to 64 speak English less than very well.

Formerly Justice-Involved

People of color are overrepresented in prisons and jails. According to the ACS 2021 5-year estimates, Black or African Americans represented 7.7% of Californians with disabilities; however, an average of 32% of individuals with disabilities paroled or released were Black or African American.

The CDOR has active workgroups to align systems collaboration and identify best practices to work effectively with individuals who are justice-involved, both youth and adults and to reach and serve individuals with disabilities involved in community courts. The CDOR also works with different facilities to enroll interested individuals prior to their reentry.

Foster Youth

According to the California Child Welfare Indicators Project, more than 52,000 children were in foster care in California as of January 2023. Approximately 13,000 were ages 16 to 21.

The National Library of Medicine at the National Institutes of Health published a report stating that children in foster care have the highest rates of chronic conditions of any child population. Additionally, foster youth have greater rates of homelessness than the general population, ranging from 11% to 38%.

The CDOR received applications from an average of 290 foster youth ages 14 to 24 annually during PYs 2020-21 through 2022-23. While the number of foster youths is thought to be underreported in the CDOR data due to self-identification, efforts are being made to increase outreach.

CDOR has established the Statewide Youth in Foster Care Workgroup. The workgroup has developed partnerships with service providers to educate them about CDOR and the unique services available for foster youth with disabilities. The workgroup strives to educate and partner with these service providers to serve this population.

Homeless/Unhoused

California has the largest homeless/unhoused population in the nation. According to the [California Homeless Data Integration System](#) (HDIS) estimates, continuums of care reported over 300,000 individuals experiencing homelessness received housing and services during the calendar year 2022. Of those, 46% reported disabling conditions.

An average of 1,636 individuals who identified as experiencing homelessness or unhoused applied for VR services per year during PYs 2020-21 through 2022-23. This number is most likely underreported due to the lack of self-identification.

People of color are overrepresented in the homeless population. The percentage of Black or African Americans in the HDIS Homeless Count data is almost 20 percentage points greater than found in the population of Californians with disabilities (27.1% compared to 7.7%). This difference is greater than for any other race.

Behavioral Health Disability

An average of 32.7% of VR consumers identified as having a behavioral health disability. Consumers with a behavioral health disability include individuals with a mental or psychosocial impairment caused by one or more of the following:

- Alcohol or substance abuse or dependency
- Anxiety disorders
- Depressive or mood disorders
- Eating disorders
- Schizophrenia and other psychotic disorders

A review of the consumer data for all races reveals that the percentage of consumers with a behavioral health disability who are Black or African American is five percentage points higher than the percentage of Black or African American consumers without a behavioral health disability (18.8 and 13.8%, respectively). Additionally, nearly 40% of all Black or African American CDOR VR consumers identified as having a behavioral health disability, the highest percentage for all races.

Counselor Survey

CDOR counselors were surveyed in the Fall of 2022. Responses were received from 237 VR counselors throughout the state. Survey respondents were asked to select from a list of which groups of individuals in their district may be unserved or underserved. The groups to choose from and the percentages selected were:

- Experiencing Homelessness (27%)
- Foster Youth (12%)
- English learners (16%)
- Justice-involved (16%)
- Older Individuals (60+) (16%)

Key Informant Interviews

Key informant (KI) interviews were conducted to gather information on populations of Californians with disabilities who may be underserved and what their needs might be. There were 11 key informants; seven were DOR Regional Directors, District Administrators, and Team Managers, while four were from various organizations that provide services to populations that face barriers, such as parole/probation, foster, and youth populations.

The interview started by asking which populations of individuals with disabilities are underserved in California. The top three underserved groups the KIs identified were:

- Justice-Involved (8)
- Experiencing Homelessness (6)
- Foster Youth (5)

Additional groups identified included individuals with behavioral health disabilities, English learners, Native Americans, Asian Americans, LGBTQ+, Black or African American multi-racial, disconnected youth, and those in rural areas.

Themes

CDOR identified the following themes for individuals with disabilities who are unserved or underserved:

- Compared to ACS 5-year estimates, the population of Asian Californians with disabilities ages 18 to 64 who speak English less than very well may seek DOR services in lower percentages than found in the population.
- Individuals with barriers of homelessness/unhoused, foster youth, justice-involved, and English learners may be underserved. Additionally, these were the top populations identified by key informants and survey respondents to focus attention on.
- Approximately 33% of CDOR consumers have a behavioral health disability.
- Due to some consumers not disclosing their barrier(s) due to cultural stigma, DOR data may not reflect the actual percentages served.
- Black or African Americans are overrepresented among individuals experiencing homelessness/unhoused and those who are formerly justice-involved.

C. Individuals with disabilities are served through other components of the statewide workforce development system.

The CDOR is one of the core programs of California's workforce development system, which consists of 14 Regional Planning Units (RPU) and 45 Local Workforce Development Boards (LWDBs). Additionally, there are over 190 America's Job Centers of California (AJCCs), one-stop shops for workforce services for those individuals looking to enter the workforce. The AJCCs provide a comprehensive range of no-cost employment and training services for employers and job seekers through a collaboration of local, state, private, and public entities that provide comprehensive and innovative employment services and resources to meet the needs of the California workforce. The CDOR's 14 districts work closely with local AJCCs and LWDBs to provide services to individuals with disabilities.

This section presents information about individuals with disabilities in the job market, their needs, and their challenges. Through a survey of CDOR consumers and counselors and an analysis of labor market and demographic data, the CDOR has gathered information about the needs of consumers trying to enter the workforce and the challenges they are currently facing in finding employment. This section also covers the gaps in services as identified by the survey respondents, including the need to increase registered apprenticeships and co-enrollment with other workforce partners.

The ACS 2021 5-Year estimates indicated the employment rate of working-age people with disabilities in California was 23.2%. Comparatively, the employment rate of working-age people without disabilities in California was 65.5%. Furthermore, a majority of working-age people with disabilities (73.3%) are not in the labor force, while a smaller portion of 30.1% of working-age people without disabilities are not in the labor force.

California Educational Attainment

Most individuals with disabilities have either some college or an associate degree (30.3%) or a high school diploma or equivalent (24.7%), while many individuals without disabilities have either a bachelor's degree or higher (37.9%) or some college or an associate degree (28.1%). Individuals with disabilities are 16.7% less likely to earn a bachelor's degree or higher than individuals without disabilities.

California Wage Information

On January 1, 2023, the California statewide minimum wage increased to \$15.50 per hour for all employer sizes, increasing from at least \$14.00 in 2022. Some cities and counties have higher minimum wages than the state's rate. For example, since January 1, 2023, the minimum wage in Sunnyvale in Santa Clara County is \$17.95 per hour. This is lower than the living wage estimates provided by the [Massachusetts Institute of Technology](#), which are \$21.24 per hour, or \$44,179 annually, for individuals with zero children in California.

According to the 2023 Annual Disability Statistics Compendium from the Institute on Disability, the full-time/full-year median annual earnings of working-age people with disabilities in California was \$51,427 in 2021. Conversely, people without disabilities had median annual earnings of \$60,970, a wage gap of \$9,543 annually.

California Labor Force by Industry

The California Labor Force Industry statistics, using the 2021 ACS data, reflect the percentage of California's working-age population by industry. The top three industries employing individuals with disabilities are educational services, health care, and social assistance (22.7%); professional, scientific, and management; administrative and waste management services (12.8%); and retail trade (11.4%). Individuals without disabilities are employed in the same top three industries at the following rates: educational services, and health care and social assistance (21.3%); professional, scientific, and management, and administrative and waste management services (14.0%); and retail trade (10.2%). Individuals with a disability are more likely to work in the following industries than individuals without disabilities:

- Educational services, health care, and social assistance
- Retail trade
- Transportation and warehousing, and utilities
- Public administration
- Other services (except public administration)
- Agriculture, forestry, fishing and hunting, and mining

Occupational Information

The five top occupations for employment placements based on CDOR's employment outcome at closure data for 2020, 2021, and 2022 were reviewed. Customer Service Representative is the most common occupation for job placement and pays \$45,739 annually, which is slightly above California's living wage of \$44,179. The median annual wage for the other four of the most common occupations for CDOR employment placements is below the California living wage level. Those occupations, in descending order by number of placements, were:

- Stockers and Order Fillers at \$38,314
- Helpers-Production Workers at \$38,085
- Office Clerks, General at \$43,784, and
- Janitors and Cleaners, Except Maids and Housekeeping Cleaners at \$38,043

Through surveys of CDOR consumers and counselors conducted for the CSNA in PY 2022, respondent results indicate that apprenticeship opportunities across most barriers to employment rank as highly important, including for consumers identified as most significantly disabled or SE. CDOR has implemented strategies from its 2022 State Plan modification to increase the number of apprenticeship programs in order to more fully address this need. While data from CDOR’s case management system does not currently indicate that the number of apprenticeship opportunities has increased significantly, CDOR continues its efforts to provide such opportunities and collaborations. Please refer to Description (d), Objective 4.1.

CSNA research also indicates a potential need to increase co-enrollment opportunities with other workforce development partners: while overall annual co-enrollment rates with WIOA partners continue to increase, the rates of co-enrollment with AJCCs have decreased during the 2021-2023 CSNA reporting period. CDOR has developed new State Plan goals to increase collaborations with and services to state partners and businesses, as described in Description (c), under Goal 5 and Goal 6, which are expected to increase co-enrollment with WIOA Title I and Title III programs. Furthermore, CDOR is engaging in active conversations with labor and workforce development programs, including joint planning to support the provision of services to individuals with disabilities who are being served by AJCCs.

Themes

CDOR identified the following themes for individuals with disabilities served through other components of the statewide workforce development system:

- The rate of employment for working-aged persons with disabilities in California remains low at 23.2%.
- Individuals with disabilities are less likely to have earned a bachelor's degree or higher than individuals without a disability.
- Individuals with disabilities are more likely to earn a lower median wage than individuals without disabilities.
- Of CDOR’s top five occupational placements, consumers in four of the occupations earn less than the estimated annual living wage of \$44,179.

D. Youth with disabilities and students with disabilities, including, as appropriate, their need for pre-employment transition services or other transition services

The youth with disabilities section covers vocational rehabilitation (VR) consumers who are not younger than 14 years of age and not older than 24 years of age. Youth with disabilities may or may not be students with disabilities.

Also included in this section are students with disabilities receiving pre-employment transition services (Pre-ETS), also called CDOR Student Services.

Pre-ETS provision has continuously increased during the 2021-2023 CSNA reporting period. On average, 33% of applications for CDOR services were received from students and/or youth with disabilities, indicating a high demand within this demographic and the potential for future growth.

Through a survey of CDOR consumers receiving Pre-ETS conducted for the CSNA, respondent results indicate high levels of importance with all five required Pre-ETS categories. Workplace Readiness Training and Work Based Learning Experiences were reported as the most important by respondents. The survey also requested information from consumers on satisfaction with the Pre-ETS they received, revealing an overall satisfaction score averaging 83% for four of the five required categories and the potential need to evaluate service provision of Self-Advocacy Training, CDOR's lowest scoring Pre-ETS category. CDOR has developed a new State Plan goal to increase opportunities for quality pre-employment transition services to students, and other opportunities to serve youth and students, as described in Description (c), under Goal 7 and Goal 8.

The Individuals with Disabilities Education Act (IDEA) and the Rehabilitation Act of 1973, as amended by the Workforce Innovation and Opportunity Act (WIOA), require State educational agencies (SEA) and VR agencies to plan and coordinate transition services, as well as CDOR Student Services for students with disabilities through a formal interagency agreement (Section 612(a)(12) of the IDEA and Section 101(a)(11)(D) of the Rehabilitation Act).

The CDOR and the CDE established a state interagency agreement for transition planning and student services for secondary students with disabilities. The purpose of the interagency agreement is to create a coordinated system of educational and VR services, including CDOR Student Services, for students with disabilities to facilitate a smooth transition from secondary education to post-secondary employment-related activities and CIE.

Students receiving Student Services that have not opened a VR case are assigned a potentially eligible (PE) case record type. A student with a disability is defined as a student aged 16 through 21 receiving special education or related services under the IDEA or who is an individual with a disability for purposes of Section 504 of the Rehabilitation Act. Students with disabilities receiving CDOR Student Services will be referred to as students in this section.

Population of Youth Receiving CDOR Services

Using ACS's 5-year estimate of public use microdata for 2021, it is estimated that approximately 5% (308,062) of Californians ages 14 to 24 identify as having disabilities.

An average of 33% of VR consumer applicants (8,785) were youth ages 14 to 24. During the COVID-19 pandemic, the number of VR applications from youth declined but recovered to pre-pandemic levels.

The CDE data indicates that as of fall school enrollment for PY 2022-23, over 162,000 students were students with disabilities ages 16 through 21. During PY 2022-23, CDOR received new applications from 14,981 potentially eligible students (9.2%) of the total population, and 36,882 students (22.6%) were provided with Student Services during that fiscal year.

Gender

Youth who identify as male applied for VR services at higher percentages than females (an average of 59.6% compared to 38.7%). An average of 1.7% of VR applicants did not wish to identify their gender. According to ACS 2021 1-Year estimates, the percentage of males and females ages 14 to 24 with disabilities found in the general population for California was 52% male and 48% female.

Similarly, females receiving CDOR Student Services represented an average of 35.4% of the applicants, and males represented an average of 61.7%. A small percentage (2.9%) did not wish to identify their gender.

Although the 3-year average for eligible youth who do not wish to identify their gender was small at an average of 1.7%, this demographic has grown. During PY 2020-21, 0.8% of eligible youth ages 14 to 24 did not identify their gender, and in PY 2022-23, the percentage increased to 2.7%.

Race

The largest percentage of the youth population that applied for VR services was Hispanic or Latinx (48.2%), followed by White (28.1%), Black or African American (9.6%), Asian (5.9%), American Indian (0.8%), and Pacific Islander (0.3%). Asian, Hispanic Latinx, Multiple Races, and Pacific Islander youth apply for VR services at lower rates than found in the population of Californians with disabilities ages 14 to 24.

The rates by race for Student Services are very similar compared to those for VR services. The largest percentage of the Student Services population was Hispanic or Latinx (55.6%), followed by White (20.6%), Black or African American (8.5%), Asian (5.3%), Multiple Races (3.4%), American Indian (0.7%) and Pacific Islander (0.3%).

The rates for Hispanic or Latinx and Asian in the CDOR Student Services population are lower than found in the CDE population of special education students in grades nine through twelve.

Youth Experiencing Additional Barriers

Opportunity Youth, also called disconnected youth, are youth ages 16 to 24 who are not in school and not working and may lack the necessary skills to qualify for employment, particularly employment with a career path.

According to the New Ways to Work and California Opportunity Youth Network [2022 California Opportunity Youth Data Report](#), California is home to the largest population of Opportunity Youth. Updated 2021 data obtained from New Ways to Work indicated that 12.5% (572,756) of youth ages 16 to 24 were neither in school nor at work. Of those, 78,725 (13.7%) were youth with disabilities. Additionally, 25.8% of youth ages 16 to 24 with a disability are unemployed or not in the labor force, compared to 11.5% without a disability. Although the number of youths who report additional barriers is most likely under-reported, the percentage of VR consumers who are youth ages 14 to 24 and who identified as having additional barriers to employment are as follows:

- Foster Youth – 3.3%
- Homeless/Unhoused – 2.2%

- Justice-Involved – 3.6%
- English Learners – 7.7%
- Low Income – 50.8%

While many of these youth are still in school, having these additional barriers leaves them at a higher risk of becoming disconnected youth.

Themes

CDOR identified the following themes for youth with disabilities and students with disabilities, including their need for transition services and CDOR Student Services:

- The rates for Hispanic or Latinx and Asian in the CDOR Student Services population are lower than found in the CDE population of special education students in grades nine through twelve.
- Youth and students with disabilities who identify as male applied for VR services and CDOR Student Services at higher percentages than females.
- The provision of CDOR Student Services (pre-employment transition services) to potentially eligible students with disabilities continues to increase annually.

2. Assessing the need to establish, develop, or improve community rehabilitation programs within the State

Community rehabilitation programs (CRPs) facilitate the provision of vocational rehabilitation (VR) services to individuals with disabilities in support of their goals of employment, independence, and equality. CDOR continues to explore the need to develop and improve community rehabilitation programs within the state and, as a result, may choose to use establishment funds for new and existing CRPs in program years 2024 or 2025.

Statewide CRP Availability

Although the number of CRPs and CRP locations/facilities may vary throughout the year, at the end of PY 2022-23, there were 219 CRPs providing VR services to CDOR consumers at 389 locations throughout California. There were 50 CRP sites throughout the state that provided services for CDOR consumers who were blind or visually impaired and/or deaf or hard of hearing. However, 16 California counties and 61.9% of mostly rural counties lack CRP locations. The definition of rural was based on the Office of Management and Budget (OMB) metropolitan counties.

Consumers Receiving CRP Services

The number of VR consumers who received CRP services has increased over the past three years. In PY 2020-21, 12,568 consumers received one or more CRP services, increasing to 15,908 in PY 2022-23. Additionally, total VR consumers have increased each year since PY 2020-21, resulting in an increase of VR consumers accessing CRP services from 16.7% in PY 2020-21 to 17.8% in PY 2022-23. These numbers reflect that total VR consumers and consumers receiving CRP services have mostly recovered to pre-pandemic levels.

Counselor Survey Results

As mentioned in section (b), the CDOR conducted a Counselor Survey in the fall of 2022, and 237 counselors provided the following feedback:

- Counselors across all geographic areas reported that the number of CRPs in their area is insufficient to meet demands.
- According to the results, 56.1% of counselors in suburban areas and 54.1% in urban areas reported that the quality of CRP services is sufficient to meet most consumer needs, while only 37.5% of counselors in rural areas found the quality of CRP services to be sufficient.

