



ACTION:



INFORMATION:



COUNCIL MEETING NOTICE/AGENDA

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THE PUBLIC MAY LISTEN IN BY CALLING:	1-800-839-9416
PARTICIPANT CODE:	2982825

DATE: Tuesday, November 29, 2016

TIME: 10:00 a.m. – 5:00 p.m.

LOCATION: Crowne Plaza Sacramento Northeast
5321 Date Avenue
Sacramento, CA 95841

Pursuant to Government code Sections 11123.1 and 11125(f), individuals with disabilities who require accessible alternative formats of the agenda and related meeting materials and/or auxiliary aids/services to participate in this meeting should contact Robin Maitino at (916) 322-8481 or email robin.maitino@scdd.ca.gov. Requests must be received by 5:00 pm, November 23, 2016.

		<u>Page</u>
1. CALL TO ORDER	A. Lopez	
2. ESTABLISH QUORUM	A. Lopez	
3. WELCOME/INTRODUCTIONS	A. Lopez	
4. PUBLIC COMMENTS		
<i>This item is for members of the public only to provide comments and/or present information to the Council on matters not on the agenda. Each person will be afforded up to three minutes to speak. Written requests, if any, will be considered first.</i>		
 5. APPROVAL OF SEPTEMBER 22 2016 MINUTES	A. Lopez	4

For additional information regarding this agenda, please contact Robin Maitino, 1507 21st Street, Ste. 210, Sacramento, CA 95811, (916) 322-8481. Documents for an agenda item should be turned into SCDD no later than 12:00 p.m. the day before the meeting to give members time to review the material. The fax number is (916) 443-4957.

	6. CHAIR REPORT	A. Lopez	
	7. EXECUTIVE DIRECTOR & STAFF REPORTS A. Chief Deputy Director Report (A) B. Deputy Director of Policy and Planning Report C. Deputy Director Regional Office Operations Report (A) D. CRA/VAS Update Report E. Developmental Center Closure Update F. QA Project Update Report	A. Carruthers	15
	8. CHAIR AND VICE-CHAIR ELECTIONS	A. Carruthers	45
	9. THE CALIFORNIA CIE BLUEPRINT FOR CHANGE Presenters: Kristopher Kent, Denyse Curtright, Lana Fraser, Jennifer Bianchi		54
	10. EXERCISE AND THE IMPACT ON HEALTH AND WELLNESS	B. Shumard	
	11. 2016 PROGRAM PERFORMANCE REPORT	A. Carruthers	108
	12. 2017 LEGISLATIVE IDEAS	J. Lewis	110
	13. COMMITTEE REPORTS		
	A. Membership Committee (a.) Regional Advisory Committee COI Policy (b.) Regional Advisory Committee Attendance Policy	A. Lopez	113
	B. Statewide Self-Determination Committee	A. Lopez	124
	C. State Plan Committee	S. Smith	145
	D. Legislative and Public Policy Committee	J. Lewis	160
	E. Employment First Committee	N. Yang	168

	F. Executive Committee	N. Yang	176
	(a.) Budget Projections		
	G. Self-Advocates Advisory Committee	D. Forderer	180
	14. STATEWIDE SELF-ADVOCACY NETWORK REPORT		183
	15. CLOSED SESSION – LITIGATION		
	<i>Pursuant to Government Code 11126 (e)(1), the Council will have a closed session to consider pending litigation</i>		
	16. RECONVENE OPEN SESSION	Bocanegra/Lopez	
	<i>Pursuant to Government Code Section 11126.3 (f), there will be an announcement of any action(s) taken during closed session.</i>		
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**APPROVAL OF
SEPTEMBER 2016
MINUTES**



DRAFT

**Council Meeting Minutes
September 22, 2016**

Members Present

April Lopez (FA)
Charles Nutt (SA)
David Forderer (SA)
Elena Gomez
Eric Gelber
Francis Lau (FA)
Janelle Lewis (FA)
Kerstin Williams (SA)
Larry Yin
Rebecca Donabed (SA)
Robert Taylor (SA)
Sandra Aldana (SA)
Sandra Smith (FA)
Kecia Weller (SA)
Michele Villados
Kris Kent
Max Duley (FA)
Ning Yang (SA)
Jacqueline Nguyen (FA)

Robin Hansen
Wilbert Francis
Steven Kapp
Francis Lau (FA)
Alfredo Rubalcaba (FA)

Members Absent

Chisorom Okwuosa
Pete Sanchez
Carmela Garnica (FA)
Daniel Boomer
Jay Lytton (SA)
Catherine Blakemore

Others Attending

Aaron Carruthers
Natalie Bocanegra
Vicki Smith
Dena Hernandez
Julian Garcia

Michael McNulty
Riana Hardin
Kristie Allensworth
Angela Lewis
Wayne Glusker
Mary Agnes Nolan
Sarah May
Sonya Bingaman
Sheraden Nicholau
Holly Bins
Michael Brett
Sabrina Smith
Carolyn Meshack
Jim Knight
Rebecca Schupp
Joe Hernandez
Ava Lopez

1. CALL TO ORDER

Chairperson April Lopez (FA) called the meeting to order at 10:15 a.m.