In February 2022, the California Committee on Employment of People with Disabilities (CCEPD) conducted a Virtual Service Delivery Survey of 65 organizations that provide vocational rehabilitation services to people with disabilities in California. The findings are as follows:

- When asked if their organization provided services virtually prior to the pandemic, 58.5% said that they did not, while 27.7% indicated that they did. As the pandemic continued, 86.2% of organizations said that they plan to offer a hybrid service delivery model, 27.7% indicated that they plan to return to in-person services, and 16.9% said that they will provide all virtual services.
- The types of assistance most requested from people with disabilities for virtual services were Internet or Broadband access (60.0%), technological skills to access virtual platforms (49.2%), and requests for ASL interpreters (36.9%).

Themes

CDOR identified the following themes to establish, develop, or improve CRPs within the State:

- Both total VR consumers and individuals accessing CRP services have increased from PY 2020-21 to 2022-23.
- The phasing out of subminimum wage employment will likely increase the need to provide supported employment services to persons with disabilities with most significant disabilities, including through CRPs.
- Consumers in rural areas are limited in access to CRP locations and VR services.
- Counselors reported that the number and quality of CRPs across many areas of California are insufficient to meet demands.
- Survey results indicate that more CRPs offer a virtual or hybrid service delivery method as a result of the pandemic. However, a large number of individuals with disabilities are unable to access virtual services due to a lack of Internet or Broadband access or technological skills and/or computer equipment.

(c) Goals, Priorities, and Strategies

Section 101(a)(15) and (23) of the Rehabilitation Act require VR agencies to describe the goals and priorities of the State in carrying out the VR and Supported Employment programs. The goals and priorities are based on (1) the most recent CSNA, including any updates; (2) the State's performance under the performance accountability measures of section 116 of WIOA; and (3) other available information on the operation and effectiveness of the VR program, including any reports received from the SRC and findings and recommendations from monitoring activities conducted under section 107 of the Rehabilitation Act. VR agencies must—

1. Describe how the SRC and the VR agency jointly developed and agreed to the goals and priorities and any revisions.

The SRC and CDOR collaborate on the VR Services Portion of the State Plan. The SRC and CDOR's Planning Unit meet regularly to review, discuss, and evaluate CDOR's progress in meeting the State Plan goals and priorities. Together, the SRC and CDOR jointly developed, reviewed, and agreed to the priorities and goals for the VR Services Portion of the 2024-2027 Unified State Plan.

The SRC and CDOR also collaborate on the Consumer Satisfaction Survey and the Comprehensive Statewide Needs Assessment, which in part informs the development and finalization of priorities and goals of the State Plan. Refer to Description (a) for more information.

2. Identify measurable goals and priorities in carrying out the VR and Supported Employment programs and the basis for selecting the goals and priorities (e.g., CSNA, performance accountability measures, SRC recommendations, monitoring, and other information). As required in section 101(a)(15)(D), (18), and (23), describe under each goal or priority the strategies or methods used to achieve the goal or priority, including, as applicable, a description of strategies or methods that—

- A. Support innovation and expansion activities;**
- B. Overcome barriers to accessing VR and supported employment services;**
- C. 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) and**
- D. Improve the performance of the VR and Supported Employment programs in assisting individuals with disabilities to achieve quality employment outcomes.**

Priority 1: Increasing the quality and quantity of employment outcomes for all Californians with disabilities served by the CDOR.

Goal 1: Increase the unsubsidized employment rate of participants during the second and fourth quarters after exit from the program.

Objective 1.1: The unsubsidized employment rate of participants during their second quarter after exit from the program will increase from the 51.6% rate in PY 2022 to no less than 55% by PY 2025.

Objective 1.2: The unsubsidized employment rate of participants during the fourth quarter after exit from the program will increase from the 49.7% rate in PY 2022 to no less than 53% by PY 2025.

Basis: This goal aligns with WIOA Performance Accountability Measures and is derived from Goal 2 of the previous 2022 State Plan modification, as described in Description (d).

Strategies:

- 1. VR service delivery team staff will receive annual training on career technical education, apprenticeships, and degree programs to support the development of IPEs for career and advanced training and education. The training will focus on the development of training and education plans for individuals with intellectual and developmental disabilities, individuals from

unserved and underserved communities, and individuals with psychological or psychiatric disabilities.

2. CDOR district management shall establish a protocol to evaluate and address reasons for consumer unsuccessful case closure, including, but not limited to, pre- and post-closure follow-up on participants' employment status and need(s) for continued or additional services or supports.

Goal 2: Support increased work-based learning, including intermediate employment, career technical education and training, and post-secondary education for all CDOR participants receiving VR services.

Objective 2.1: The Credential Attainment rate by CDOR program participants will increase from the PY 2022 rate of 43.5% to no less than 48% by PY 2025.

Objective 2.2: CDOR will increase the Measurable Skills Gain (MSG) rate for CDOR participants from the PY 2022 rate of 28.6% to no less than 40% by PY 2025.

Basis: This goal aligns with WIOA Performance Accountability Measures and is derived from Goal 1 of the previous 2022 State Plan modification, as described in Description (d).

Strategies:

1. VR service delivery team staff will receive annual training on career technical education, apprenticeships, and degree programs to support the development of IPEs for career and advanced training and education. The training will include components on the development of training and education plans for individuals with intellectual and developmental disabilities, individuals from unserved and underserved communities, and individuals with psychological or psychiatric disabilities.
2. CDOR districts will review their district's consumers' certificate and degree attainment progress and work with individual units and staff to ensure consumers are provided with education and training options to include certificate, degree attainment, and advancement in employment.

Goal 3: Expand and improve VR services to those who have been underserved and underrepresented in the VR program.

Objective 3.1: Consumers with Behavioral Health (BH) disabilities who are Black African American or Hispanic will have second-quarter median earnings no less than \$7,000 per quarter and be no less than the overall median earnings of all CDOR consumers with BH disabilities by PY 2024 and will increase to no less than \$7,200 and be no less than the overall median earnings of all CDOR consumers with BH disabilities by PY 2025.

Median earnings as of Q3 of PY 2022 were \$6,340 for Black/African American (AA), \$6,586 for Hispanic, and \$6,759 for all individuals with BH disabilities who exited the program.

Basis: This goal aligns with the minorities, unserved, and underserved portion of the CSNA, as described in Description (b)(B) and SRC Recommendation 2022.3, as described in Description (a). This goal is derived from Goal 3.1 of the previous 2022 State Plan modification, as described in Description (d).

Strategies:

1. CDOR staff will work with local workforce partners, educational institutions, behavioral health programs, facilities serving individuals who are justice-involved, and youth in foster care and establish individual formal and informal agreements to ensure individuals from unserved and underserved communities have access to and are provided VR and CDOR Student Services.
2. CDOR will work with the San Diego State University-Interwork Institute's Rehabilitation Improvements in Services and Employment for Underserved Populations (RISE-UP) project to identify and implement strategies and practices to effectively meet the needs of underserved populations, including receipt of individualized training and technical assistance on strategies that will enable CDOR to improve service delivery to, and employment outcomes achieved by, individuals with BH disabilities who are Black/AA and Hispanic.
3. CDOR will connect with the California Reducing Disparities Program, including, as appropriate, one or more of the 35 pilot projects at a state or local level.

Goal 4: Provide effective VR services with quality IPE developments consistent with in-demand workforce needs that lead to a career track offering sustainable living wages.

Objective 4.1: The percentage of consumer IPE goals for local/regional, high-wage, in-demand occupations will increase from the current 19% of all new IPE goals to at least 30% of all IPE goals for plans developed and approved during PY 2025. (IPE goals match the EDD labor market information regional report of the 25 highest-demand occupations making, on average, no less than \$22/hour).

Basis: This goal aligns with the statewide workforce development system portion of the CSNA, as described in Description (b)(C). This goal is new to the 2024 State Plan.

Strategy:

1. Each CDOR district will develop a plan for increasing the number of IPEs in high-demand, high-wage occupations in their local planning regions. This plan shall include, at a minimum, the following: staff and manager annual training on labor market information; a provision to all counselors and managers, no less than quarterly, of a list of high-demand, high-wage occupations in their region; and a report on the number of individualized plans for employment (IPEs) they have developed with a goal consistent with the top 25 high wage, in-demand occupations. This plan will be used to provide informed choices to consumers and to gauge progress in implementing their district plans.
2. CDOR shall include unconscious bias, customer service, and diversity training as part of new staff and counselor training and into recurring training, including cultural affinity group activities and events, as applicable.

Priority 2: Provide effective services to businesses.

Goal 5: Support businesses in California in employing more individuals with disabilities.

Objective 5.1: For PY 2024 and PY 2025, develop, implement, and deliver services to at least 100 new, unduplicated businesses annually.

Basis: This goal aligns with the statewide workforce development system portion of the CSNA, as described in Description (b)(C). This goal is new to the 2024 State Plan.

Strategies:

1. Increase business engagement activities led by local and statewide CDOR teams.
2. Work with the state and Local Workforce Development Boards to conduct outreach activities for businesses.
3. Engage with businesses to provide disability etiquette training and information and resources on reasonable accommodations.
4. Provide direct services to businesses, including paid and unpaid work experiences, such as internships, apprenticeships, and on-the-job training.
5. Develop specific business-informed, industry-based services supporting the employment of people with disabilities.

Goal 6: Improve California state government employers' parity rate for hiring and promotion of people with disabilities.

Objective 6.1: CDOR will provide direct hiring services and support to no less than 30 unduplicated State Departments, Offices, or Agencies by the end of PY 2025.

Basis: This goal aligns with the statewide workforce development system portion of the CSNA, as described in Description (b)(C). This goal is new to the 2024 State Plan.

Strategies:

1. Work with California state departments and agencies to develop hiring strategies to employ people with disabilities.
2. Provide training, information, and resources on disability hiring and accommodations to California state departments, offices, and agencies.
3. Implement CDOR civil sector teams specializing in the hiring needs of California State and other public employers.

Priority 3: Provide effective services to California students with disabilities.

Goal 7: Increase the number of students with disabilities, ages 16-21, who receive high-quality Pre-Employment Transition Services, also known as CDOR Student Services.

Objective 7.1: CDOR will increase the number of students with disabilities annually served by 35% from the 46,000 served in PY 2022 to no less than 62,100 in PY 2025.

Basis: This goal aligns with the youth and students with disabilities portion of the CSNA, as described in Description (b)(D), and with SRC Recommendation 2022.2, as described in Description (a). This goal is new to the 2024 State Plan.

Strategies:

1. Develop partnerships with state, county, and local entities that serve justice-involved youth to collaborate in the provision of CDOR Student Services.

2. Identify, develop, and approve at least four new private, non-profit CDOR Student Services providers (community-based organizations) to serve students, with at least one serving a rural area(s) that include individuals with intellectual and developmental disabilities, individuals from unserved and underserved communities, and individuals with psychological or psychiatric disabilities.
3. Engage with the California Foster Youth System of Care to serve students with disabilities in the foster care system.

Goal 8: Increase the percentage of students with disabilities who receive CDOR Student Services and go on to receive VR services.

Objective 8.1: CDOR will increase the percentage of students enrolled in CDOR Student Services who go on to receive an IPE for VR services from 19.5% in PY 2022 to no less than 35% during PY 2025.

Basis: This goal aligns with the youth and students with disabilities portion of the CSNA, as described in Description (b)(D), and with SRC Recommendation 2022.2, as described in Description (a). This goal is new to the 2024 State Plan.

Strategies:

1. Provide cross-training on VR and the “whole person” approach to service provision to CDOR staff who provide CDOR Student Services, Transition Partnership Programs, and community providers to disseminate information about services available to students with disabilities and their families.
2. Develop materials in plain language, including in multiple languages, that include information about both CDOR Student Services and VR Services.
3. Partner with California public community colleges to develop career pathways through career technical education and postsecondary education in order to serve students with disabilities on a continuum from CDOR Student Services to VR services, including individuals with intellectual and developmental disabilities, individuals from unserved and underserved communities, and individuals with psychological or psychiatric disabilities.

(d) Evaluation and Reports of Progress: VR and Supported Employment Goals

For the most recently completed program year, provide an evaluation and report of progress for the goals or priorities, including progress on the strategies under each goal or priority applicable to that program year. Sections 101(a)(15) and 101(a)(23) of the Rehabilitation Act require VR agencies to describe—

1. Progress in achieving the goals and priorities identified for the VR and Supported Employment Programs;

Goal 1: Provide effective VR services with quality IPE developments that correspond with workforce needs and lead to a career path with upward mobility that offers sustainable living wages.

Objective 1.1: From July 1, 2021, to June 30, 2024, CDOR will increase the number of consumers who obtain credentials by 15% from the baseline (an average of 5% per year). The baseline year will be determined by the number of consumers who obtain credentials throughout the program year, which runs from July 1, 2020, to June 30, 2021.

Achieved

CDOR increased the number of consumers who obtained credentials from the PY 2021 baseline of 1,550 consumers to 2,408 consumers in PY 2022, a 36% increase, exceeding the goal to increase by 15%.

In addition, CDOR is adjusting this goal for the new 2024 State Plan cycle. Please refer to Description (C), Objective 2.1 for more information.

Objective 1.2: From July 1, 2021, to June 30, 2024, CDOR will increase the number of consumers who achieve measurable skill gains by 15% from the baseline (an average of 5% per year). The baseline year will be determined by the number of consumers who demonstrate measurable skill gains between July 1, 2020, and June 30, 2021.

Progress Ongoing

In PY 2022, CDOR decreased the number of consumers who achieved measurable skill gains from a baseline of 6,719 consumers to 5,342 consumers, a drop of approximately 26%. The objective of increasing by 15% from the baseline of 1,550 credentials by June 30, 2024, has not yet been met. The CDOR continues to implement strategies to increase the number of consumers achieving measurable skill gains in PY 2023 and strives to meet all of its WIOA Performance Accountability Measures, as well as improved data reporting methodologies.

Factors that impeded the achievement of this goal include underreporting by participants and training providers, under-recording by staff, and the determination that the available baseline data was not sufficient to produce reliable estimates using the required statistical adjustment model for some of the performance indicators, as described in Description (d)(2). To address the underreporting and under-recording, CDOR will be informing participants and training providers of the importance of providing this data will direct staff to dispute payments of some training provider invoices if the reports are incomplete, and will send annual reminders to CDOR staff and

managers of the requirement to report on MSG in the case record. In addition, CDOR is adjusting this goal for the new 2024 State Plan cycle. Please refer to Description (C), Objective 2.2 for more information.

Objective 1.3: From July 1, 2020, to June 30, 2024, CDOR will increase consumer wages at case closure by 40% from the baseline (an average of 10% each year). The baseline will be based on average hourly wages for consumers from July 1, 2019, through June 30, 2020.

Achieved

This objective was set to an average consumer hourly wage at case closure of at least \$21.50 per hour in PY 2022, a 30% increase from the baseline of \$16.55. As of Quarter 3 of PY 2023, the average hourly wage at case closure was \$22.38, which is 88 cents per hour higher than the State Plan objective.

In addition, CDOR is adjusting this goal for the new 2024 State Plan cycle. Please refer to Description (C), Objective 4.1 for more information.

Some strategies that have impacted the objectives of Goal 1 include:

- Identifying accessible tools for career exploration and applying true LMI to guide IPE development and planning.
- Developing an inclusive vocational assessment process for staff to utilize toward developing IPEs.
- Identifying and providing enhanced or expanded supportive services to remove employment barriers at the beginning of IPE development and throughout planning.

Goal 2: Create new techniques to encourage an increase in obtaining and sustaining employment for all consumers, including those with the most significant barriers to employment.

Objective 2.1: From July 1, 2021, through June 30, 2024, CDOR will increase the number of consumers in unsubsidized employment during the second quarter after exit by 15 percent from the baseline (an average of 5 percent each year). The baseline year will be determined by the number of consumers in unsubsidized employment during the second quarter following program exit in PY from July 1, 2020, through June 30, 2021.

Partially Achieved

In PY 2022, CDOR increased the number of consumers in unsubsidized employment in the second quarter after the program exited from a baseline of 9,026 consumers to 9,702 consumers. As of December 31, 2023, the second quarter after exit employment data is approximately 5% higher than it was in the same quarter from the previous program year, and projections indicate that CDOR is on track to meet this goal by PY 2023. Also, CDOR has exceeded the negotiated rate of the associated WIOA performance measure for PY 2022, as noted in Description (d)(2). In addition, CDOR is adjusting this goal for the new 2024 State Plan cycle. Please refer to Description (C), Objective 1.1 for more information.

Objective 2.2: From July 1, 2021, to June 30, 2024, CDOR will increase the number of consumers in unsubsidized employment during the fourth quarter after program exit by 15% from the baseline (an average of 5% each year). The baseline year will be determined by the number of consumers in unsubsidized employment during the fourth quarter after program exit in PY from July 1, 2020, through June 30, 2021.

Partially Achieved

In PY 2022, the number of consumers in unsubsidized employment four quarters after program exit decreased from a baseline of 8,925 participants to 8,823 participants. As of December 31, 2023, the fourth quarter after exit employment data is approximately 15% higher than it was in the same quarter from the previous program year, and projections indicate that CDOR is on track to meet this goal by PY 2023. Also, CDOR has exceeded the negotiated rate of the associated WIOA performance measure for PY 2022, as noted in Description (d)(2).

In addition, CDOR is adjusting this goal for the new 2024 State Plan cycle. Please refer to Description (c), Objective 1.2 for more information.

Strategies that have impacted the objectives of Goal 2 include but are not limited to the following:

- Utilizing technology improvements, innovative and new practices, and streamlined processes that support effective caseload management and enhanced customer experiences.
- Identifying workforce trends by applying LMI and establishing partnerships with businesses, career technical education (CTE) and apprenticeship programs, and other resources and supports to prepare individuals with disabilities for employment.
- Partnering with LEAs, postsecondary education and training programs, state and county-level programs and services, and community-based organizations to facilitate and develop wraparound supports that can help consumers maintain successful employment.

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

Objective 3.1: From July 1, 2022, through June 30, 2024, CDOR will reduce the percentage of cases closed other than successfully employed by 4% from the baseline (an average of 2% each year) for consumers with behavioral health disabilities. The baseline year will be determined by the percentage of case closures in PY from July 1, 2021, through June 30, 2022.

Progress Ongoing

In the program year 2022, the percentage of cases closed other than successfully employed for consumers with behavioral health disabilities increased from a baseline of 72.3% to 74.6%, an increase of approximately 2.3 percent, which is higher than the goal of a 2.0% decrease. While CDOR implemented initiatives to increase and improve services to individuals with behavioral health disabilities, multiple factors contributed to the increase in unsuccessful closures. These

factors included participants entering and staying in a plan longer due to an increased focus on careers and high-wage employment, significant increases in the number of individuals with behavioral health disabilities being served, with a specific focus on serving individuals with the most significant disabilities, and increases in services to individuals with multiple barriers to employment, including justice-involved and those with housing insecurities. Current efforts to increase resources and support, including engaging with community programs with expertise in the provision of services to adjudicated youth and adults and the housing insecure, are expected to positively impact the success rate in PYs 2024 and 2025.

CDOR is adjusting and expanding on this goal for the new 2024 State Plan cycle. Please refer to Description (c), Objective 3.1 for more information.

Objective 3.2: From July 1, 2022, through June 30, 2024, CDOR will increase the percentage of eligible and potentially eligible students with disabilities who receive work-based learning experiences by 10% from the baseline, an average of 5% per year. The baseline will be determined by the percentage of students with disabilities who obtained work-based learning experiences from July 1, 2021, to June 30, 2022.

Achieved

In PY 2022, CDOR increased the percentage of eligible and potentially eligible students with disabilities who receive work-based learning experiences from a baseline of 26.3% to 78.3%, a 52.0% increase.

Objective 3.3: From July 1, 2022, through June 30, 2024, CDOR will decrease the percentage of cases closed other than successfully employed by 4% from the baseline (an average of 2% per year) for consumers who are transition age (14-24) foster youth. The baseline year will be determined by the percentage of cases closed other than successfully employed for transition-age foster youth from July 1, 2021, through June 30, 2022.

Progress Ongoing

In PY 2022, the percentage of cases closed other than successfully employed for consumers who are transition age (14-24) foster youth increased from a baseline of 72.1% to 76.0%, a 4% increase, which is higher than the objective of a 2.0% decrease by PY 2022.

This increase may be attributed to the increase in the number of youth being served with multiple barriers to employment, the increased length of time individuals are receiving services due to an increased focus on careers and high-wage employment, and the challenges being experienced by youth in obtaining secure, stable housing. An additional factor that has impacted the achievement of this goal as a data measurement is the underreporting of foster youth information into CDOR's case management system, as this data is based on self-identification, as indicated in the CSNA portion of the State Plan in Description (b).

CDOR continues its efforts to serve this population by partnering with state and local programs that have knowledge and expertise in the provision of services and support to foster youth. CDOR has

established statewide workgroups to identify and implement new strategies and initiatives, including staff training, to support the provision of services to this population.

Objective 3.4: From July 1, 2021, through June 30, 2024, CDOR will increase the number of individuals with disabilities who leave subminimum wage (SMW) employment with the assistance of CDOR services and apply for CDOR services to explore competitive integrated employment by 15% from the baseline (an average of 5% each year). The baseline year will be determined by the number of individuals with disabilities who opt to leave SMW employment and apply for CDOR services to explore competitive integrated employment during PY July 1, 2020, through June 30, 2021.

Achieved

In PY 2022, CDOR raised the number of consumers who exited SMW with the support of CDOR services from 178 to 249, an increase of approximately 40%, which is higher than the goal of a 10% increase from baseline by June 30, 2024.

Objective 3.5: From July 1, 2022, to June 30, 2024, CDOR will increase the percentage of individuals with disabilities who choose to leave SMW employment and obtain competitive integrated employment at CDOR by 10% from the baseline (an average of 5% each year). The baseline year will be determined by the percentage of individuals with disabilities who opt out of SMW employment and obtain competitive integrated employment at CDOR from July 1, 2021, through June 30, 2022.

Achieved

CDOR increased the number of consumer cases successfully closed for individuals who left SMW employment from 68 to 152 in PY 2022, an increase of approximately 124%, which is higher than the goal of a 10% increase from the baseline by June 30, 2024.

Objective 3.6: From July 1, 2022, through June 30, 2024, CDOR will decrease the percentage of cases closed other than successfully employed by 4% from the baseline (an average of 2% each year) for justice-involved consumers. The baseline year will be determined by the percentage of total cases closed for justice-involved consumers from July 1, 2021, through June 30, 2022.

Progress Ongoing

In PY 2022, there was an increase in the percentage of cases closed other than successfully employed for justice-involved consumers, from 73.1% to 74.1%, an increase of approximately 1%, which is higher than the goal of a 2.0% decrease by PY 2022. CDOR continues to implement strategies toward the achievement of this objective by the end of PY 2023. The increase in unsuccessful closures can be attributed to the CDOR's significant increase in the number of individuals being served who are justice-involved who have multiple barriers to employment, an increased focus on providing career services toward high-wage employment, and an increase in outreach to applicants and participants prior to release.

CDOR expects to see improved outcomes with staff's gained experience serving this population and its continued efforts in partnering with state and local programs with experience in the provision of services to justice-involved individuals, including individuals with disabilities. An additional major factor that has impacted the achievement of this goal as a data measurement, is the

underreporting of information into CDOR's case management system, as this data is based on consumer self-identification, as indicated in the CSNA portion of the State Plan in Description (b).

Some strategies that have impacted the objectives of Goal 3 include:

- Partnering with state, county, and local-level partners to leverage resources that provide person-centered and whole-person wraparound services to bridge service gaps identified in the Comprehensive Statewide Needs Assessment (CSNA).
- Partnering with the AJCCs and Adult Education (Title II) to support program access for all individuals with disabilities, including those who have behavioral health disabilities, students, transition-age foster youth, individuals with ID/DD, and justice-involved individuals.
- Launching the Individual Placement and Support (IPS) model or other new innovative projects in counties throughout the State.
- Completing MOUs or Interagency Agreements with county and local behavioral health programs to build and sustain effective collaboration.
- Completing MOUs or Interagency Agreements with California's educational system at the local level to continue to build, expand, and sustain effective collaboration with educational partners.
- Engaging with local county partners as they develop System of Care for Children and Youth MOUs with systems serving transition-age foster youth, as required by Assembly Bill 2083 (Statutes of 2018), to build and sustain effective collaboration for transition-age foster youth.
- Expanding partnerships that support competitive integrated employment with the California developmental disabilities system (DDS, Regional Centers, Association of Regional Center Agencies, the State Council on Developmental Disabilities, and University Centers for Excellence in Developmental Disabilities Education, Research, and Service).
- Completing partnerships with systems serving justice-involved individuals with disabilities, including the California Department of Corrections and Rehabilitation, the Corrections-Workforce Partnership, and the California Prison Industry Authority, to support the successful transition from prison to employment for individuals with disabilities.

Priority: Services to Businesses

Goal 4: Meet business talent demands by preparing consumers for in-demand positions using local and regional labor market data.

Objective 4.1: From July 1, 2021, to June 30, 2024, CDOR will increase the number of consumers who obtain apprenticeships by 15% (an average of 5 percent each year) from the baseline. The baseline year will be determined by the number of consumers that obtain apprenticeships in PY from July 1, 2020, through June 30, 2021.

Progress Ongoing

In the program year 2022, 341 consumers obtained apprenticeships, a 29% decrease from the baseline of 483 consumers, which is lower than the goal of a 10% increase by the end of PY 2022. This objective is ongoing, and this observed decrease also represents underreporting within the

CDOR case management system. CDOR continues to implement strategies to increase the number of work-based learning and apprenticeship opportunities by the end of PY 2023.

Objective 4.2: From July 1, 2021, through June 30, 2024, CDOR will increase the number of consumers who obtain paid work experience by 15% (an average of 5% each year) from the baseline. The baseline year will be determined by the number of consumers that attain paid work experience throughout the program year, July 1, 2020, through June 30, 2021.

Achieved

In the program year 2022, CDOR increased the number of consumers who obtained paid work experience from a baseline of 10,047 consumers to 12,304 consumers, a 22% increase, which is higher than the goal to expand the number by 15% from the baseline.

Objective 4.3: From July 1, 2022, through June 30, 2024, CDOR will increase the percentage of consumers that are enrolled in AJCCs by 10% from the baseline (an average of 5% per year). The baseline year will be determined by the percentage of consumers who are co-enrolled in AJCCs from July 1, 2021, through June 30, 2022.

Progress Ongoing

In PY 2022, CDOR reduced the percentage of consumers who are co-enrolled in AJCCs from a baseline of 2,077 participants to 1,855 participants, a decline of approximately 11%. While CDOR observes a decline in the reportable data for this objective, there has been an overall increase in the total co-enrollment rate statewide, from a 6.5% baseline in PY 2020 to 9.1% in PY 2022.

CDOR continues to engage with workforce development systems and the business community to increase co-enrollment opportunities. A major factor that has impacted the achievement of this goal as a data measure is the underreporting of information in CDOR's case management system, as indicated in the CSNA portion of the State Plan in Description (b). In addition, CDOR has set new State Plan goals to improve and increase services to state partners, with the intent to help improve co-enrollment rates with state and local partners, including AJCCs, as described in Description (c), Goal 5 and Goal 6.

Strategies that have impacted the objectives of Goal 4 include but are not limited to the following:

- Engaging the workforce development system and the business community via effective outreach, relationship, and partnership building. Maintaining regular CDOR participation at each of the 14 Regional Planning Units and on each local workforce development board.
- Exploring and informing CDOR counselors and consumers of local opportunities to obtain non-degree credentials, including certificates, industry certifications, apprenticeship certificates, and occupational licenses with CTE, workforce, and businesses to build an inclusive and skilled future workforce.
- Emphasizing and supporting increased earn-and-learn opportunities for consumers, including OJT, paid work experiences, internships, and apprenticeships with businesses.
- Identifying and providing early interventions to address potential employment barriers, such as providing work incentive planning support, workplace readiness training, self-advocacy training,

and work-based learning opportunities.

Goal 5: Create a direct link between employers and workers with disabilities, including the development of innovative ways to engage businesses.

Objective 5.1: From July 1, 2020, to June 30, 2024, CDOR will increase the number of business relationships by 20% (an average of 5% each year) from the baseline. The baseline year will be based on business contacts developed during PY July 1, 2019, through June 30, 2020. A business relationship is formed when CDOR successfully employs a consumer at a new business.

Progress Ongoing

CDOR expanded the number of business connections from 3,014 to 3,217 in the program year 2022, a 7% increase, which is less than the goal to increase by 15% by the PY 2022. CDOR continues to implement strategies toward continued increase of business relationships in PY 2023. DOR's outreach and engagement with business was impacted by a dramatic increase in the number of applications for services and a need to redirect resources to support the influx of students and participants. DOR's outreach and business engagement strategies for PY 2024 include rebranding to support better recognition and outreach to businesses, increasing sector strategies to support high-demand industry sectors, and an increased focus on participant earn and learn and work-experience opportunities. These should all increase services and support to businesses.

CDOR is adjusting this goal for the new 2024 State Plan cycle to focus on supporting businesses in employing more individuals with disabilities. Refer to Description (c), Priority 2 for more information.

Objective 5.2: Each year, from July 1, 2020, to June 30, 2024, CDOR provides at least 60 disability access, disability accommodations, or disability awareness training to businesses across the state.

Achieved

CDOR provided 60 disability access, disability accommodations, or disability awareness trainings to businesses across the state in PY 2021 and 68 trainings in PY 2022. CDOR is on track toward providing at least 60 training in PY 2023. This objective has been achieved.

Some strategies that have impacted the objectives of Goal 5 include:

- Each Regional Director or Regional Business Specialist will meet with local business leaders from identified in-demand sectors, as determined by their local Regional Planning Unit, to develop working partnerships or establish initiatives that support the hiring and/or recruitment of individuals with disabilities.
- Access and utilize LMI, including, but not limited to, CalJOBS, World of Work Inventory, The Career Index Plus, Career Zone, and Careerinfo.net, to inform plans that help businesses meet their recruitment and talent needs.
- Inform business partners on hiring incentives and resources (e.g., Work Opportunity Tax Credit, Talent Acquisition Portal, Disability Awareness training, the AT network, and CDOR Business

Based Services) to support businesses employing, supporting, retaining, and promoting qualified talent with disabilities.

2. Performance on the performance accountability indicators under section 116 of WIOA for the most recently completed program year, reflecting actual and negotiated levels of performance. Explain any discrepancies in the actual and negotiated levels;

PY 2022 was the first year CDOR and RSA negotiated rates for performance indicators 1-4. The CDOR’s performance indicators for the most recent program year (PY 2022), including negotiated and actual rates, are as follows:

WIOA Performance Indicator	PY 2022 Negotiated	PY 2022 Actual
Employment Rate – 2 nd Quarter After Exit	49.0%	51.6%
Employment Rate – 4 th Quarter After Exit	42.5%	49.7%
Median Earnings – 2 nd Quarter After Exit	\$5,450	\$6,698
Credential Attainment	26.0%	43.5%
Measurable Skill Gains	40.7%	28.6%

As noted by RSA in August 2023, it was determined that the available baseline data was not sufficient to produce reliable estimates using the required statistical adjustment model for some of the performance indicators, including Measurable Skill Gains, and it has been necessary to delay assessment for this indicator for PY 2022. In connection, the availability and accuracy of available baseline data through CDOR’s case management system, including reporting methodologies, have had a direct impact on the relationship between the negotiated and actual rates for CDOR’s Measurable Skill Gains and explain discrepancies between the two levels. Additional factors that impeded the achievement of this performance rate include underreporting by participants and training providers and under-recording by staff. To address this, CDOR will inform participants and training providers of the importance of providing this data, will direct staff to dispute payments of some training provider invoices if the reports are incomplete, and will send annual reminders to CDOR staff and managers of the requirement to report on MSG in the case record.

CDOR strives to achieve all of its negotiated WIOA Performance Accountability rates and has set State Plan goals and strategies to meet them, including Measurable Skill Gains, as described in Description (c)(1), Objective 2.2

3. The use of funds reserved for innovation and expansion activities (sections 101(a)(18) and 101(a)(23) of the Rehabilitation Act) (e.g., SRC, SILC).

State Independent Living Council (SILC) – CDOR will engage with the SILC, per 29 U.S.C. 721(a)(18), regarding Innovation & Expansion funds (I&E) allotted under section 730 to support activities of the SILC, consistent with the State Plan for Independent Living (SPIL). CDOR allocated the following to the SILC and the SRC in PY 2022:

SILC and SRC Allocations (PY 2022)

	Budget	Expenditures
State Independent Living Council (SILC)	\$695,000	\$695,000
State Rehabilitation Council (SRC)	\$232,281	\$171,311

(e) Supported Employment Services, Distribution of Title VI Funds, and Arrangements and Cooperative Agreements for the Provision of Supported Employment Services
Acceptance of Title VI funds:

VR agency requests to receive Title VI funds.

VR agency does NOT elect to receive Title VI funds and understands that supported employment services must still be provided under Title I.

If the VR agency has elected to receive Title VI funds, Section 606(b)(3) of the Rehabilitation Act requires VR agencies to include specific goals and priorities with respect to the distribution of Title VI funds received under Section 603 of the Rehabilitation Act for the provision of Supported Employment services. Describe the use of Title VI funds and how they will be used to meet the goals and priorities of the Supported Employment program.

The CDOR will utilize approximately \$1,938,252 in Title VI funds annually to provide Supported Employment services to eligible individuals with the most significant disabilities, prioritizing at least 50% of these funds for youth with the most significant disabilities. During the Federal Fiscal Year (FFY) FFY 2025, CDOR anticipates that approximately 9,200 consumers will receive Supported Employment services under Title I and Title VI funds. Of this number, an estimated 674 Consumers will be funded from Title VI Funds.

Through June 2022, CDOR worked closely with the California Department of Education (CDE) and the California Department of Developmental Services (DDS) on the Competitive Integrated Employment (CIE) Blueprint. The overarching goal of the Blueprint was to increase employment outcomes for adults and youth with intellectual disabilities and developmental disabilities (ID/DD).

Some of the accomplishments from the CIE Blueprint are listed below:

- 1,051 individuals with ID/DD attained competitive integrated employment through CDOR services.
- Expanded partnerships and cross-system collaborations by developing seven additional Local Partnership Agreements (LPAs) for a cumulative total of 57 LPAs.
- Began the development of a Data Use Agreement between the CDE and CDOR as a part of the two agencies' non-monetary Interagency Agreement.
- Increased work opportunities in the community through the following career exploration and work experience activities:
 - 22,809 students with ID/DD participated in paid work experience and unpaid community-based vocational education with CDE WorkAbility I.
 - 18 individuals with ID/DD participated in on-the-job training through CDOR.
 - Provided career counseling and information and referral (CC&IR) services to over 1,619 individuals working at a subminimum wage at the end of the fiscal year 2022-23, of whom 250 applied for CDOR services, and 131 achieved competitive integrated employment between July 1, 2022, and June 30, 2023.

The CDOR will additionally make available services under Section 603 to individuals with other disability types that need Supported Employment services, including those with behavioral health

disabilities, traumatic brain injuries, and other most significant disabilities, and to youth who need extended services that are not met under the Lanterman Developmental Disabilities Services Act (Welf. & Inst. Code, § 4500 et seq.).

The CDOR intends to achieve its Supported Employment goal through the following actions:

- Sustaining effective collaboration with core and extended Competitive Integrated Employment Blueprint partners through regular communication and in-person meetings.
- Applying best practices to emphasize family engagement and a strong commitment to person-centered planning by building and sustaining partnerships with local education agencies (LEAs), regional centers, and others who know the individual well.
- Coordinating with CDOR districts to identify and strengthen outreach strategies and procedures for unserved and underserved populations, including minority groups, youth and students with disabilities, and individuals in rural areas who may be eligible for Supported Employment services.
- Exploring natural supports as a source for extended services.
- Expanding partnerships that support competitive integrated employment within California's developmental disabilities system.