2. ESTABLISH QUORUM

Chair Lopez (FA) established a quorum.

3. WELCOME/INTRODUCTIONS

Councilmembers and others in attendance introduced themselves.

4. SWEARING IN OF NEW COUNCIL MEMBER

Executive Director Carruthers administered the oath to Alfredo Rubalcava, Los Angeles Region, and welcomed him to the Council.

Chair Lopez welcomed Councilmember Rubalcava and invited him to introduce himself to the Council. Councilmember Rubalcava shared his background, his passion to facilitate integration in sports and education, and his interest in becoming a Councilmember.

5. **PUBLIC COMMENTS**

No public comments.

6. **APPROVAL OF JULY 2016 MINUTES**

Councilmembers acted to approve the July 22, 2016 meeting minutes as amended.

Motion 1

It was moved/seconded (Nutt [SA]/Weller [SA] and carried to approve the July 22, 2016 Council meeting minutes as amended. (See page 10 for the voting record of members present.)

Amendment 1

Steven Kapp, Catherine Blakemore, Daniel Boomer, and Olivia Raynor should be listed as Members Present.

Amendment 2

Sheraden Nicholau should be listed under Others Attending.

7. **CHAIR REPORT**

Chair Lopez (FA) reported on activities since the July Council meeting. She recognized that today would have been Paul Lee's birthday. He is the young man with Autism who died tragically after being left on a school bus. His death inspired Senate Bill 1072 (Mendoza) which is currently on the Governor's desk awaiting his signature. The Council has provided strong leadership of this bill. Councilmember Lewis, Bob Giovati, and Chair Lopez have provided support to Senator Mendoza's office regarding SB1072. Eun Ha Lee, Paul's mother, also worked actively on this bill.

The Statewide Self-Determination Advisory Committee is scheduled for October 27th, 2016 in Sacramento. The Department of Developmental Services continues the conversation with the Center for Medicaid Services

(CMS) on submission of the Self-Determination Waiver. Chair Lopez encouraged the local Self-Determination Advisory Committees to continue outreach on Self-Determination throughout California.

Public comment is being sought on the HCBS Transition Plan through the end of September.

Chair Lopez proposed moving the next Council meeting to November 29th, the Tuesday after Thanksgiving.

Chair Lopez recognized Councilmember Doctor Steven Kapp, congratulated him on achieving his PhD and thanked him for his contributions to the Council. He was a bridge between the Council and CCEY and a strong advocate for people with disabilities. In honor of his move to England, treats were offered by SAAC. Chair Lopez and Director Carruthers presented a plaque to Steven.

Chair Lopez congratulated Councilmember Catherine Blakemore, Executive Director of Disability Rights California, for being recognized by the California Bar Association for her work on behalf of the homeless.

8. EXECUTIVE DIRECTOR & STAFF REPORTS

A. Executive Director Carruthers shared the quote, "How far that little candle throws his beams, so shines a good deed in a weary world". He provided an update on MTARS (see report submitted on 9/22/2016). On November 22, 2013 AIDD delivered a monitoring and technical review report to SCDD which identified many deficiencies. It led to changes in the Lanterman Act and a plan to address 46 compliance items. On October 1st, SCDD will submit the next update to AIDD which will result in 93% of the compliance items submitted. The remaining report to be submitted Jan. 1st, 2017, will look at the Performance Report and then progress from the first full year of the new State Plan. Director Carruthers encouraged the Council and staff to continue doing the good work they are doing. In a recent 2 month period, SCDD had contact with 183,000 people. The compares to 93,000 people being contacted by the

Council in an entire year. Director Carruthers attributed this to the transition from individual to systemic advocacy. The New State Plan begins October 1st. He thanked Councilmembers Ying, Smith, and Lewis for their involvement with the State Plan Committee. The Committee also spent time reviewing State Plans throughout the country.

Director Carruthers explained that the State Plan was translated into 15 languages which facilitated receiving 390 (of the 3,400) responses in non-English languages. Of those who responded in English, Employment was the most important area. For non-English speakers, accessing Generic Resources was the most important area. This is reflected in the new State Plan.

SCDD approved 9 Community Program Development Grants. Six will begin October 1st. Two are still being reviewed (Los Angeles and San Diego), and will hopefully begin by November 1st. The grant from the North State region has been cancelled since the provider has gone out of business.