The CDOR's collaboration efforts regarding Supported Employment services and extended services are identified in the response to Description (e), Section (4).

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

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

- Communication by CDE with LEAs, 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 LEA 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 CDOR to the youth within ten calendar days of the youth's refusal to participate.
 - The CDOR School Liaison meets with LEA partners at least annually and reviews Section 511 requirements within the statewide interagency agreement.

California Senate Bill (SB) 639 (Statutes of 2021) requires subminimum wage employment to be phased out statewide by January 1, 2025. The CDOR will continue to collaborate with CDE to prepare students with ID/DD and their families for competitive integrated employment.

The provision of extended services for a period not to exceed four years

The Lanterman Developmental Disabilities Services Act (Welf. & Inst. Code, § 4500 et seq.) is a primary funding source for extended services for individuals with ID/DD in California, ages 22 and older, and is provided through DDS.

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

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

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

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

Supported Employment services may be provided with Title 1 or Title VI funds following the placement of individuals with the most significant disabilities in employment. In accordance with Section 101(a)(22) and Section 606(b)(3) of the Rehabilitation Act, describe 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; and the timing of transition to extended services.

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

The CDOR conducts the following activities with funds allotted for its Supported Employment Program to provide Supported Employment services and extended services for youth with disabilities:

- Coordinates CDOR-planned services, accommodations, and support with other program plans, such as the IEP (transition services) and Individual Program Plan (developmental services).
- Coordinates with behavioral health programs to encourage competitive integrated employment as part of the treatment plan.

- Leverages other public and private funds to increase resources for extended services and expand Supported Employment opportunities.

The CDOR reserves and expends 50 percent of its allotment for the provision of Supported Employment services, including extended services to youth with the most significant disabilities for up to four years or until they reach age 25, whichever comes first (34 CFR 363.22).

The following information outlines how CDOR monitors the quality of the services consumers receive, the scope of services provided, the extent of Supported Employment services, and the timing of transition to extended services. Additional information on extended services for Supported Employment is identified in the response to Description E, Section (4).

Quality of Supported Employment Services

The CDOR provides ongoing services from the point of job placement until the transition to extended services. Such services are mostly provided to consumers by CRPs and partner agencies. In areas where CRPs are not available, or if an individual has needs beyond those that can be met by a CRP, CDOR may identify natural supports and/or alternative service providers.

CRPs providing Supported Employment services follow guidelines provided by CDOR's Community Resources Development (CRD) Section. Generally, CDOR follows DDS's policies set forth in the California Welfare and Institutions Code to ensure the continuity of services to mutual consumers. The CDOR guidelines require CRPs to submit timely reports to VR counselors and provide efficient services to consumers. The CDOR CRD Specialists, who work regionally in California, assist local CDOR districts and CRPs with technical assistance and identify training needs to support system alignment. The CRD Specialists additionally review the accreditation of CRPs by the Commission on Accreditation of Rehabilitation Facilities and conduct ongoing assessments and evaluations of consumer services.

Locally, each district has nominated at least two district Supported Employment Program Liaisons to assist in sharing information and training district staff.

Scope of Supported Employment Services

The VR process for assessment for determining eligibility and priority categories and the development of an IPE, including Supported Employment, is the same as that used for all Consumers when establishing eligibility and an eligible individual's Priority Category when CDOR is under an Order of Selection. An individual receiving Supported Employment services must be in Priority Category One. CDOR will not be under an Order of Selection in the upcoming cycle.

The VR services for a consumer begin with a comprehensive assessment to identify 'primary employment factors,' including their unique strengths, resources, priorities, concerns, abilities, capabilities, interests, and informed choices of the individual. The VR counselor will collaborate with an individual with a most significant disability, including youth with the most significant disability, to determine if Supported Employment services are required to achieve a competitive integrated employment outcome. The IPE will identify a Supported Employment Plan and Supported Employment services, including customized employment and extended services.

The 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.
- Have a reasonable expectation that a source of extended services will be available at the time of transition to extended services.

The plan development activities, including customized employment activities, may include but are not limited to the following:

- A general meeting will be held to review the supported employment job placement parameters used in developing person-centered strategies to focus on the individual's strengths to achieve competitive integrated employment.
- A review of school transition services, including CDOR Student Services and postsecondary transition activities, which may include competitive integrated employment and/or postsecondary education and training.
- Coordination with regional centers to share information about community activities, hobbies, or other pre-vocational foundational skill development or adult work experience activities.
- An evaluation of the 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.
- Working with families and individuals who know the person best to discover their strengths, interests, and abilities.

Supported Employment services begin at the point of placement and may include, but are not limited to, the following:

- Retention activities where the consumer is contacted no less than twice per month for at least 90 days to determine ongoing satisfaction with the terms of employment and any assistance with the necessary minimal support to sustain employment.
- 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, are not available through extended services.
- Extended Services for youth with the most significant disabilities for up to four years or until they reach age 25, whichever comes first.
- Counseling and guidance, including information and referral, is required under WIOA Section 511 or upon request with eligible individuals earning subminimum wages or in segregated work

settings regarding opportunities for competitive integrated employment and available employment services and supports.

The extent of Supported Employment Services

Supported Employment services are ongoing support services needed to support and maintain individuals with the most significant disabilities, 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 IPE;
- Provided by CDOR for a period 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 IPE; and,
- Following transition, 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

While the Lanterman Developmental Disabilities Services Act (Welfare and Institutions Code, Section 4500 et seq.) funding is a primary source of extended services for individuals with ID/DD in California, Regional Center work services typically begin at age 22.

Per Title 29, USC Section 795h, CDOR will use the 50 percent reserve of Supported Employment funds for Supported Employment services and extended services for youth with the most significant disabilities. These funds may provide additional opportunities for youth with the most significant disabilities to receive extended services after completing up to 24 months of Supported Employment services or longer if there are extenuating circumstances that require more time. When these funds are exhausted, CDOR will utilize Title I funds as necessary to meet the needs of consumers eligible for Supported Employment 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 a source of extended services and an extended service provider. The VR counselor continues to track the consumer's progress and job stability during the transition period. If the consumer maintains job stabilization for 90 days after transitioning to extended services, the record of services is Closed–Rehabilitated.

The transition to extended service providers is essential to maintaining consistency and support for consumers receiving Supported Employment services. The CDOR works to identify funding sources for extended services, including behavioral health agencies or other sources. The CDOR additionally collaborates with extended service providers and identifies sources of extended services, including natural supports that 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 DDS,

county behavioral health entities potentially using Mental Health Services Act (MHSA) funds using statewide excess MHSA funds, Medi-Cal funding; 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

The CDOR will provide extended services to youth with the most significant disabilities when other extended services are unavailable, as appropriate, for a period not to exceed four years or at such time that a youth reaches age 25 and no longer meets the definition of a youth with a disability under 34 C.F.R. 361.5(c)(58).

Under the Lanterman Developmental Disabilities Services Act (Welfare & Institutions Code, § 4500 et seq.), California established a commitment to provide services and support to individuals with ID/DD throughout their lifetime. Robust services and support are provided through a combination of federal, state, county, and local government services, private businesses, support groups, and volunteers. The CDOR works closely with the DDS to leverage Medicaid funds for habilitation services for persons with ID/DD, including the provision of “extended services” to help an individual with a most significant disability maintain employment after the CDOR record of services is closed.

To this end, CDOR will continue to refer youth with the most significant disabilities to extended services currently funded by the DDS Regional Centers upon CDOR record of services closure or when placed on a waitlist, as appropriate. CDOR will additionally provide extended services to youth with the most significant disabilities who do not qualify for services funded by a Regional Center prior to age 22 or are unable to receive extended services from another funding source.

Sections 101(a)(22) and 606(b)(4) of the Rehabilitation Act require the VR agency to describe efforts to identify and arrange, including entering into cooperative agreements, with other State agencies and other appropriate entities in order to provide Supported Employment services. The description must include extended services, as applicable, to individuals with the most significant disabilities, including the provision of extended services to youth with the most significant disabilities in accordance with 34 CFR 363.4(a) and 34 CFR 361.5(c)(19)(v).

Cooperative Agreements with Private Nonprofit Organizations.

The CDOR develops federally required cooperative agreements with private non-profit organizations consistent with California State Contracting Rules, CDOR’s regulation in Title 9 of the California Code of Regulations, and internal policy and procedures for the establishment, development, or improvement of CRPs. The CDOR pays CRPs through fee-for-service or contractual agreements to deliver authorized assessment, training, pre-employment transition, 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 (h)—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 provides recommendations to eliminate those barriers.
- Training Services – enhances a Consumer’s employability by providing necessary interactions that remove employment barriers, facilitate specific occupational training, or develop appropriate personal and work behaviors, as outlined in their rehabilitation plan.
- Job-related services assist a consumer in an organized, planned manner to prepare for, obtain, and retain employment; they include supported employment services and extended services.
- Support Services – provides direct services such as Independent Living Skills training and Assistive Technology assessments that enhance independence and employability for CDOR consumers.
- CDOR Student Services provides services to students with disabilities needed to prepare for and achieve quality, competitive, integrated employment outcomes.
- Business-Based Services – creates opportunities for CDOR to support Consumer participation in new and innovative programs that meet both individual preferences and fulfill industry demands.
- Customized Employment – determines the strengths, needs, and interests of an individual with a significant disability and develops an employment opportunity designed to meet both the specific abilities of the individual and the needs of the business.

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 (b) – 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, 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.

The CDOR has established an Adult Work Experience service, which allows participants the opportunity to explore competitive integrated work experiences in a variety of real-time work settings. There are currently 39 approved vendors providing the service in various parts of the State. Continued expansion of the service is expected.

The CDOR continues to focus on business engagement efforts to partner with CRPs or other providers with connections to businesses seeking to hire individuals with disabilities through the CDOR’s Business Based Services program. This initiative creates opportunities for new and innovative programs designed to meet a business's needs while at the same time matching the skills and interests of consumers. The design of these programs is led by a commitment to hire by the participating businesses.

CDOR Community Resources Development Section

The CDOR's Community Resources Development (CRD) 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 are 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 Uniform Fee Structure.

Case Service Contracts

When CDOR identifies a need for VR services to be provided by CRPs to consumers served through local public agency cooperative agreements identified in the response for Description (h) – 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 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 (CARF). The CDOR may waive the accreditation requirements if a CRP's annual service expenditures are at or below \$50,000 for three prior consecutive years. The CDOR's CRD Section's review ensures 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, CDOR's 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 CRD Section and 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 has implemented strategies to reduce its reliance on Individual Service Providers (ISPs) and continues to utilize CRPs as the primary and preferred providers of VR services to maximize the provision of higher-quality services and ensure consumer safety.
- The CDOR's CRD Section continues to conduct comprehensive certification and site reviews of CRPs. The focus of the review process is ensuring consumers are receiving quality services that adhere to CDOR guidelines and requirements, maximizing employment outcomes for CDOR consumers.

Arrangements and Cooperative Agreements for the Provision of Supported Employment and Extended Services

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

The CDOR, DDS, and CDE additionally established LPAs consistent with the CIE Blueprint for Change, which was created out of a multi-year workgroup effort through June 2022. The LPAs are intended to encourage the sharing of resources to support person-centered planning and pre-vocational services that may be provided prior to an individual's referral to CDOR for Supported Employment. As of October 2023, 57 LPAs have been submitted. Examples of LPA activities include, but are not limited to:

- The Tri-Counties LPA created a universal referral process in which the core partners contact the individual and family to determine needs for work training and employment-related services and supports, secure "release of information" permission, determine which agencies/institutions should be included based on the individual's needs and complete a Universal Referral Sheet; send a Universal Referral Sheet to agencies or institutions involved or potentially involved with the individual; and contact potential staff members to identify a conference call or face-to-face meeting.
- The San Bernardino City LPA Collaborative is developing and implementing Career Technical Education (CTE) classes to enhance workplace skills for students with ID/DD, i.e., foundational employment skills, self-determination, workplace technology, etc. They also participate in school district administrative meetings to collaborate on effective CTE class offerings for high school students.
- The Sonoma Napa LPA partners are further exploring the organizational structure within the LPA to be functional within the local planning area, including the development of subcommittees to focus on specific interests.

In California, CDOR and DDS utilize the hourly rates for Supported Employment job coaching, intake, placement, and retention services that are statutorily defined for DDS. The current rates were set in 2015 (Assembly Bill X2-1; Welfare and Institutions Code Section 4860) and were increased again by DDS after surveying providers in 2016. Starting April 1, 2022, DDS implemented a rate increase for service providers that equals one-quarter of the difference between current rates and the fully funded rate model for each provider. In subsequent years, rates have been adjusted based on a pre-determined schedule, culminating in rates being uniform within service categories and adjusted for geographic cost differentials by 2025. The CDOR Supported Employment services begin after job placement and are for the purpose of maintaining and supporting an individual with a most significant disability in competitive integrated employment.

Sources of extended services vary depending on the individual's eligibility for other programs or the availability of other resources. CDOR partners with other agencies and employers for natural support to ensure that Supported Employment consumers have a source of extended services.

The CDOR will provide extended services to youth with the most significant disabilities when other extended services are unavailable, as appropriate.

The following are examples of sources of extended services that are not provided by CDOR and are provided to eligible individuals regardless of age:

- Individuals with ID/DD may be provided extended services by county mental health agencies, which may allocate Medi-Cal, Mental Health Services Act, or Short-Doyle funds as determined by each county. Short-Doyle funds are provided to local governments to establish and develop locally administered and controlled community mental health programs.
- Social Security Administration Work Incentives, such as Impairment Related Work Expenses or an approved Plan for Achieving Self Support.
- Supported employment services are provided under the Veteran's Health Administration Compensated Work Therapy Program.

California state regulations do not allow Traumatic Brain Injury (TBI) state match funds to be used for extended services. Consumers with a TBI who require extended services such as job coaching can be served through local Independent Living Centers and other TBI service providers supported through state general funds.

Whenever possible, building natural supports at the workplace for consumers with Supported Employment needs is encouraged. Natural supports allow strengthened relationships between employer and consumer, support long-term successful outcomes, and offer 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 ID/DD:

- The Lanterman Developmental Disabilities Services Act (Welfare and Institutions Code section 4500 et seq.) provides Californians with ID/DD the right to obtain services and supports to enable them to live a more independent life; this includes funding for Supported Employment extended services. This Act is unique to California.
- Assembly Bill (AB) 287 (Statutes of 2009) established the Employment First Policy, which led to a standing Employment First Committee formed by the State Council on Developmental Disabilities. The bill expands employment opportunities for people with ID/DD and identifies best practices and incentives for increasing integrated employment and gainful employment opportunities for people with ID/DD. The CDOR is an active participant in the State Council on Developmental Disabilities' Employment First Committee to help with transition planning.
- AB 1041 (Statutes of 2013) established in statute California's Employment First policy. The policy was established to make services and supports available to enable persons with developmental disabilities to have similar everyday living to those without disabilities and to support the integration of persons with developmental disabilities into their community.
- The California Budget of 2023-24 creates a new office in California Health and Human Services to coordinate Employment First policies across multiple state agencies, including DDS and DOR.

The Employment First Office aims to close gaps and reduce administrative burden for people with ID/DD seeking employment. This change will take effect July 1, 2024.

- Senate Bill (SB) 639 (Statutes of 2021) amended California Labor Code sections 1191 and 1191.5 to phase out subminimum wage employment and prohibit an employee with a disability from being paid less than the California minimum wage under state law starting January 1, 2025. Effective January 1, 2022, California prohibits new special licenses from being issued. SB 639 is intended to afford all Californians, regardless of whether they have disabilities, with protections to ensure equal pay and treatment in the workforce. SB 639 reinforces modern principles of equity in the California workforce by requiring all individuals, including individuals with ID/DD, to be paid at least the California minimum wage.
- California Competitive Integrated Employment: Blueprint for Change Employing Individuals with Intellectual Disabilities and Developmental Disabilities in California: This Blueprint initiative was the result of the commitment between CDOR, CDE, and DDS to provide opportunities for Californians with intellectual disabilities and developmental disabilities, regardless of the severity of their disability, to prepare for and participate in competitive integrated employment. From May 2017 through June 2022, CDOR worked closely with CDE and DDS to improve collaboration and coordination between the three departments and provide support to all individuals with ID/DD who choose CIE. Though the 5-year Blueprint ended in 2022, the collaboration between CDOR, CDE, and DDS continues in an ongoing effort to fulfill the mission of the Blueprint and provide CIE opportunities for people with ID/DD.
- Pathways to Success Project (PSP): The CDOR has partnered with San Diego State University, Interwork Institute to evaluate the effects and benefits of improving VR outcomes for eligible individuals with disabilities, including previously served VR participants, to advance in high-demand, high-quality careers such as science, technology, engineering, and math (STEM); to improve and maximize competitive integrated employment outcomes; to promote economic self-sufficiency, independence, and inclusion; and to reduce reliance on public benefits. This project is funded by the RSA and will pilot a model of sector-based services consistent with the larger workforce system and focus on underrepresented communities, such as people with ID/DD, women, and people in racially and ethnically distinct communities.
- In July 2016, CDOR established the Achieving Community Employment (ACE) Team to provide CC&IR services. The ACE counselors located in eight regions statewide provide CC&IR services to individuals working at subminimum wage and encourage the exploration and achievement of CIE. The participants also receive information about available employment resources and supportive services. As of June 2023, the CDOR ACE Team coordinated with 35 California employers holding 14(c) subminimum wage certificates, including 33 CRPs, one Patient Worker program, and one School Work Experience Program. The number of employers statewide with 14(c) certificates has decreased from 150 in 2016 to 35 in 2023. The CDOR ACE Team has provided CC&IR services to more than 2,446 unduplicated recipients earning a subminimum wage or in segregated work settings, down from 19,669 in 2016. Between July 1, 2022, and June 30, 2023, 131 individuals who left subminimum wage employment achieved CIE. The CDOR expects this downward trend to continue through 2024, particularly with the passage of California Senate Bill 639 (Statutes of 2021), eliminating payment of subminimum wages by January 1, 2025.

(f) Annual Estimates

Sections 101(a)(15) and 101(a)(23) of the Rehabilitation Act require all VR agencies to annually conduct a full assessment of their resources and ability to serve all eligible individuals before the start of the Federal fiscal year. In accordance with 34 CFR § 361.29(b), annual estimates must include the following projections:

1. Estimates for the next federal fiscal year—

A. VR Program

In federal fiscal year (FFY) 2025, CDOR estimates that it will provide vocational rehabilitation (VR) services to approximately 96,100 eligible individuals with disabilities. The CDOR also estimates that it will serve approximately 60,000 eligible and potentially eligible students with disabilities receiving pre-employment transition services.

<i>Priority Category (if applicable)</i>	<i>No. of Individuals Eligible for Services</i>	<i>No. of Eligible Individuals Expected to Receive Services under the VR Program</i>	<i>Costs of Services using Title I Funds</i>	<i>No. of Eligible Individuals Not Receiving Services (if applicable)</i>
VR	96,100	96,100	\$207,915,680	N/A

B. Supported Employment Program

In FFY 2025, CDOR estimates that approximately 32,400 consumers will have a most significant disability, of which approximately 9,200 consumers will receive Supported Employment services under both Title I and Title VI funds. Of this number, an estimated 674 consumers will receive services funded from Title VI Funds.

<i>Priority Category (if applicable)</i>	<i>No. of Individuals Eligible for Services</i>	<i>No. of Eligible Individuals Expected to Receive Services under the Supported Employment Program</i>	<i>Costs of Services using Title I and Title VI Funds</i>	<i>No. of Eligible Individuals Not Receiving Services (if applicable)</i>
N/A	9,200	674	\$19,320,000	N/A

(g) Order of Selection

The VR agency is **not** implementing an order of selection, and all eligible individuals will be served.

The VR agency is implementing an order of selection with one or more categories closed.

VR agencies may maintain an order of selection policy and priority of eligible individuals without implementing or continuing to implement an order of selection.

Pursuant to section 101(a)(5) of the Rehabilitation Act, this description must be amended when the VR agency determines, based on the annual estimates described in description (f), that VR services cannot be provided to all eligible individuals with disabilities in the State who apply for and are determined eligible for services.

1. For VR agencies that have defined priority categories, describe—

A. The justification for the order;

No Order of Selection is being implemented at this time.

B. The order (priority categories) to be followed in selecting eligible individuals to be provided VR services ensuring that individuals with the most significant disabilities are selected for services before all other individuals with disabilities;

No Order of Selection is being implemented at this time. However, when implemented, California’s Order of Selection process has three priority categories in the following order:

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; and has one or more physical or mental disabilities resulting from another disability or a combination of disabilities as determined by the basis of an assessment for determining eligibility and VR needs to cause comparable substantial functional limitation in accordance with 34 C.F.R. 361.5(c)(30(iii)).

Priority Category 3: Individual With A Disability

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

Under an Order of Selection, the CDOR will serve all individuals in Priority Category 1 first. Once all of those individuals have been served, CDOR will serve individuals in Priority Category 2. Once they have been served, CDOR will serve all individuals in Priority Category 3. The CDOR continues to assess resources at least annually to evaluate whether existing resources are adequate to serve individuals in all three priority categories.

After an individual is found eligible for VR services, the VR Counselor evaluates the functional limitations, anticipated services needed, and the duration of the services to identify the level of significance of disability.

Factors that cannot be used in determining the level of significance of disability of eligible individuals include residency, type of disability, sex, race, age, religious creed, color, ancestry, national origin, sexual orientation, marital status, referral source, type of expected employment outcome, need for or anticipated cost of specific VR services required for an individual's plan for employment, an individual's or family's income level, counseling and guidance, and/or transportation services.

C. The VR agency's goals for serving individuals in each priority category include how the agency will assist eligible individuals assigned to closed priority categories with information and referrals, the method by which the VR agency will manage waiting lists, and the projected timelines for opening priority categories. NOTE: Priority categories are considered open when all individuals in the priority category may be served.

No Order of Selection is being implemented at this time, and all eligible individuals will be served with no closed categories or waitlists.

2. Has the VR agency elected to serve eligible individuals outside of the order of selection who require specific services or equipment to maintain employment?

No, CDOR is not electing to serve eligible individuals outside of an Order of Selection. CDOR is not implementing an Order of Selection at this time.

(h) Waiver of Statewideness

The State plan shall be in effect in all political subdivisions of the State; however, the Commissioner of the Rehabilitation Services Administration (Commissioner) may waive compliance with this requirement in accordance with section 101(a)(4) of the Rehabilitation Act and the implementing regulations in 34 CFR 361.26. If the VR agency is requesting a waiver of statewideness or has a previously approved waiver of statewideness, describe the types of services and the local entities providing such services under the waiver of statewideness and how the agency has complied with the requirements in 34 CFR 361.26. If the VR agency is not requesting or does not have an approved waiver of statewideness, please indicate "not applicable."

The CDOR requests a continuation of its waiver of statewideness for third-party cooperative arrangements (referred to in California as Cooperative Agreements or Cooperative Programs) with local educational agencies (LEAs), 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 in achieving competitive integrated employment. Although cooperative agreements 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 agreement 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 agreements include the following required federal assurances:

- Local funds used as a match are verified as non-federal monies. The non-federal share of funds is made available by the local public agencies to CDOR and is either paid either 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 students with disabilities who are potentially eligible for VR services. Each cooperative agreement identifies the type and amount of match to be provided by the local public agency.
- The types of VR or CDOR Student Services provided to CDOR applicants, consumers, or students with disabilities who are potentially eligible for VR services 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 CRP, which designates the specific type of VR or CDOR Student Services to be provided to CDOR applicants and consumers or students with disabilities who are potentially eligible for VR services.
- The services provided are for CDOR applicants and consumers or students with disabilities who are potentially eligible for VR services 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 are not customary services the local public agency is legally mandated to provide. The services included in each cooperative agreement are based on the local needs of CDOR applicants, consumers, and the local public agency.
- Program expenses for cooperative agreement services are under the administrative supervision of CDOR through the cooperative agreement.
- 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 agreement, including the Order of Selection identified in the response for Description (G) – Order of Selection, when applicable. CDOR is not implementing an Order of Selection at this time.

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

Transition Partnership Programs

The CDOR administers 98 cooperative programs, known as Transition Partnership Programs (TPPs), with LEAs, County Offices of Education (COEs), or Special Education Local Plan Areas (SELPAs) providing CDOR Student Services and VR services to students with disabilities who are potentially eligible and eligible for VR services in hundreds of individual schools. The goal of the TPPs is to serve high school students with disabilities, including physical, blindness, deaf, intellectual, developmental, and behavioral health disabilities (mental health and/or psychiatric disabilities), by facilitating the effective transition from school to meaningful competitive integrated employment.

As of July 1, 2020, all 98 TPP contracts have transitioned to a new CDOR Student Services design that further identifies the provision of CDOR Student Services to accurately report to RSA both the 15% spending requirement and the service delivery. Approximately 33 of the 98 TPP contracts also provide VR services to students who have transitioned from CDOR Student Services to the full array of VR services.

The LEA or SELPA will refer students with disabilities who are potentially eligible or eligible for VR services and ages 16-22 to CDOR. The maximum age range for students with disabilities to receive CDOR Student Services is consistent with the maximum age range for special education services specified in California Education Code Section 56026. The assigned VR counselor will then open a student record and work in partnership with the student to complete a CDOR Student Services Request and Student Services Plan for students who are potentially eligible for VR services or an Individualized Plan for Employment (IPE) for students accepted as VR consumers, as early as possible but at the latest before the student leaves school. Through the cooperative agreement, the participating LEAs, COEs, or SELPAs provide one or more new or expanded VR services to students.

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

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

The 98 cooperative programs for TPP are as follows:

- Anaheim Union High School District
- Antelope Valley Union High School District
- Arcadia Unified School District
- Bellflower Unified School District
- Berkeley Unified School District
- Cabrillo Unified School District
- Capistrano Unified School District
- Center Joint Unified School District
- Centinela Valley Union High School District
- Classical Academy High School
- Clovis Unified School District
- Compton Unified School District
- Corona-Norco Unified School District
- County of Humboldt Superintendent of Schools / Office of Education
- Del Norte County Office of Education
- Denair Unified School District
- East Side Union High School
- Elk Grove Unified School District
- Fontana Unified School District
- Fremont Unified School District (Mission Valley SELPA)
- Fremont Union High School District
- Fresno County Superintendent of Schools
- Galt Joint Union High School District
- Garden Grove Unified School District
- Gilroy Unified School District
- Glenn County Office of Education
- Grossmont Union High School District
- Huntington Beach Union High School District
- Imperial County Office of Education
- Irvine Unified School District
- Jefferson Union High School District
- Kings County Office of Education
- Laguna Beach Unified School District
- Las Virgenes Unified School District
- Lassen County Office of Education
- Lodi Unified School District
- Long Beach Unified School District
- Los Angeles County of Education
- Los Angeles Unified School District
- Los Banos Unified School District

- Los Gatos-Saratoga Union High School District
- Marin County Office of Education
- "Mendocino County Superintendent of Schools, dba Mendocino County Superintendent of Schools"
- Milpitas Unified School District
- Modoc County Office of Education
- Monrovia Unified School District
- Montebello Unified School District
- Morgan Hill Unified School District
- Morongo Unified School District
- Mountain View-Los Altos U.H.S.D
- Napa Valley Unified School District
- Nevada Joint Union High School District
- Newport-Mesa Unified School District
- Norwalk-La Mirada Unified School District
- Oakland Unified School District
- Oxnard Union High School District
- Pajaro Valley Unified School District
- Palo Alto Unified School District
- Placer County Office of Education
- Poway Unified School District
- Redondo Beach Unified School District
- Riverside County of Education
- Sacramento City Unified School District
- Sacramento County Office of Education
- Saddleback Valley Unified School District
- Salinas Union High School District - Mission Trails ROP
- San Benito High School District
- San Bernardino City Unified School District
- San Bernardino County Superintendent of Schools, Desert/Mountain Special Education Local Plan Area (SELPA)
- San Bernardino County Superintendent of Schools, East Valley SELPA
- San Diego Unified School District
- San Dieguito Union High School District
- San Francisco Unified School District
- San Mateo Union High School District
- Santa Ana Unified School District
- Santa Barbara Unified School District
- Santa Clara Unified School District
- Santa Cruz City Schools
- Simi Valley Unified School District
- Solano County Office of Education

- Sonoma County Office of Education
- South San Francisco Unified School District
- Stockton Unified School District
- "Superintendent of Schools, Siskiyou County Office of Education"
- Superintendent of Schools, Contra Costa County Office of Education
- "Sutter County Superintendent of Schools, Sutter County One Stop "
- Sweetwater Union High School District
- Tahoe Truckee Unified School District
- Torrance Unified School District
- Tustin Unified School District
- Vallejo City Unified School District
- Valley Center-Pauma Unified School District
- Walnut Valley Unified School District
- West Contra Costa Unified School District
- West End SELPA
- Western Placer Unified School District
- Whittier Union High School District
- William S Hart Union High School District

WorkAbility II Cooperative Programs

The CDOR administers one WorkAbility II cooperative program with one adult school. The goal of WorkAbility II is to assist adults and out-of-school youth with disabilities to obtain competitive integrated employment. The VR services provided include vocational assessment; employment preparation and vocational instruction; job development, placement, and retention; and short-term supports. The one cooperative program for WorkAbility II is as follows:

- Vista Unified School District, Vista Adult School

WorkAbility III Cooperative Programs

The CDOR administers 14 WorkAbility III cooperative programs with community colleges to assist community college students with disabilities in obtaining competitive integrated employment. The VR services provided include vocational assessment, employment preparation, job development, placement, and job retention services. The 14 cooperative programs for WorkAbility III are as follows:

- Desert Community College/College of the Desert
- Feather River Community College District
- Gavilan Joint Community College District / Gavilan College
- Kern Community College District, Bakersfield College
- Long Beach Community College
- North Orange County Community College District
- Peralta Community College District, College of Alameda
- Sac City College /Los Rios Community College District
- San Bernardino Community College District

- San Diego Community College District
- San Joaquin Delta Community College District
- Southwestern Community College District
- State Center Community College District, Reedley College
- West Kern Community College District, Taft College

WorkAbility IV Cooperative Programs

The CDOR administers four WorkAbility IV cooperative programs within the California State University system. The goal of WorkAbility IV is to assist college students with disabilities in obtaining competitive integrated employment. The VR services provided include internships, employment preparation, job development, placement, and job retention services. The four cooperative programs for WorkAbility IV are as follows:

- California State University, Fresno Foundation
- California State University Long Beach, Research Foundation
- California State University, San Bernardino
- San Diego State University

Mental Health Cooperative Programs

The CDOR administers six mental health cooperative programs with county mental health agencies to assist individuals with behavioral health disabilities in living independently in the community by obtaining successful, competitive, integrated employment. The VR services may include vocational assessment, personal vocational and social adjustment, work adjustment, employment preparation, job development, placement, retention services, and short-term support. The six cooperative programs for Mental Health are as follows:

- Contra Costa County Mental Health - Vocational Services
- County of Butte, Department of Behavioral Health
- Marin County BH
- Merced County Behavioral Health & Recovery Services
- County of Riverside - Riverside University Health System - Behavioral Health
- Stanislaus County Behavioral Health and Recovery Services

(i) Comprehensive System of Personnel Development

In accordance with the requirements in section 101(a)(7) of the Rehabilitation Act, the VR agency must develop and maintain annually a description (consistent with the purposes of the Rehabilitation Act) of the VR agency’s comprehensive system of personnel development, which shall include a description of the procedures and activities the VR agency will undertake to ensure it has an adequate supply of qualified State rehabilitation professionals and paraprofessionals that provides the following:

- 1. Analysis of current personnel and projected personnel needs, including—**
 - A. The number and type of personnel that are employed by the VR agency in the provision of vocational rehabilitation services, including ratios of qualified vocational rehabilitation counselors to clients;**
 - B. The number of personnel currently needed by the VR agency to provide VR services, broken down by personnel category and**
 - C. Projections of the number of personnel, broken down by personnel category, who will be needed by the VR 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.**

Personnel Category	No. of Personnel Employed	No. of Personnel Currently Needed	Projected No. of Personnel Needed in 5 Years
Team Manager	105	112	112
Senior Vocational Rehabilitation Counselor (QRP)*	538	585	585
Regional Business Specialist	14	14	14
Business Specialist / Work Incentive Planner / Services Coordinator	289	296	269
Case Support Staff	326	351	351
Regional Director	14	14	14
District Administrator	14	14	14
Medical Consultant	3	5	5
Consulting Psychologists	7	10	10
Mobility Evaluation Specialist	0	1	1
Teacher, Orientation, and Mobility for the Blind	4	4	4
Teacher, Typing, and Braille	2	2	2
Teacher, Home Economics	1	1	1

Personnel Category	No. of Personnel Employed	No. of Personnel Currently Needed	Projected No. of Personnel Needed in 5 Years
Counselor, Orientation Center for the Blind	3	3	3
Vocational Instructor	2	3	3
Physician and Surgeon	0	0	0
Optometric/Dental Consultant	1	2	2

*The number of SVRC/QRPs includes only those positions that meet the qualifications specified in section (3) Personnel Standards.

The CDOR has a comprehensive system for collecting, maintaining, and analyzing, on an annual basis, data on qualified personnel needs. Personnel position reports are created by CDOR Human Resources' Branch (HRB) position control, utilizing data collected from the State Controller's Office. The data reflecting current position allocations and position location is shared on a monthly basis with CDOR's field divisions. The CDOR's field division determines any changes in position allocation for their division and informs HRB of any potential changes.

The VR Counselors are exclusively responsible for the following five functions: eligibility determination; priority of service; Individualized Plan for Employment (IPE) approval and signature; IPE revisions or amendments; and determination that a successful employment outcome has been achieved and the record of services can be closed. Collectively, the VR Counselor, Service Coordinator, Business Specialist, Work Incentives Planner, and Case Support Staff focus on providing VR services necessary for consumers to prepare for, find, and retain employment. Counselors and Service Coordinators may also be assigned to provide Pre-Employment Transition Services, also known as DOR Student Services, to students with disabilities ages 16-21. Service delivery for both VR and Student Services is focused on person-centered, whole-person care via cross-agency collaboration and systems alignment. The VR Counselors and Service Coordinators provided CDOR student services to 46,008 students with disabilities in FFY 2023, including potentially eligible students with disabilities.

The Orientation Center for the Blind is a CDOR-owned and operated training facility that assists consumers who are blind or visually impaired in adjusting to their vision loss and acquiring 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 in reaching 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, AT use, and 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.

During FFY 2023, CDOR actively provided VR services to 34,561 VR new applicants and provided CDOR Student Services to 44,824 potentially eligible students with disabilities. In FFY 2023, VR field staff provided services to an estimated 97,418 individuals with disabilities in open status.

D. Ratio of qualified VR counselors to clients

1 to 180. This ratio is based on the total number of positions estimated by the end of PY 2025 (585) and the total projected number of consumers served in the VR program and Supported Employment program during PY 2025 (105,300).

E. Projected number of individuals to be served in 5 years

In program year (PY) 2028, CDOR will provide services to an estimated 96,100 individuals in the VR program.

2. Data and information on personnel preparation and development, recruitment and retention, and staff development, including the following:

A. A list of the institutions of higher education in the State that are preparing VR professionals by type of program; the number of students enrolled at each of those institutions, broken down by type of program; and the number of students who graduated during the prior year from each of those 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.