Director Carruthers recently met with the Federal Partners and the ILCs.

Director Carruthers introduced and welcomed new SCDD staff, Riana Hardin, Self-Advocate Coordinator and Michael McNulty, Program Writer, who will assist with the development of Plain Language materials.

- B. CRA/VAS Project Report. Holly Bins provided an update on Developmental Center closures and the treatment of residents (see report).

Additional staff reports were included in the packet, starting on page 16.

9. **SELECTION OF NOMINATING COMMITTEE**

Every two years the Council selects a new Chair and Vice-Chair. The next term begins January 1st, 2017. The Executive Committee met in August

and recommended that the Nominating Committee include Councilmember Lewis (Chair of the Nominating Committee), Councilmember Hansen, Councilmember Kent, Councilmember Nutt, and Councilmember Smith.

Motion 2

It was moved/seconded (Weller [SA]/Yang [SA]) and carried to approve the Nominating Committee. (See page 10 for the voting record of members present.)

10. **UPDATE ON HCBS TRANSITION PLAN & SELF-DETERMINATION WAIVER**
Rebecca Schupp, Chief of Long Term Care Division of the Department of Health Care Services and Jim Knight, Department of Developmental Services (DDS) presented the latest on the HCBS Statewide Transition Plan and the Self-Determination Program Waiver. In California, there are 5 State Departments and 11 Home and Community Based Programs. There are thousands of providers and hundreds of thousands of beneficiaries. CMS has returned California's plan awaiting updates, clarifications, and resubmission. There are several important elements to the Plan.

- Provider self-assessments will be completed. They will be validated for compliance using in-person site visits on a representative sample.
- There will be support provided to assist providers to move toward compliance.
- Some providers will be identified as under Heightened Scrutiny and will receive on-site assessments.
- Certain Settings may trigger more heightened scrutiny.
- Private residences will be assumed to be in compliance.

Schupp shared that she thinks our programs are Person Centered, and are mostly in compliance but doesn't know California's compliance rate.

Jim Knight, DDS, is working on Self-Determination Program (SDP). In 2013 SDP was signed into law, which authorized California to seek approval for the Federal SDP Waiver. In addition to the Council's Statewide SDAC (October 27, 2016) and 21 local SDACs, DDS coordinates a State Advisory

Group, which meets next Monday, September 26, 2016. DDS also welcome comments, questions, and input through their website.

Knight and Schupp answered many questions from the Council.

11. **2017 LEGISLATIVE PLATFORM**

Councilmember Lewis presented the 2016-2017 LPPC Platform which is based on the 2014 Platform. Major additions include a Self-Determination section and reducing barriers for transportation.

Councilmembers recommended stronger language around phasing out subminimum wage, adding the word “inclusive” to postsecondary education, adding “self-advocates” to participate in IEPs alongside parents, and increasing “transition” to include the Life Span.

Motion 3

It was moved/seconded (Yang [SA]/Nutt [SA])and carried to approve the 2016-2017 Legislative Platform amendments. (See page 10 for the voting record of members present.)

Motion 4

It was moved/seconded (Nutt [SA]/Weller [SA])and carried to approve the 2016-2017 Legislative Platform. (See page 10 for the voting record of members present.)

12. **SPONSORSHIP REQUESTS**

A. 2016 Regional Institute—Association of People Supporting Employment First
Director Carruthers presented: \$23,000 available for 2016-2017.

From Workshops to Workplaces – Achieving the Goal of Employment First is designed to help disability service providers build their capacity for supported employment with the goal of serving their clients in competitive integrated jobs in their communities. The Institute is seeking \$999 to offset the cost of printing materials for the conference to be held November 1st and 2nd in Sacramento.

Motion 4

It was moved/seconded (Nutt [SA]/Yang [SA]) and carried to award this sponsorship to the Association of People Supporting Employment First Conference in the amount of \$999. (See page 10 for the voting record of members present.)

- B. Heroes in the Park – United Cerebral Palsy of the Inland Empire
United Cerebral Palsy of the Inland Empire plans a Heroes in the Park community event in the City of Palm Springs on October 15, 2016 to celebrate the unveiling of a disability accessible playground for children with disabilities at Sunrise Park in Palm Spring. UCPIE and the City of Palm Springs will invite the special needs community for a day to celebrate inclusion and provide them with resources of generic recreation opportunities for adaptive sports in their community. They are requesting \$999 to offset the cost of printing, marketing, and promotion.

Motion 5

It was moved/seconded (Nutt [SA]/Weller [SA]) and carried to award this sponsorship to the Heroes in the Park event in the amount of \$999. (See page 10 for the voting record of members present.)

13. **CLOSED SESSION – PERSONNEL**

Councilmembers went into closed session.