Institute of Higher Education	Type of Program	No. of Students Enrolled	No. of Prior Year Graduates
CSU Los Angeles	Master’s	62	82
CSU Fresno	Master’s	24	25
CSU Sacramento	Master’s	18	48
CSU San Bernardino	Master’s	53	14
San Diego State University	Master’s	71	49
	Total	328	136

The table above provides data for Academic Year 2021-2022 on the number of students enrolled in or graduated from a Council for Accreditation of Counseling and Related Educational Programs (CACREP) accredited Master’s Degree program and the numbers of students sponsored in those programs by CDOR and/or the Rehabilitation Services Administration (RSA).

B. The VR agency’s plan for recruitment, preparation, and retention of qualified personnel, which addresses the current and projected needs for qualified personnel, and the coordination and facilitation of efforts between the VR agency 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.

DOR’s Plan for the Recruitment, Preparation, and Retention of Qualified Personnel: 2015-2020 Workforce Strategic Plan

The CDOR developed a 2015-2020 Workforce Strategic Plan focused on hiring, developing, and retaining staff with the right skills and competencies to achieve the vision, mission, and goals of the department. The development of the Plan is a continuation of CDOR’s 2012-2015 Recruitment and

Retention Plan that documented the Human Resources Branch’s ongoing collaborative activities with internal and external stakeholders.

The CDOR has completed five of the six initiatives identified through the collaborative process: Recruitment Outreach and Marketing, Onboarding, Mentoring, Performance Management Enhancement, and Leadership Development. The remaining initiative, the Recognition Program, is pending completion. The initiatives are intended to recruit and empower employees through development opportunities, coaching and mentoring, knowledge sharing, recognizing achievements, and fostering a values-driven culture. The six initiatives are:

1. Recruitment Outreach and Marketing – Develop and implement an outreach and marketing strategy to establish CDOR as an employer of choice to attract high-performing, diverse candidates. A recruitment committee was convened to address challenges in attracting, hiring, and retaining the Senior Vocational Rehabilitation Counselor, Qualified Rehabilitation Professional (QRP) Classification. Marketing strategies include developing new content to be used in brochures, posters, billboards, and a variety of online platforms. Outreach strategies include targeting university partnerships through campus recruiting events, classroom presentations, internships, and alumni engagement.
2. Onboarding Program – Develop an onboarding program available online in the Learning Management System (LMS) for all staff to learn about the CDOR’s mission, core values, culture, program areas, resources, and overall expectations.
3. Performance Management Enhancement – Develop and implement a training framework to provide managers with increased talent management knowledge and skills. Activities include proactive recruitment and retention, conducting and supporting effective individual development plans, and productive employee relations.
4. Leadership Development –The California Department of Human Resources’ California Leadership Academy provides foundational mandated training for CEAs, managers, and supervisors in state service. The CDOR supports leadership development by providing self-paced leadership courses available on-demand in the LMS and by supporting training encompassing leadership competencies.
5. Recognition Program – Develop a program consisting of informal and formal recognition that reinforces the department’s mission, values, and strategic objectives to help attract and retain high-performing staff.
6. Mentoring Program – Develop a mentoring program to provide educational and experiential opportunities for staff to enhance their personal and professional development.

The CDOR is revising the Workforce Strategic Plan to ensure the organization has the resources needed to meet its mission and strategic plan goals.

Current and Projected Needs for Qualified Personnel

To meet the current needs of 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 training.
- 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 Needs Assessment
- Staff Development Unit Statewide Training Needs Assessment
- State and Strategic Plans
- Workforce Strategic Plan
- Employee Engagement Survey
- Blackboard Learning Management System

The Staff Development Unit will identify projected training needs through analysis of audit findings, program reviews, policy inquiries, and an evaluation of WIOA. The Unit will prioritize the delivery of training regarding services to youth, use of labor market information, and CDOR Student Services.

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

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

Coordination with Higher Education Institutions and Professional Associations

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

Personnel from Minority Backgrounds and Individuals with Disabilities

The CDOR is focused on developing a diverse workforce that incorporates disability awareness, etiquette, and inclusion best practices in service delivery and working with external stakeholders. The CDOR will continue to focus on recruiting people with disabilities, including individuals who have

received services from CDOR, through outreach to consumers and stakeholders and employees with disabilities or those who have knowledge of the unique challenges and experiences of individuals with disabilities.

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

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

Personnel from Minority Backgrounds and Personnel who are Individuals with Disabilities: DOR Disability Inclusion and Advisory Committee

Previously, CDOR's efforts to support diverse staff were led by the Diversity Inclusion Advisory Committee (DIAC). Now, some of these efforts are carried out through the development of employee-ran affinity groups, which include American Indian/Native American, African American, Asian-Americans, and Pacific Islanders, and Unserved/Underserved LGBTQAI+ and Latinx affinity groups. These groups play a vital role in ensuring an inclusive environment where all employees are valued, included, and empowered to succeed. Affinity groups assist CDOR's efforts to attract, recruit, and retain employees; promote diversity, cultural awareness, and an inclusive work environment; and increase employee job satisfaction, morale, and productivity.

While it was active, DIAC developed a Cultural Competency Training, which focuses on disability awareness and cultural competency. The training gave staff an opportunity to develop foundational diversity and inclusion knowledge and demonstrate practical ways to implement inclusive behaviors into their work. In 2018, the training was piloted in the CDOR San Joaquin District using interactive activities, a multimedia presentation, and experiential learning opportunities to help increase their knowledge around cultural competency, expand their skill base in delivering culturally competent services, and identify behavioral changes that can contribute to a culturally competent work environment. The participants were asked to evaluate the training and serve as a focus group for the development and implementation of future training. The CDOR's senior management team completed the training in March 2019 and recommended it be rolled out to all CDOR district staff. After the San Joaquin District pilot and training to the CDOR senior management, the Intersectionality Training was successfully rolled out to all districts in April-June 2021.

An Intersectionality Workgroup was established in November 2021 to collaborate with the CDOR Staff Development Unit to support DOR DEIA efforts with the goal of repeating the Intersectionality Training to all staff. The intent of the workgroup is to identify and develop additional DEIA training for all staff annually, on a quarterly basis, over a four-year period. The proposed training for all staff will be as follows:

- Intersectionality
- Microaggression
- Implicit and Explicit Bias
- Community Conversations

In conjunction with the training discussed above, members of the workgroup will also facilitate community conversations statewide among staff with topics that correspond to and support the quarterly training. CDOR plans to establish an Office for Diversity, Equity, Inclusion, and Accessibility (DEIA). The Office’s proposed initiatives and goals are provided below:

- Building comprehensive diversity, equity, and inclusion strategies and methodologies centered on the needs of employees, consumers, and internal and external stakeholders.
- Collaborating with stakeholders to promote visibility of diversity, equity, and inclusion, both internally and externally.
- Partnering across divisions to drive a diverse talent pool and build strong departmental growth and performance.
- Developing and implementing diverse, equitable, inclusive, and innovative programs and initiatives that move beyond representation.
- Creating a sustainable, diverse, equitable, and inclusive work environment through developing, recommending, and facilitating training.
- Developing innovative strategies into business processes regarding talent acquisition, performance management, leadership development, succession planning, employee engagement, and retention.
- Demonstrating progress to drive departmental action through establishing diversity, equity, inclusion, and accessibility metrics with measurable objectives and goals.
- Sharing knowledge and best practices through promotion, building, and collaboration of strategic internal and external partnerships.
- Serving as a model employer of persons with disabilities.

C. Description of staff development policies, procedures, and activities that ensure all personnel employed by the VR agency receive appropriate and adequate training and continuing education for professionals and paraprofessionals:

- 1. 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**
- 2. Procedures for the acquisition and dissemination of significant knowledge from research and other sources to VR agency professionals and paraprofessionals and for providing training regarding the amendments to the Rehabilitation Act made by the Workforce Innovation and Opportunity Act.**

System of staff development

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

Track 1: Onboarding Training – provides CDOR employees with an introduction to the department and instructions on how to function successfully within it. Courses will provide staff with resources

to appropriately onboard within the first quarter of employment. Key components include CDOR's mission, CDOR, and VR history, as well as the rehabilitation process. Courses will be available to all staff on demand.

Track 2: Academies – provides policy-based training for the department's VR teams. Training evaluations will be completed through a pre-assessment of both the participant and their manager to determine a baseline of learning. Upon completing academies, learners will participate in a series of continuing education courses.

Track 3: Continuing Education – provides continuing training on a range of current VR topics and role-based technology training. Continuing education is provided through various modalities, including live virtual workshops and on-demand training, which staff can utilize as needed. A training needs assessment of CDOR employees is conducted every two years to help guide information about the direction and need for continuing education for staff.

Training for Supervisory Staff

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

Acquisition and Dissemination of Significant Knowledge

The CDOR continues to routinely acquire and disseminate significant VR research through the following outlets:

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

3. ***Description of VR agency policies and procedures for the establishment and maintenance of personnel standards consistent with section 101(a)(7)(B) to ensure that VR agency professional and paraprofessional personnel are adequately trained and prepared, including—***
- A. Standards that are consistent with any national or State-approved or -recognized certification, licensing, registration, or other comparable requirements that apply to the profession or discipline in which such personnel are providing VR services and***
 - B. The establishment and maintenance of education and experience requirements, in accordance with section 101(a)(7)(B)(ii) of the Rehabilitation Act, to ensure that the personnel have a 21st-century understanding of the evolving labor force and the needs of individuals with disabilities.***

CDOR Employees with Education and, or Certification Standards

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

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

SVRC/QRP

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

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

Orientation and Mobility for the Blind

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

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

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

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

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

Teacher, Home Economics

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

Counselor, Orientation Center for the Blind

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

Vocational Instructor (Culinary Arts or Computer and Related Technologies)

Credential: Possession of a valid California teaching credential that authorizes the holder to teach, on a full-time basis, a vocational course in the appropriate subject specialty or Industrial Arts subspecialty. Applicants who do not possess this credential may take the examination but must meet the requirements and have an application on file with the Commission on Teacher Credentialing for the appropriate credential before an appointment can be made and must secure the credential within 120 working days after the appointment. After issuance, the credential must be maintained by completion of any required examinations or coursework.

Physician and Surgeon

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

Applicants who are in the process of securing approval of their qualifications by the Board of Medical Quality Assurance or the 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 candidates will be eligible for appointment.

Applicants serving an internship in an approved hospital will be admitted to the examination, but they may not be appointed until they meet the other requirements stated above.

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 the candidate will be eligible for appointment.

Consulting Psychologist

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

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

Optometric Consultant

Possession of the legal requirements for the practice of optometry in California as determined by the California State Board of Optometry. Applicants who are in the process of securing approval of their qualifications by the State Board of Optometry will be admitted to the examination, but that Board must determine that all legal requirements have been met before candidates will be eligible for appointment.

Experience must include two years of experience within the past five years as a practicing Optometrist. Experience as an Optometrist in the consultant function of a medical care program can be substituted on a year-for-year basis.

Work Incentive Planner

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

21st Century Understanding

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

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

4. *Method(s) the VR agency uses to ensure that personnel 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.*

California is a culturally diverse state, and CDOR is committed to providing timely language services, as required. The Dymally-Alatorre Bilingual Services Act is a state law that ensures individuals seeking

state government services whose primary language is not English are not precluded from receiving State of California services because of language barriers. The CDOR has a Bilingual Services Program that ensures its services are effectively communicated to limited or non-English speaking individuals, as required by the Act.

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

Additionally, appropriate accommodations such as Auxiliary aids and services are provided, where necessary and as required, to afford an individual with a disability an equal opportunity to participate in CDOR services. Auxiliary aids include services or devices such as qualified Bilingual Oral and ASL interpreters; telephonic interpreter contracts; assistive listening devices such as Sorenson; UbiDuo speech generating device; real-time, open, closed captioning through Teams and/or Zoom; on-demand Video Remote Interpreting, which utilizes Support Service Assistant-Interpreters; videotext displays; other assistive technology; and large print materials.

Refer to Description (L) for information on disability access training provided to Federal, State, and Local Government employees through the Cal Learns Training Portal, which includes Language Accessibility training.

5. *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.*

The CDOR and CDE have an established core training series designed for CDOR and LEA staff. These trainings are initiated by CDOR and LEA cooperative program partners and include topics on VR-related subjects, including Employment Preparation, Job Development and Placement, Transition-Age Youth, Benefits Planning and Management, and Strategies for Veterans Entering and Reentry into the Civilian Workforce. Training is provided as mutually requested by the CDOR and the LEA. Additionally, CDOR provides cross-training to LEAs with designated school district local VR teams to inform and support educators on CDOR services and application processes. The CDE provides the CDOR with informational material for CDOR staff on mandated secondary transition planning under IDEA for students who have an IEP.

(j) Coordination with Education Officials Plans, Policies, and Procedures

- 1. Describe plans, policies, and procedures for coordination between the designated State agency and education officials responsible for the public education of students with disabilities that are designed to facilitate the transition of the students with disabilities from the receipt of educational services in school to the receipt of vocational rehabilitation services, including pre-employment transition services.***

Coordination with Education Officials

The CDOR ensures coordination with education officials at the local, regional, and statewide levels through a variety of mechanisms, as described below. At the local level, CDOR has established cooperative agreements, as described in Description (L). In addition, CDOR has established a list of all California school districts and assigned a CDOR staff liaison to each district to ensure vocational rehabilitation (VR) and pre-employment transition services (CDOR Student Services) are made available to students with disabilities. The CDOR also provides training and technical assistance at the local and regional levels to education officials on VR and CDOR Student Services.

The CDOR coordinates services through an interagency agreement with the California Department of Education (CDE) as described in response to Description (J)(2)(E). The CDOR additionally coordinates with the Western Educational Corporation to encourage collaboration with Learn4Life Charter Schools doing business in California.

Consultation, Technical Assistance, and Community of Practice

The CDOR provides consultation and technical assistance to support state and local agencies in planning for the transition of students with disabilities, including the provision of CDOR Student Services. Consistent with Section 56026 of the California Education Code and the maximum age for the receipt of special education services under this section, CDOR has expanded the uppermost age range for a student with a disability to be eligible or potentially eligible for CDOR Student Services to ages 16-22, not beyond the point at which a secondary student exits their special education program.

Students who are potentially eligible can access CDOR Student Services by requesting a Student Services Plan. The CDOR facilitates the coordination of student referrals from Local education agencies (LEAs) and other partners and confirms that the individual meets the definition of a “student with a disability.” The CDOR further facilitates the informed choice discussion and identifies expected CDOR Student Services to be provided to those who are potentially eligible for VR services. It ensures that the specific activities provided for the student are based on the needs and interests of the student.

Locally, each CDOR District has liaison staff to provide outreach, consultation, and technical assistance to LEAs seeking information on CDOR Student Services and VR services for students with disabilities. In addition, CDOR participates in the National Association of Special Education Administrators-supported Community of Practice, which has created a shared work website for programs that support transition practices for students with disabilities. The Community of Practice leadership team includes representatives from CDOR, CDE, Department of Developmental Services (DDS), California Department of Social Services (CDSS), Employment Development Department (EDD), State Independent Living

Council (SILC), educators, and parents who share the goal of providing seamless delivery of transition services to students with disabilities that lead to positive post-school outcomes.

Regional Training and Technical Assistance Curriculum

In keeping with the goal of collaboration to support transitioning students with disabilities, CDOR and CDE collaboratively fund and provide a core series of regional training and technical assistance curricula to local CDOR and LEA staff and partners. Expert consultants provide training on topics related to CDOR Student Services and vocational services and support leading to employment for students and youth with disabilities. Training topics include employment preparation, job development and placement, transition-age youth, and benefits planning and management. These trainings help support the further success of CDOR consumers who are students with disabilities in securing and maintaining employment. Training is provided, as mutually requested by the CDOR and the LEA.

Approximately 20 trainings are provided annually.

Collaborative Team Process

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

The CDOR and CDE's specific responsibilities are defined in the Interagency Agreement by each agency's applicable rules and regulations. The LEA is identified as the lead agency responsible for providing transition services by qualified personnel to students with disabilities to the point of exit from school. In planning for transition, the school should inform the parents and the student with a disability no later than age 16 about CDOR services and facilitate the referral process.

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

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

Determining Eligibility and Individualized Plan for Employment Development

The CDOR is responsible for determining eligibility for VR services needed to prepare for or obtain employment and is designated as the lead agency responsible for providing VR services by qualified personnel to students with disabilities meeting eligibility requirements.

The CDOR provides CDOR Student Services to students with disabilities who are eligible and potentially eligible for VR services. As appropriate, when a student with a disability is referred to CDOR for VR services and determined eligible (within 60 days from the date of application), CDOR develops the consumer's IPE. The IPE is developed within 90 days from the date of eligibility determination or by an

agreed-upon extension date. The CDOR is responsible for providing and paying for the transition services, including CDOR Student Services, agreed upon in the IPE while the student with a disability is still in high school and continuing for the period the consumer is participating in the VR program.

Individualized Education Program or Individualized Plan for Employment Responsibilities

The CDOR and the CDE's responsibilities include the provision of services outlined and required by the IEP or IPE. When developing these plans, both agencies work to avoid duplication of services. 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, CDOR, and LEAs use the following criteria to determine and assign the financial roles and responsibilities of each agency for the provision of the service:

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

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

Outreach

The CDOR conducts outreach through third-party agreement partners by implementing procedures for enhancing outreach and identifying students with disabilities who need transition services. The outreach by VR counselors includes a description of the VR program, eligibility requirements, application procedures, and scope of services that may be provided to eligible individuals. The CDOR provides local presentations and informational literature to LEAs, educators, student associations, and parents about CDOR eligibility and program services.

Additionally, CDOR assigns liaison VR Counselors to many secondary schools as a single point of contact for Special Education departments. Each liaison assists in the identification of local coordination activities between the CDOR and the LEA and is responsible for annually reviewing the Interagency Agreement with designated LEA staff. The CDOR will continue to provide outreach and information to high schools about available VR services.

Collaboration with Partners

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

impaired or deaf or hard of hearing. CDOR engages with the Foster Youth System of Care to serve students with disabilities in the foster youth system. There are also collaborations with probation to serve youth who are justice-involved.