14. **RECONVENE OPEN SESSION**

Councilmembers reconvened at 4:00 p.m. The Council directed the Executive Committee to review the narrative responses and decide on goal settings for the Executive Director for the coming year and further explore the salary increase.

15. **COMMITTEE REPORTS**

- A. **State Plan Committee** - Councilmember Lewis (FA) provided a review of the State Plan Committee activities.

B. Legislative and Public Policy Committee – Committee Chair Janelle Lewis (FA) provided a summary of the LPPC activities including SB1072, AB488, and AB1553. RACs will be providing input to the LPPC.

C. Membership Committee - Committee Chair April Lopez (FA) discussed the Council’s relationship with the Governor’s office which facilitates the appointment process.

D. Administrative Committee- Committee Chair Charles Nutt (SA) reported there was no quorum at the last meeting so no actions were taken.

E. Self-Advocates Advisory Committee- Committee Chair David Forderer (SA). See written report.

16. **STATEWIDE SELF-ADVOCACY NETWORK REPORT**

Councilmember David-Forderer (SA) provided a written report to the Council highlighting the items covered at the September 7-8, 2016 SSAN meeting.

17. **CECY REPORT** - Councilmember Kapp provided a brief update on CECY. Yesterday CECY had the final meeting of its five-year project of national significance as a partnership of employment systems change projects. They heard from Directors of State Departments and State agencies including Brian Winfield (DDS), Kristin Wright (CDE), and Joe Xavier (DOR). This illustrated the interagency efforts since CCEY began 5 years ago. CCEY will receive a 1-year no cost extension to complete its work. Councilmember Kapp stated that it has been a pleasure to serve on the Council and he thanked Council members for their service.

Councilmember Gomez, DOR, announced a public forum tomorrow from 1:30-3:30 regarding new services under WIOA. A transcript of the call will be available on their website and a second call may be scheduled in the future.

Councilmember Weller announced there will be a webinar hosted by USC UCEDD on September 29th on employment, entitled "I got hired".

18. **NEXT MEETING DATE & ADJOURNMENT**

The next Council meeting is scheduled for November 29th, 2016. The meeting was adjourned at 4:20 p.m.

Name	Motion 1	Motion 2	Motion 3	Motion 4	Motion 5	Motion 6
Aldana, Sandra	For	For	For	For	For	For
Donabed, Rebecca	For	For	For	For	For	For
Duley, Kraig (Max)	Abstain	For	For	For	For	For
Forderer, David	For	For	For	For	For	For
Francis, Wilbert	For	For	For	For	For	For
Gelber, Eric	For	For	Abstain	Abstain	For	For
Gomez, Elena	For	For	Abstain	Abstain	For	For
Hansen, Robin	Abstain	For	For	For	For	For
Kapp, Steven	For	For	For	For	For	For
Kent, Kris	Abstain	For	Abstain	Abstain	For	Abstain
Lau, Francis	For	For	For	For	For	For
Lewis, Janelle	For	For	For	For	For	For
Lopez, April	For	For	For	For	For	For
Nguyen, Jackie	For	For	For	For	For	For
Nutt, Charles	For	For	For	For	For	For
Rubalcaba, Alfredo	For	For	For	For	For	For
Smith, Sandra	For	For	For	For	For	For
Taylor, Robert	Abstain	For	For	For	For	For
Villados, Michele	For	For	Abstain	Abstain	For	Abstain
Weller, Kecia	For	For	For	For	Abstain	For
Willams, Kerstin	For	For	For	For	For	For
Yang, Ning (Jenny)	Not Present	For	For	For	For	For
Yin, Larry	For	For	For	For	For	Abstain

EXECUTIVE DIRECTOR & STAFF REPORTS



Chief Deputy Director's Report November 29, 2016

Began as Acting Chief Deputy Director on November 10, 2015.

Manage SCDD internal operations. Collaborate with staff to maximize efficiency and maintain a high level of performance, in order to advance our advocacy, capacity building and systems change efforts.

Policy

- Supported SCDD Chairperson with implementation of Statewide Self-Determination Advisory Committee meeting.
- Collaborated with APSE and Cal-Tash in preparation for their upcoming conferences.
- Participated in a Policy Update Call with NACDD.
- Met with Executive Director of Golden Gate Regional Center and discussed opportunities for potential collaboration.
- Participated in the Quality Management Advisory Group for Sonoma Developmental Center.
- Facilitated a Self-Advocacy Celebration for the Bay Area Region.