Cooperative Programs Annual Meetings

The CDOR Cooperative Programs Section has implemented regular meetings by cooperative program type, occurring annually and mostly in person. These meetings have provided an opportunity for CDOR field staff, cooperative programs, and stakeholders to engage in reciprocal conversation, sharing of ideas and communication on new policy, emerging service strategies, best practices, and participant success. Conducting these meetings in the community allows for greater participation of CDOR and cooperative program staff and enhances service delivery.

CDOR Student Services

The CDOR continues to engage in the following activities to coordinate with schools and provide CDOR Student Services:

- Developed and published a “Student Services” page on the CDOR public-facing website.
- Communicated and will continue to communicate the statewide availability of CDOR Student Services with SELPA directors and the Advisory Commission on Special Education.
- Continued outreach to schools and closer coordination between VR and LEA staff that do not currently have a Transition Partnership Program (TPP) cooperative agreement.
- 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 students who are eligible and potentially eligible for VR services.
- Provide work incentives, education, and planning services to students with disabilities as well as their parents or guardians.
- Provide specialized training and increase awareness for VR staff and service providers on the unique needs of students with disabilities.

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

- Job Exploration Counseling: CDOR field team members provide this service. It is also provided to some students with disabilities through TPP third-party cooperative agreements and through purchased services provided through other contracts or fee-for-service arrangements through LEAs, CRPs, or other providers.
- Work-Based Learning Experiences: CDOR VR team members arrange for on-the-job training, internships, apprenticeships, work experiences, and other work-based learning experiences for students with disabilities through direct interaction with businesses, TPP third-party cooperative agreements and vocational services provided through other contracts or fee-for-service arrangements through LEAs or CRPs.

- Counseling on Postsecondary Education Opportunities: CDOR VR team members provide this service primarily. Team members may also arrange for the provision of this service through contracts or fee-for-service arrangements through LEAs, CRPs, or other providers.
- Workplace Readiness Training: CDOR VR team members provide training on workplace readiness skills, including soft skills, financial literacy, independent living skills, and resume development, or arrange for training through TPP third-party cooperative agreements as well as other contracts or fee-for-service arrangements through LEAs, CRPs, or other providers. As part of the financial literacy component, CDOR Work Incentives Planners (WIPs) provide limited WIP services to students who are Supplemental Security Income or Social Security Disability Insurance recipients and 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 is also provided to some students with disabilities through TPP third-party cooperative agreements as well as through other contracts or fee-for-service arrangements.

Activities that support CDOR Student Services methods above include the following:

- The TPP contract services have been revised and implemented to emphasize the provision of CDOR Student Services.
- The CDOR developed and maintained new CRP pre-employment transition services, including work-based learning experiences, in which work experiences are arranged by CRPs across the state that serve as the employers of record.
- The CDOR established and expanded contracted work experience opportunities through We Can Work contracts, in which LEAs serve as the employer of record.
- The CDOR will continue to establish other work opportunities in collaboration with the local America's Job Center of California (AJCC).
- The CDOR will continue the Student Training Employment Program (STEP), in collaboration with local workforce boards, to provide work experience that is aligned with the employment needs of business partners through a three-year contract.
- The CDOR will continue to 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.
- Status and Scope of the Formal Interagency Agreement

Local Level Coordination

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

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

- School Contact List – The CDOR has developed a school contact list to identify school liaisons for each secondary school district in California. This list is used to facilitate the coordination of resource information, outreach, and program information dissemination.
- Memorandums of Understanding (MOUs) – The CDOR and CDE recommend and encourage the development of local MOUs between CDOR and LEA. These MOUs will serve to facilitate and coordinate CDOR Student Services and transition services for secondary students with disabilities. State technical assistance will be provided to form such agreements. MOUs are also encouraged between the CDOR and Charter Schools. Collaborations may also include Local Partnership Agreements encouraged by CDE, CDOR, and DDS students with intellectual and developmental disabilities to provide opportunities for students with intellectual and developmental disabilities.

MOUs with LEAs

The CDOR established partnerships between several LEAs and CDOR districts to initiate a local MOU. The CDOR shared the CDOR/CDE Interagency Agreement with LEAs, which includes resources such as the Collaboration Worksheet, CDOR School Contact List, and a CDOR Student Services flyer. The Collaboration Worksheet aims to support the development of strategies that will work best in the LEA and CDOR districts. Topics include but are not limited to referral to CDOR Student Services, student access, and other key processes – understanding that different areas will have different resources and needs.

LEA-CDOR Local Interagency Agreement Template

The CDOR and CDE’s Interagency Agreement includes a template for developing local agreements. The LEAs and CDOR districts will use this template to help facilitate the integration and coordination of transition services and CDOR Student Services for students with disabilities who are enrolled in secondary education and are eligible, or potentially eligible, to receive VR services. Specifically, the intent of the agreement is to:

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

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

2. Describe the current status and scope of the formal interagency agreement between the VR agency and the State educational agency. Consistent with the requirements of the formal interagency agreement pursuant to 34 CFR 361.22(b), provide, at a minimum, the following information about the agreement:

A. Consultation and technical assistance, which may be provided using alternative means for meeting participation (such as video conferences and conference calls), to assist educational

agencies in planning for the transition of students with disabilities from school to post-school activities, including pre-employment transition services and other vocational rehabilitation services;

Under the WIOA, State Educational Agencies (SEA) and VR agencies must plan and coordinate transition services, as well as CDOR Student Services for students with disabilities, through a formal interagency agreement. In October 2018, CDOR entered into an interagency agreement with the CDE to facilitate collaboration and shared responsibilities to increase opportunities for successful transition to adult life and employment for all students with disabilities (refer to Description L). VR services may be provided to students and youth with disabilities; CDOR Student Services may only be provided to students with disabilities. The interagency agreement is still in effect; it does not include an expiration date.

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

Consultation and Technical Assistance

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

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

Additionally, statewide and local joint training with topics addressing CDOR Student Services and transition services will be made available to special education teachers, administrators, parents, and students by CDOR and CDE. Other training opportunities will be presented to agencies (e.g., County Mental Health programs, AJCCs, EDD, and DDS) that could individually or collectively share in the responsibility for providing transition-related services to youth and students with disabilities.

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

- CDOR Student Services – Workplace Readiness Training
- CDOR Student Services – Instruction in Self Advocacy
- CDOR Student Services – Work-Based Learning Experiences
- CDOR Student Services – Job Exploration Counseling

- Job Development, Placement and Retention
- Transition Age Youth
- Collaboration and Building Partnerships for Successful Employment
- Diversity and Cultural Competency
- Person-Centered and Person-Driven Planning
- Serving Rural Communities
- Individuals with behavioral health disabilities and Transition Services
- Individuals with ID/DD and Transition Services

Refer to Description (j)(1), specifically the sections titled “Consultation, Technical Assistance, and Community of Practice” and “Regional Training and Technical Assistance Curriculum” for more information.

B. Transition Planning by personnel of the designated State agency and educational agency personnel for students with disabilities that facilitates the development and implementation of the individualized education programs (IEPs) under section 614(d) of the Individuals with Disabilities Education Act;

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

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

The CDOR staff will attend IEP meetings, when invited, to actively participate in the planning and development of CDOR Student Services and transition services for the individual student. For each eligible secondary student with a disability who applies for VR services, CDOR will develop an IPE before the student leaves the school system or within 90 days of eligibility determination, whichever occurs first.

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

Refer to Description (j)(1), specifically the sections titled “Collaborative Team Process” for more information.

C. The roles and responsibilities, including financial responsibilities, of each agency, including provision for determining State lead agencies and qualified personnel responsible for transition services and pre-employment transition services;

Refer to Description (j)(1), specifically the sections titled “Collaborative Team Process” and “Individualized Education Program and Individualized Plan for Employment Responsibilities.”

D. Procedures for outreach to and identification of students with disabilities who need transition services and pre-employment transition services. Outreach to these students should occur as early as possible during the transition planning process and must include, at a minimum, a description of the purpose of the vocational rehabilitation program, eligibility requirements, application procedures, and scope of services that may be provided to eligible individuals;

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

Refer to Description (j)(1), specifically the section titled “Outreach” for more information.

E. The coordination necessary to satisfy documentation requirements set forth in 34 CFR part 397 regarding students and youth with disabilities who are seeking subminimum wage employment;

State Level Coordination

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

State and local staff from each agency will work together to plan and implement evaluation activities, including individual accountability measures, for shared students/consumers. These activities should address program effectiveness, consumer satisfaction, longitudinal outcomes, cooperative research and pilot projects, and other joint efforts to document and improve the effectiveness of transition services. These coordinated efforts help to ensure that necessary documentation requirements are satisfied as set forth in 34 CFR part 397 regarding students and youth with disabilities who are seeking subminimum wage employment.

Phasing-Out of Subminimum Wage Employment

On October 5, 2021, Governor Gavin Newsom signed legislation to phase out subminimum wage, making California the 11th state to do so. Under this new law, California workers with disabilities will be required to be paid at least the state’s minimum wage by January 1, 2025. The CDOR has received a Disability Innovation grant to increase CIE outcomes of individuals with disabilities currently in subminimum wage employment. The California Subminimum Wage to Competitive Integrated Employment Project (CSP) is a multi-agency collaborative with an innovative design that will provide an array of services and supports for participants and families and address the historical challenges faced by individuals working in subminimum wage employment.

As such, per state legislation, effective January 1, 2025, CDOR will not be creating plans nor documenting services for students and youth with disabilities who are seeking subminimum wage employment.

Refer to Description (j)(1), specifically the sections titled “Consultation, Technical Assistance and Community of Practice,” “Regional Training and Technical Assistance Curriculum,” and “Local Level Coordination.”

F. Assurance that in accordance with 34 CFR 397.31, neither the SEA nor the local educational agency will enter into a contract or other arrangement with an entity, as defined in 34 CFR 397.5(d), for the purpose of operating a program under which youth with a disability is engaged in work compensated at a subminimum wage.

In accordance with 34 CFR 397.31, neither the SEA nor the local educational agency will enter into a contract or other arrangement with CDOR, as defined in 34 CFR 397.5(d), for the purpose of operating a program under which youth with a disability is engaged in work compensated at a subminimum wage.

(k) Coordination with Employers

In accordance with the requirements in section 101(a)(11)(E) of the Rehabilitation Act, describe how the VR agency will work with employers to identify competitive integrated employment and career exploration opportunities in order to facilitate the provision of VR services; and transition services for youth and students with disabilities, including pre-employment transition services for students with disabilities.

VR services and Coordination with Employers.

The CDOR continues to engage with and serve the business community to help businesses identify talented employees to participate in competitive integrated employment. Some ways CDOR works with businesses include:

- Engaging the workforce development system and the business community via effective outreach, as well as relationship and partnership building.
- Maintaining regular CDOR participation at the California Workforce Development Board and with local workforce development boards.
- Preparing a ready and skilled workforce by connecting consumers with local opportunities to obtain non-degree credentials, including industry certifications, apprenticeship certificates, and occupational licenses with CTE, workforce, and businesses to build an inclusive and skilled workforce.
- Emphasizing and supporting increased earn-and-learn opportunities for consumers, including on-the-job training, paid or unpaid work experiences, internships, and apprenticeships.
- Identifying and providing early interventions to address potential employment barriers, such as providing work incentive planning support, workplace readiness training, self-advocacy training, and work-based learning opportunities.
- Ensuring each CDOR District Administrator, Regional Director, or Regional Business Specialist meets with local business leaders from identified in-demand sectors, as determined by their

local Regional Planning Unit, to develop working partnerships or establish initiatives that support the hiring and/or recruitment of individuals with disabilities.

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

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

- Participating and hosting events to build business partnerships to increase career opportunities for consumers.
- Forming statewide partnerships with businesses.
- Providing training to CDOR staff on working with businesses and developing job opportunities.
- Offering training to businesses. CDOR has produced, in collaboration with the California Workforce Association, videos related to disability access, disability accommodations, and disability awareness training. These video trainings can be found on CDOR's YouTube channel: <https://www.youtube.com/user/DORCalifornia>.

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

In addition to current vocational rehabilitation service delivery staff working with transition-aged youth, the CDOR dedicated 210 field staff, specifically Qualified Rehabilitation Professionals (QRPs) and Service Coordinators (SCs), to provide CDOR Student Services to students with disabilities. These Student Services staff outreach to employers and contractors to make available work-based learning experiences and work-readiness training to students with disabilities through initiatives such as the Student Training and Employment Program (STEP) and the Foundation for California Community Colleges (FCCC) Paid Work Experience. In addition, CDOR collaborates with community rehabilitation programs (CRPs) and schools, including through transition partnership programs (TPPs) and We Can Work programs, to provide paid work experience opportunities.

Student Training and Employment Program (STEP)

STEP is a contract between CDOR and the FCCC, which funds local America's Job Centers of California (AJCC) to provide workplace readiness training, career exploration, and work experience in partnership with local Work Development Boards.

As part of STEP, the FCCC can provide the employer of record services to assist adults, youth, and students with disabilities in obtaining valuable work experience. While the FCCC serves as the employer of record in most cases, the partnership has expanded to allow local workforce development areas and boards the option to also serve as employers of record, as appropriate.

Additional information on CDOR's efforts to collaborate with employers to provide competitive integrated employment and career exploration for students and youth with disabilities can be found in Priority 2 of Description (c), Goals, Priorities, and Strategies.

Foundation for California Community Colleges FCCC Paid Work Experience

The FCCC has been partnering with CDOR to provide paid work experience for people with disabilities so that they can receive meaningful and transferable work experience in their local communities.

The FCCC student work experience is available to all students with disabilities aged 16 through 21 with an open potentially eligible or VR case. This opportunity allows students the ability to work in local businesses, develop soft skills, obtain transferrable skills for their resumes, and explore various careers for future employment. Work experiences can be up to 300 hours per student, are developed based on the student's interests and abilities, and are developed by local CDOR Student Services staff.

The FCCC adult work experience was developed out of the student work experience after seeing the success and need to expand these services for adults with disabilities. This is an extremely valuable assessment tool for exploring their interests and abilities as they move toward their employment goals.

We Can Work (WCW)

The WCW job opportunities are administered through case service contracts between CDORs and LEAs. The purpose of these contracts is to afford students with disabilities an opportunity to participate in CDOR Student Services' work-based learning experiences.

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

(I) Interagency Cooperation with Other Agencies

In accordance with the requirements in section 101(a)(11)(C) and (K), 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 to develop opportunities for community-based employment in integrated settings, to the greatest extent practicable for the following:

1. State programs (designate lead agency(ies) and implementing entity(ies)) carried out under section 4 of the Assistive Technology Act of 1998;

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

The AT Act grant enhances the coordination, support, and provision of existing state leadership and state-level AT activities. The grant was executed in October 2018 and was extended until September 30, 2024. CDOR will complete a Request for Interest for a new three-year grant cycle beginning October 1, 2024, through 2027.

The CDOR Voice Options Program is an AT program supported through an Interagency Agreement with the California Public Utilities Commission’s Deaf and Disabled Telecommunications Program. This program provides eligible Californians who are unable to speak or who have difficulty speaking with a speech-generating device through grant agreements with 29 local providers. The goal of this program is to ensure full and equal telephone communications access for all Californians with disabilities.

2. Programs carried out by the Under Secretary for Rural Development of the 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 farm workers with disabilities.

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

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

connections with foster youth programs. The CDOR has established four third-party contractors to provide vocational services for out-of-school youth with behavioral health disabilities.

The CDOR built upon existing relationships with CDE to support information and referral services to out-of-school foster youth with disabilities, particularly those that suffer the traumatic effects of displacement from family and schools and multiple placements in foster care. The CDOR intends to obtain and disseminate the contact information of local county CDE foster youth services coordinators to CDOR districts to support local relationships and increase awareness about CDOR services. It will also share information about services available to foster youth through Foster Youth Services Coordinating Programs.

In late 2018, California passed Assembly Bill (AB) 2083, intending to align public programs to better meet the needs and serve children and youth in foster care who have experienced extreme trauma. The CDOR participates in State-level interagency planning efforts through the Children and Youth System of Care State Technical Assistance team with DHCS, DSS, California Department of Developmental Services (DDS), and CDE. CDOR continues to work in partnership with the State technical assistance team to support ongoing planning efforts for AB 2083 implementation. Resource development and technical assistance activities include the development of system profiles that list the services offered by systems that serve children and youth in foster care, the development of monthly technical assistance webinars, and presentations to system partners on CDOR programs and services. The CDOR Regional Directors continue to participate in the county MOUs with system partners to bring forward information about CDOR career services for youth with disabilities in foster care and improve CDOR involvement at the local level.

4. State use contracting programs;

The state-use contracting program is not applicable to CDOR.

Refer to the following other cooperative agreements with agencies not carrying out activities under the statewide workforce development system:

California State Controller's Office

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

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

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

California Department of General Services

CDOR Purchasing Agreements: The California Department of General Services oversees the statewide purchasing contracts, where agreements establish a pre-qualified list of vendors and simplify the purchasing process. Leveraged Procurement agreements are available to all State of California governmental entities, including CDOR, that expend public funds for the acquisition of both non-IT goods and services and IT goods and services that have been assessed to be fair, reasonable, and competitive.

Interagency Agreement 1: Mediation and Fair Hearings for Vocational Rehabilitation and Independent Living Services Programs – CDOR contracts with the Department of Social Services State Hearings Division to conduct mediations and fair hearings requested by applicants, consumers, or students with disabilities who are dissatisfied with any action of CDOR in relation to application for or receipt of vocational rehabilitation and independent living services. The mediations and fair hearings are conducted in accordance with California Code of Regulations, title 2, section 7350 et seq. by administrative law judges who are jointly approved by CDOR and the State Rehabilitation Council to serve as impartial hearing officers.

Interagency Agreement 2: Full Evidentiary Hearings for Business Enterprises Program for the Blind – CDOR contracts with the Department of General Services' Office of Administrative Hearings to conduct full evidentiary hearings requested by individuals licensed through the Business Enterprises Program for the Blind in accordance with California Code of Regulations, title 2, section 7227.2. BEP licensees and vendors may request a full evidentiary hearing when dissatisfied with an action of CDOR arising from licensing, selection as a vendor, termination or suspension of a license or vendor operating agreement, probation, or administration of the program.