Administrative

- Continued implementation of the Council's Structural Deficit Recommendations.
- Facilitated a meeting of the Membership Committee, focused on filling Council and Regional Advisory Committee vacancies.
- Supported the Deputy Director of Regional Office Operations to manage the State Plan process.
- Met with the Deputy Director of Regional Office Operations and staff to review the Cycle 39 Program Development Grant process.
- Supported the Deputy Director of Policy and Planning with the completion of an internal Communication Plan and Employment-First Report.
- Continued supervision of the Quality Assurance and Clients' Rights Advocacy/Volunteer Advocacy Services programs.
- Worked with the Quality Assurance Manager to conduct a statewide staffing analysis and implement redistribution of workload.
- Met with staff to prepare for a redesign of the SCDD website and migration to a new Content Management System.
- Participated in a Regional Managers' meeting and provided updates from Headquarters.
- Supported SCDD Self-Advocacy Coordinator with drafting a Memorandum of Understanding between SCDD and SSAN.
- Supported SCDD Program Writer with implementation of the Our Promise Campaign.
- In coordination with the Executive Team, tracked progress on short and long-term organizational goals.
- Managed efforts to complete a Cyber Security Assessment, in coordination with DSS and the Governor's Office.
- Supported Budget Officer with planning for possible HQ relocation.

- Participated in meeting with Self Advocacy Coordinator to identify opportunities to increase self-advocate participation at the Capitol.
- Continued review of SCDD policies and internal contract review procedures.
- Supported Deputy Director of Policy and Planning with tracking Council policy positions.

Personnel

- Worked with the Personnel Analyst on recruitment, screening and interview processes for vacant positions at SCDD Headquarters and regional offices.
- Initiated regular meetings with all HQ staff.
- Continued to support the transition of the new Bay Area Manager.
- Supported the Deputy Director of Regional Office Operations with completion of Probation Reports for all Regional Managers.
- Submitted response to audit from State Personnel Board.
- Addressed on-going training needs (Supervisors/Managers attended 2-week supervisor's training).



DEPUTY DIRECTOR OF POLICY AND PLANNING REPORT

NOVEMBER 2016

Policy

- Worked on revising SCDD legislative platform.
- Continued ongoing monitoring and changes of our internal bill tracking system.
- Planning/strategy calls as well as ongoing communication with LPPC chair.
- Planning calls for LPPC agenda and meeting.
- Follow up on LPPC issues and concerns.
- Follow up on EFC issues and concerns.
- Planning calls for EFC agenda and meeting.
- Numerous phone and email contacts with legislative offices.
- Solicited, collected, and reviewed input for 2017 SCDD legislative agenda.
- Communicated Council's positions on legislation to key individuals and organizations.
- Worked on EFC report.
- Staffed LPPC meeting.
- Staffed EFC meeting.
- Met with California Committee on Employment of People with Disabilities (CCEPD) Executive Director.
- Worked on ancillary policy issues and questions on behalf of SCDD stakeholders.
- Worked on activities documentation for State Plan.
- Meetings on increasing collaboration for people with I/DD regarding the legislative process.
- Troubleshooting of issues related to MediCal.
- Prepared written comments for SB 1072 press conference.
- Attended Olmstead Advisory Meeting.

Staff

- Attended two-week long supervisory training.
- Working with HQ management to properly allocate distribution of workload and management responsibilities within the office.
- Continued to work with the new acting Chief Deputy and acting Deputy Director for Regional Center Operations to implement changes at SCDD HQ.
- Worked with SCDD management to address ongoing personnel issues.
- Reworked communications plan.

**REPORT FROM
ACTING DEPUTY DIRECTOR OF
REGIONAL OFFICE OPERATIONS
TIME PERIOD: September 01, 2016 to *October 31, 2016**

The Acting Deputy Director of Regional Office Operations (DDROO) provides leadership and supervision to the SCDD regional offices and the planning team at Headquarters (which monitors, prepares and reports on the SCDD State Plan).

Regional Operations:

- Supervise regional office operations and facilitate monthly managers meetings (at minimum, meetings rotate between face-to-face one month and teleconference the next month). Topics range from administrative procedures to guest speakers/trainers – At our October 2016 in-person meeting DRC presented on the status of legal issues and housing development that they are working on and where we can collaborate.
- Regional Operations and the Planning Team are instrumental to one another in developing and enhancing reporting streams so that we can minimize duplication while reducing errors in reporting by sharing platforms. The Regional Offices are reviewing and commenting on a new reporting template that will allow the planning team to better assess data for the identification of systemic issues and emerging needs.

Planning Team:

- Supervise the development, monitoring, assessment and analysis of the SCDD State Plan. (The Planning Team successfully submitted the State Council’s 2017-2021 State Plan to AIDD by 8/22/2016. We received news that our plan was accepted and it was referred to as “stellar” and we are pretty excited about that news!)
- The Planning Team is on-target to have the data collection for the Program Performance Report (PPR) which is the Annual Report to AIDD on the activities, outputs, outcomes and performance measures achieved for the current State Plan by the end of November 2016 (October 1, 2015 to September 30, 2016).

() On October 1, 2016 our new State Plan work began. As such, the reporting categories changed from 15 goals with a total of 15 objectives to the new plan of 6 goals that total 18 objectives. October 2016 activities will be reported with the next report on the new state plan report template.*

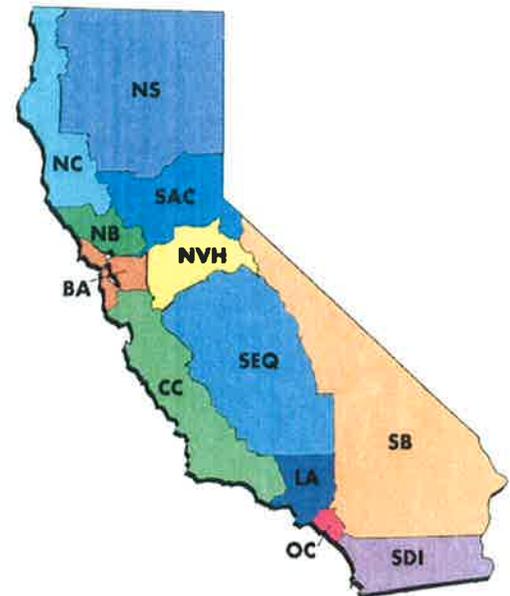
Professional Development:

- Coordinate with our HR Specialist and Executive Team to identify initial and ongoing management training which enhances the skill set of management and which meets state requirements.

Highlights of State Plan Activities (full version posted at www.scdd.ca.gov)

REGIONAL OFFICE AND HEADQUARTER ACTIVITIES FOR:

<u>REGIONAL OFFICE (RO)</u>	<u>MANGER</u>
North Coast (NCRO)	Dawn Morley
North State (NSRO)	Sarah May
Sacramento (SACRO)	Sonya Bingaman
North Bay (NBRO)	Lisa Hooks
Bay Area (BARO)	Sheradan Nicholau
North Valley Hills (NVHRO)	Dena Hernandez
Central Coast (CCRO)	David Grady
Sequoia (SEQRO)	Yolanda Cruz
Los Angeles (LARO)	Cindy Chiu
Orange County (OCRO)	Scarlett VonThenen
San Bernardino (SBRO)	Tamica Fouts-Rachal
San Diego/Imperial (SDIRO)	MaryEllen Stives



- Goal 1 - Individuals with developmental disabilities have the information, skills, opportunities and support to advocate for their rights and services and to achieve self-determination, independence, productivity, integration and inclusion in all facets of community life.

HQ: Quarterly SSAN meeting on Sept. 6-7, 2016. 15 of the 22 members attended plus 1 self-advocate attended as public. All meetings include a resource table for members to share information, a legislative update, a SCDD update and a PADSA report. Members break into 4 workgroups on Legislation, Employment, Self-Determination and Newsletter development. SSAN has a new Self-Advocacy Coordinator; Riana Hardin can be reached at 916-322-8403 or by email, Riana.Hardin@scdd.ca.gov - Minutes were approved as submitted - Members will be writing articles for the newsletter on the presentations - Gabriel Rogin, Acting Chief Deputy Director went over the new State Plan for SCDD and talked about promoting leadership and cross-disability leadership coalitions - Members talked about types of trainings SSAN could produce and new potential members to invite

- SCDD Management is still working on the MOU - Voted that all representatives are members with no distinction between invited partners and regional office members - Received a presentation on League of Women Voters History and California propositions - Work groups met and made plans for future meetings - Received a draft ABLE Act presentation that will be revised and presented to SSAN for future use - Plans for the next meeting presentations were discussed. (People Trained in Leadership 16 SA/ 9 OTH)

- Goal #2 - Individuals with developmental disabilities and their families become aware of their rights and receive the supports and services they are entitled to by law across the lifespan, including early intervention, transition into school, education, transition to adult life, adult services and supports, and senior services and supports.

LARO (Los Angeles) Staff conducted training on Adult Bullying for foster parents of adults (25) and staff (5) of this Adult Foster Home Agency. The curriculum for the training was the L.A. office's new draft booklet "Adults Get Bullied Too - What People with Disabilities and the People Who Support Them Can Do about It." The training covered what adult bullying is and what can be done about it, as well as discussing workplace bullying, sexual harassment and other forms of harassment and discrimination. Resources for addressing workplace bullying and harassment were also shared. While the booklet is still in draft form, the training also provided an opportunity to determine any further revisions or tweaks needed before it is finalized. (People Trained 25 FA/ 5 OTH)

- Goal #3 - Individuals with developmental disabilities and their families express the degree to which they are satisfied with their services and the extent to which they feel their needs are being met.