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

California Department of Health Care Services Information Exchange

Interagency Agreement: Verification of CDOR Applicant's Benefit Status –CDOR contracts with the Department of Health Care services 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 Employment Development Department (EDD)

Interagency Agreement: Provides CDOR with confidential EDD wage and employer information to verify CDOR consumers' cases can be closed as employed and for use in federally required evaluation of the federal VR program.

California Department of Technology Services

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

California Office of Technology and Solutions Integration

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

California Human Resources (CALHR)

Interagency Agreement: Exam Access – The selection system provides CDOR computer access to conduct departmental civil service examinations and process and maintain civil service eligible lists and certification lists.

Disability Related Services

The CDOR provides disability training to federal, state, and local government employees through the CalLearns Training Portal, managed by the California Department of Human Resources. The CalLearns Training Portal has 66,000 registered users. Additional webinars related to disability employment, reasonable accommodations, and disability awareness are offered throughout the year. These webinars are promoted on the CDOR website, social media, and email marketing campaigns and further the mission of CDOR toward employment, independence, and equal access for individuals with disabilities. These services provide physical, digital, and communication accessibility expertise for state government entities, businesses, and consumers. Disability Access Services provides technical assistance guidance to public organizations and businesses on their responsibilities and the requirements of accessibility for persons with disabilities. Resources provided include specific information and links to the major laws, regulations, and referrals about disability access and rights in California for public entities, citizens, employers, businesses, and other interested persons.

Training provided to federal, state, and local government employees through the CalLearns Training Portal includes the following:

- Program Access
 - Physical accessibility training for the California State Lottery, Department of General Services, and State Architect’s Office
 - Language accessibility for the Department of Developmental Services and the CA Health and Human Services Agency

- Document Accessibility and Disability Awareness and Employment Training
 - Contract with the California Department of Human Resources to offer training on the Cal Learns Training Portal:
 - Participants from 8 Federal Agencies
 - Participants from 223 State of California Departments/Boards/Commissions/Agencies
 - Participants from 14 county governments in California
 - Participants from 26 city governments in California

- Webinars to the public – marketed via CDOR website, social media, and email marketing
 - Disability Awareness and Etiquette
 - Accessible Meetings
 - Reasonable Accommodations
 - Disability Employment
 - Service Animals

5. State agency responsible for administering the State Medicaid plan under title XIX of the Social Security Act (42 U.S.C. 1396 et seq.);

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

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

Collaborative efforts to support community integration of individuals who are eligible for Home and Community-Based Services waiver programs include CDOR district staff participation in person-centered planning meetings when invited. The CDOR is supporting discussions with DDS for improved coordination of IEPs and Individual Program Plans for eligible individuals. Refer to Description (e), Arrangements and Cooperative Agreements for the Provision of Supported Employment Services.

6. State agency responsible for providing services for individuals with developmental disabilities;

The CDOR addressed its collaboration with DDS, the agency responsible for the State Medicaid plan under Title XIX of the Social Security Act and the provision of services for individuals with ID/DD, in a previous section to this description. The CDOR’s cooperation with DDS is described throughout the State Plan, particularly in Description (e).

7. State agency responsible for providing mental health services;

In California, the State agency responsible for administering state and federal funding to county mental health services providers is the Department of Health Care Services (DHCS). Through a former memorandum of understanding (MOU), the CDOR and DHCS established a collaborative framework to provide local technical assistance and support to strengthen existing CDOR Mental Health Cooperative Programs or to develop new patterns of VR services available to individuals living with significant mental health disabilities. While the MOU expired in 2021, the CDOR has initiated and maintained enhanced collaborative efforts with DHCS to meet its intent, with the goal of ensuring that consumers have access to comprehensive, coordinated, and quality service delivery systems. CDOR and DHCS are not currently entering into a new MOU, yet they meet quarterly to continue collaboration on this project.

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

8. Other Federal, State, and local agencies and programs outside the workforce development system;

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 postsecondary setting with a financial aid office on campus.

California State University (CSU)

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

California Community Colleges Chancellor's Office

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

The Regents of the University of California (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.

Vocational Rehabilitation Services

Demand Side Employment Initiative (DSEI), also known as Disability Employment Program: CDOR and the Department of Developmental Services, were granted a one-time appropriation of \$20 million from the California State Legislature to increase employment opportunities for Californians with disabilities through June 30, 2024. DOR created the \$10 million Demand Side Employment Initiative (DSEI) to incentivize employers to hire Californians with disabilities through three incentives: A California-specific human resource professional certificate program for disability-inclusive hiring and retention practices estimated to launch in December 2023; a partnership with IWSI America, NeuroTalent Works, and East Bay Innovations that established three new earn and learn opportunities in the allied health, insurance, and childcare sectors; and the EmployABILITY Business Grant to provide direct grants to employers for hiring permanent employees with disabilities and/or providing meaningful work experience to individuals with disabilities. The DSEI also provided funding for DOR to

partner with a media/marketing firm to highlight the businesses receiving grants and to communicate the competitive advantage of disability-inclusive hiring from the business perspective.

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, job retention services, and other services and support. Beneficiaries can use their ticket to obtain employment services and support from CDOR, or they can take their ticket to an approved service provider called an Employment Network. A ticket cannot be assigned to an Employment Network and in use with CDOR at the same time.

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

California Work Incentives Planning and Assistance (WIPA) Projects

Memorandum of Understanding: An agreement between CDOR and the seven California WIPA projects is established to improve the coordination of work incentives planning services delivered to individuals receiving Social Security Disability Insurance (SSDI) and/or Supplemental Security Income (SSI). The Memorandum of Understanding (MOU) provides guiding principles for collaboration, information sharing, and referrals between the CDOR and the WIPA projects.

The WIPA projects are organizations funded by the Social Security Administration to provide community-based work incentive planning services to SSDI/SSI beneficiaries. The WIPA projects are important CDOR partners working in cooperation to provide information SSDI/SSI beneficiaries need to make an informed choice about work and benefits for a successful transition to work and increased job retention.

(9) Other private nonprofit organizations.

Independent Living Centers

Grant 1: Statewide Grants: Administration and Oversight of Independent Living Services – Title VII Rehabilitation Act funds, state general funds, and state Social Security Reimbursement funds are used to administer CDOR's Independent Living program and monitor 28 Independent Living Centers that provide federal and state required services including information and referral, independent living skills, advocacy, peer support, transition and diversion, housing, personal assistance, and AT services to individuals with disabilities.

Grant 2: Provision of Independent Living Services – Assembly Bill 204 grants are issued to 28 non-profit Independent Living Centers and provide a wide range of person-centered, peer-driven, community-

based independent living services for individuals regardless of the type of disability, age, and income level to achieve social and economic independence. Core services provided include peer counseling, information and referral, advocacy, personal assistance, housing assistance, independent living skills training, and other services and supports such as AT, transportation, job development, mobility assistance, and communication.

As a core service, Independent Living Centers provide transition and diversion services. Transition services assist individuals transitioning from nursing homes and other institutions to home and community-based living. Transition services also include youth transition for individuals with significant disabilities to transition out of high school into postsecondary education, independent living, and employment. Diversion services provide assistance to consumers who are at risk of entering institutions or going into higher levels of care so that they may remain living in the community.

Grant 3: State Plan for Independent Living Independent Living Transition and Diversion Grants – In partnership with the State Independent Living Council (SILC) and the State Plan for Independent Living (SPIL), Title VII B of the Rehabilitation Act grants funds are used to assist Independent Living Centers with the one-time costs associated with assisting people with disabilities of all ages to transition from institutional settings to community settings, to remain in the community when at risk of entering institutionalization, for youth with disabilities to transition to postsecondary life, and to support individuals who are homeless to transition to stable housing.

Grant 4: State Plan for Independent Living Tier Augmentation Grants – In partnership with the SILC and the SPIL, Title VII B of the Rehabilitation Act grant funds are used to create an equitable base funding level for Independent Living Centers and to build capacity for transition services, community organizing, and targeted outreach to underserved communities.

Grant 5: Systems Change Grant – In partnership with the SILC and the SPIL, CDOR funds a Systems Change Grant through Title VII B of the Rehabilitation Act. The grant, issued on January 1, 2021, through September 30, 2024, granted one non-profit agency the award to administer the Systems Change Network Hub program that funds the maintenance, coordination, and continued development of an existing systems change network focused on independent living issues affecting persons with disabilities.

Traumatic Brain Injury

Grant 1: Traumatic Brain Injury (TBI) Program – The State General Fund supports a network of six community service provider TBI sites to assist individuals with TBI by providing supportive living, community reintegration, vocational supportive services, information and referral, and public and professional education. The CDOR coordinates TBI services and Technical Assistance through six TBI site partners and provides information and best practices related to TBI consumers to Independent Living Centers and the TBI service network.

Grant 2: Home and Community-Based Services (HCBS) Spending Plan TBI Grant: Through funding from the American Rescue Plan Act and the California Department of Health Care Services, CDOR expanded

its TBI program to serve unserved and underserved populations through a network of services and supports for individuals with TBI, their families, and caregivers through December 2024. The six existing state-funded TBI program sites and six new HCBS-funded sites have contracts that started on April 1, 2022, and will end on June 30, 2024.

Grant 3: Traumatic Brain Injury (TBI) State Partnership Program Grant – In 2021, CDOR was awarded a federal grant from the Administration for Community Living to continue the work of its TBI Advisory Board that advises CDOR on the needs of TBI survivors to ensure resources are culturally and linguistically competent, inclusive, and person-centered.

State Independent Living Council

Interagency Agreement: SILC Operation – Title VII B, Rehabilitation Act funds are used to operate the SILC and provide SILC funds for various sub-grants and contracts necessary to carry out the goals and objectives of the SPIL in support of independent and community living for people with disabilities.

Community Living Fund

Grant 1: To improve access to community living, the Community Living Fund (CLF) advances California’s Master Plan for Aging over a three-year period that started July 1, 2022, through June 30, 2025. The CDOR has grants with a statewide network of 28 eligible disability and aging service providers, including Independent Living Centers who have a demonstrated ability to provide institutional transition and diversion services, assess individuals for needs and eligibility of services, and coordinate services with other systems designed to support people with disabilities and older adults to live in the community to reduce duplication to provide services for the Community Living Fund. The grants started on April 1, 2023, and ended on June 30, 2025.

Older Individuals who are Blind

Older Individuals who are Blind Grants: The Older Individuals who are Blind Program Administration and Services – Title VII, Chapter 2 Rehabilitation Act funds are 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 15 organizations to provide training in low-vision skills, adaptive equipment, orientation and mobility, communication, daily living skills, self-advocacy, adjustment counseling, and supportive services to eligible individuals.

California Committee on Employment of People with Disabilities

The California Committee on Employment of People with Disabilities (CCEPD) has an interagency agreement with the Employment Development Department to advance competitive integrated employment for people with disabilities and support cross-system collaborations between workforce and human services. The CCEPD makes policy recommendations to the Secretary of the California Health and Human Services Agency and the Labor Workforce Development Agency and supports the annual statewide Youth Leadership Forum and regional youth events. The CCEPD will continue supporting collaborative efforts to further strategic co-enrollment and best practices in the broader workforce. It will also develop reports to identify barriers to employment through the management

and navigation of benefits, efforts to engage in career technical education and apprenticeships, use of artificial intelligence, and efforts with the Master Plan for Aging.

Youth Leadership Forum

The Youth Leadership Forum (YLF) for Students with Disabilities is an annual leadership event that serves between 30 and 50 youth with disabilities. The event is designed to build youth's confidence and self-advocacy skills to set goals for their lives, education, training, and employment. In 2022, CCEPD staff and members engaged with local partners in Los Angeles, Sacramento, and San Diego to develop pilots for regional YLF events. The Sacramento YLF event was the first regional event, which took place in October 2023. The Los Angeles YLF event will be in February 2024, and the San Diego YLF event will be in June 2024. After the pilot phase, CCEPD partners will draft a plan to expand regional YLF events and create a sustainable structure to incorporate youth attending regional events to attend the statewide event, as well as having pilots be ongoing events throughout the state.

Vocational Rehabilitation Certifications and Assurances

CERTIFICATIONS

States must provide written and signed certifications that:	
1.	The (enter the name of designated State agency or designated State unit, as appropriate) is authorized to submit the VR services portion of the Unified or Combined State Plan under Title I of the Rehabilitation Act of 1973 (Rehabilitation Act), as amended by title IV of WIOA, ¹ and its State Plan supplement under Title VI of the Rehabilitation Act;
2.	In the event the designated State agency is not primarily concerned with vocational and other rehabilitation of individuals with disabilities, the designated State agency must include a designated State unit for the VR program (Section 101(a)(2)(B)(ii) of the Rehabilitation Act). As a condition for the receipt of Federal funds under title I of the Rehabilitation Act for the provision of VR services, the (enter the name of the designated State agency or the designated State unit when the designated State agency has a designated State unit) ² agrees to operate and is responsible for the administration of the State VR Services Program in accordance with the VR services portion of the Unified or Combined State Plan ³ , the Rehabilitation Act, 34 CFR 361.13(b) and (c), and all applicable regulations ⁴ , policies, and procedures established by the Secretary of Education. Funds made available to States under section 111(a) 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;
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 or the designated State unit when the designated State agency has a designated State unit, agrees to operate and is responsible for the administration of the State Supported Employment Services Program in accordance with the supplement to the VR services portion of the Unified or Combined State Plan ⁵ , the Rehabilitation Act, and all applicable regulations ⁶ , 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;

¹ Public Law 113-128.

² All references in this plan to "designated State agency" or to "the State agency" relate to the agency identified in this paragraph.

³ No funds under title I 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.

⁴ 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 3474; and the State VR Services program regulations at 34 CFR part 361.

⁵ No funds under title VI of the Rehabilitation Act may be awarded without an approved supported employment supplement to the VR services portion of the Unified or Combined State Plan in accordance with section 606(a) of the Rehabilitation Act.

⁶ Applicable regulations, in part, include the citations in footnote 4, as well as Supported Employment program regulations at 34 CFR part 363.

States must provide written and signed certifications that:	
4.	The designated State unit, or if not applicable, the designated State agency, 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 and is responsible for the administration of the VR program in accordance with 34 CFR 361.13(b) and (c);
5.	The State legally may carry out each provision of the VR services portion of the Unified or Combined State Plan and its supplement.
6.	All provisions of the VR services portion of the Unified or Combined State Plan and its supplement are consistent with State law.
7.	The (enter title of State officer below) 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;
8.	The (enter title of State officer below) has the authority to submit the VR services portion of the Unified or Combined State Plan and the supplement for Supported Employment services;
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.

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 the signature of the authorized individual, assures the Commissioner 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 outlined 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;

The State Plan must provide assurances that:	
	section 102 of WIOA in the case of the submission of a Unified State plan; section 103 of WIOA in the case of a submission of a Combined State Plan; 34 C.F.R. 76.140.
3.	<p>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:</p> <ul style="list-style-type: none"> (a) The establishment of the designated State agency and designated State unit, as required by section 101(a)(2) of the Rehabilitation Act. (b) Either a State independent commission or State Rehabilitation Council, as required by section 101(a)(21) of the Rehabilitation Act. (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) As applicable, 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. (f) As applicable, the shared funding and administration of joint programs, in accordance with section 101(a)(2)(A)(ii) of the Rehabilitation Act. (g) Statewideness and waivers of statewideness requirements, as set forth in section 101(a)(4) of the Rehabilitation Act. (h) The requirements for cooperation, collaboration, and coordination are 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 are 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.

The State Plan must provide assurances that:	
	<p>(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 as set forth in section 101(a)(18)(A).</p> <p>(m) the submission of reports as required by section 101(a)(10) of the Rehabilitation Act.</p>
4.	<p>Administration of the Provision of VR Services: The designated State agency, or designated State unit, as appropriate, assures that it will:</p> <p>(a) Comply with all requirements regarding information and referral services in accordance with sections 101(a)(5)(E) and (20) of the Rehabilitation Act.</p> <p>(b) Impose no duration of residence requirement as part of determining an individual's eligibility for VR services or exclude from services under the plan any individual who is present in the State in accordance with section 101(a)(12) of the Rehabilitation Act.</p> <p>(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 or, if implementing an order of selection, in accordance with criteria established by the State for the order of selection as set out in section 101(a)(5) of the Rehabilitation Act.</p> <p>(d) Determine whether comparable services and benefits are available to the individual in accordance with section 101(a)(8) of the Rehabilitation Act.</p> <p>(e) Comply with the requirements for the development of an individualized plan for employment in accordance with section 102(b) of the Rehabilitation Act.</p> <p>(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.</p> <p>(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.</p> <p>(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 sections 101(a)(14) and 511 of the Rehabilitation Act.</p> <p>(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</p>

The State Plan must provide assurances that:

	<p>rehabilitation programs.</p> <p>(j) with respect to students with disabilities, the State:</p> <ul style="list-style-type: none"> (i) has developed and will implement, <ul style="list-style-type: none"> (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),101(a)(25), and 113). (iii) shall reserve not less than 15 percent of the allocated funds for the provision of pre-employment transition services; such funds shall not be used to pay for the administrative costs of providing pre-employment transition services.
<p>5.</p>	<p>Program Administration for the Supported Employment Title VI Supplement to the State Plan:</p> <ul style="list-style-type: none"> (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.
<p>6.</p>	<p>Financial Administration of the Supported Employment Program (Title VI):</p> <ul style="list-style-type: none"> (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)(H) and (I) 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

The State Plan must provide assurances that:	
	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.	<p>Provision of Supported Employment Services:</p> <p>(a) The designated State agency assures that it will provide supported employment services as defined in section 7(39) of the Rehabilitation Act.</p> <p>(b) The designated State agency assures that 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 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)(7)(C) and (E) of the Rehabilitation Act.</p>