LARO (Los Angeles) Staff coordinated and hosted a meeting of the Creating Sustainable Support Systems on 9/15/16 at the Glendale Office. The group has been meeting regularly to discuss the future of the I/DD services system, specifically the impacts of new federal and state rules on providers' ability to meet the needs of clients they support in community living situations. Marty Omoto of the Person-Centered Advocacy Partnership and Nancy Chance and Ahn Nguyen of Choices Person-Centered Services attended the meeting to discuss the progress they've made with a demonstration project designed to address staffing challenges that have emerged as a result of new state and federal wage and overtime rules. The project will be located in the Sacramento area. The goal of the project is to create a pool of qualified support people that agencies can draw on in order to provide clients with needed support when wage and overtime restrictions make it difficult or even impossible for them to pay their employees. The project will function as a "temp agency" where staff from different agencies (e.g.,

supported living and day program services) would be registered and available to other agencies to hire on a temporary basis as needed. It was reported that although In-Home Supportive Services (IHSS) offers similar services through its registry, the staff who are available very often do not have the skills and training to support clients with complex needs. It was also reported that IHSS staff almost always have never met the client before and this can cause problems with certain individuals who may not trust someone they aren't familiar with. The demonstration project will provide prospective clients with an introduction prior to the placement. If the client isn't comfortable with the staff they will have the ability to choose someone else. Mr. Omoto and the other partners have had discussions with DDS Director Nancy Bargmann, representatives of Alta Regional Center, and Health and Human Services Secretary Diana Dooley. According to Mr. Omoto they all expressed interest in the concept. The project is expected to roll out within the next two months. The group discussed the possibility of replicating the project in the L.A. region as well. Members of the group have already discussed the idea with Westside Regional Center Executive Director Carmine Manicone. A meeting will be scheduled as soon after the Sacramento project is up and running. (ORGS 7 OTH)

- Goal #4 - Public safety agencies, other first responders and the justice system get information and assistance to be knowledgeable and aware of the needs of individuals with developmental disabilities so they can respond appropriately when individuals with developmental disabilities may have experienced abuse, neglect, sexual or financial exploitation or violation of legal or human rights.

OCRO (Orange County) Staff attended the WE CAN Individual Prevention Task Force on September 29th, 2016 led by the Medical Officer of the Orange County Department of Education. This task force is developing a community resource "tool kit" to help prevent child abuse in Orange County. This particular meeting was spent reviewing the agencies interested in being a part of the "tool kit pilot;" those child care centers who take children with challenging behaviors; the Early Childhood Mental Health Collaborative role which is similar to WE CAN; and the Help Me Grow data which was recently collected for children expelled from day care centers. Help Me Grow and Children's Home Society will be expanding the data collection to include age, which day care is expelling them, and the resources they provided the families in the future. The task force decided on the following areas of focus for the "tool kit:" 1) Increase parenting skills, 2) Identify child care providers who will work with children with behaviors, 3) Screening and evaluation resources, 4) Parent stress/coping techniques, 5) Developmental and/or mental health resources, and 6) In-home support (Health Care Agency Outreach Engagement Teams). The target group of the task force are children who have been suspended from day care due to unceasing or severe behaviors. A great many of those children have Intellectual/Developmental Disabilities or may have

an undiagnosed I/DD, which means the family is likely not well supported in managing their child's behaviors. These children are at a much greater risk for abuse. The next meeting for WE CAN Individual Prevention Task Force is on November 3rd, 2016 at 3pm. (People Active 9 OTH – ORGS 9 OTH)

- Goal #5 - Individuals with developmental disabilities and their families get the information to be prepared for emergencies.

LARO (Los Angeles) staff on behalf of the Self-Advocacy Board of LA County posted a link to ready.gov, an emergency preparedness website with tools and information on how to be ready for disasters and other emergencies. (Members of Public Reached 600 SAI 650 FAI 770 OTH)

- Goal #6 - Young adults with developmental disabilities and their families get the information and support to be prepared for and experience a successful transition to adult life.

SACRO (Sacramento) Staff met with Daniel Delgado, Regional Site Director for Shingle Springs Tribal TANF Pogram (SSTTP) which is administered by the Shingle Springs Band of Miwok Indians in partnership with the Cortina Band of Wintun Indians. The mission of SSTTP is to shift the Native American community from a pattern of chronic unemployment and welfare dependency to one of self-reliance and sustainable prosperity by developing a comprehensive web of support services and activities. They serve El Dorado, Placer, and Sacramento Counties. Daniel invited one of his staff supervisors to join us. They were not familiar with the Regional Center system, SCDD, or the Lanterman Act even though they know they serve many families with children with I/DD. I provided an overview of the DD System in California and offered to set up presentations by the Regional Center as well as our office to inform their staff of agencies and services that are available. I provided information on IEP Trainings our office is hosting as well as flyers for other community events. I invited Daniel to spread the word that we are always looking for involvement in our RAC meetings and SCDD Council meetings and Council Members. They were very appreciative of the information and will discuss with their staff. SSTTP serves families who are Native American who are at or less than 150% of the federal poverty level. The supervisor stated that their staff assist families with IEP meetings and that an IEP training would be helpful, both for the staff and for the families. (ORGS 2 OTH – People Active 3 OTH)

- Goal #7 - Children birth to 3 who are at risk of or have a developmental delay and their families receive the early intervention services they need to achieve their potential.

NCRO (North Coast) Staff participated in the Lake County Health Start Collaborative and the Childcare Planning Council. Agencies participating in these committee meetings included Child Welfare Services, Lake County Behavior Health, Pomo Healthy Start, Redwood Children's Services, Lake County Family Resource Center, Lake County Office of Education, Public Health, Court Appointed Special Advocate. The September 13th Collaborative included information regarding: Trauma Informed Resilience Building Workshop, Child Abuse Prevention Month, Parent Partner Team update, Lake County Protective Factors and Adverse Childhood Experiences (ACEs). (ORGS 8 OTH – People Trained 4 FA/ 10 OTH)

- Goal #8 - The State of California will adopt an Employment First policy which reflects inclusive and gainful employment as the preferred outcome for working age individuals with developmental disabilities.

NVHRO (North Valley Hills) Staff participated in a inter-agency team meeting where the cases of individuals transitioning from educational programs to adult services are discussed and the team tries to ensure that students have person centered planning to effectively transition to adult services. Also the process ensures that all transitioning students are aware of employment options upon transition. (People Active 2 SA/ 32 OTH)

- Goal #9 - Working age adults with developmental disabilities have the necessary information, tools and supports to succeed in inclusive and gainful work opportunities.

BARO (Bay Area) Staff participated in the presentation of the College with a Disability Conference held at the Orinda Public Library. This conference is an opportunity for students with disabilities, aged 14 and up, and their families to learn about the array of resources and supports available at the college level. Staff assisted with the registration, facilitation and management of the conference. There was a welcome and keynote address from Rachel Stewart - College to Career. The conference attendees were then broken in to two groups, giving them a choice between two offered sessions. A total of 7 presentations were offered to conference goers. The families listened to various speakers from different agencies and schools to give them an idea of what to expect in college and how it is different from high school. There was a closing question and answer segment at the end of the conference. (People Active 40 SA/ 110 FA/ 12 OTH)

- Goal #10 - Individuals with developmental disabilities understand their options regarding health services and have access to a full range of coordinated health, dental and mental health services in their community.

SDIRO (San Diego Imperial) Staff organized a training for residential providers, community living staff, day programs, and small group home providers to become more knowledgeable about memory loss, understand the common progression of the symptoms, identify the unique challenges of dementia in adults with intellectual disability, recognize key safety concerns for people with dementia and be familiar with the services and supports available through Alzheimer's San Diego. The reason staff believed this to be a worthwhile training is the fact that numerous people with IDD are aging beyond expectations from a number of years ago, and are likely to be diagnosed with diseases related to aging. It is important for staff supporting people with these issues to be able to properly identify possible issues, and seek out appropriate treatment. The presenter was a former service agency staff member, so was not only an expert of Alzheimer's Disease, but is also very familiar and knowledgeable about the IDD population. (People Trained 64 OTH)

- Goal #11 - Individuals with developmental disabilities have access to affordable and accessible housing that provides control, choice and flexibility regarding where and with whom they live.

SBRO (San Bernardino) Staff collaborated with the Housing Authority of San Bernardino County to provide information to the community in Redlands within San Bernardino County. SBRO staff additionally collaborated with the staff at A. K. Smiley Library to grant use of the Assembly Room on site at no charge. The presentation "Housing and Living Options" utilized information provided the Housing Authority on affordable housing programs, eligibility criteria and program enrollment. SCDD SBRO staff provided the presentation on "Living Options for People with Developmental Disabilities" which provides an overview on the various living options for individuals with intellectual and/or developmental disabilities who receive services through the Regional Center. Materials provided were; Federal Trade Commission (FTC) "Building a Better Credit Report", FTC "Renting an Apartment or House", SCDD "Then & Now" flyer, SCDD "Trainings Offered" flyer, CalMediConnect and HICAP presentation flyer, SCDD & Get Safe Home Ownership Resource Guide, HACSB "Who We Are" power point presentation copy, and SCDD "Living Options for People with Developmental Disabilities" power point copy. (People Trained 1 SA/ 4 FA/ 6 OTH)

- Goal #12 - Affordable and accessible housing units are developed in local communities to expand housing options for individuals with developmental disabilities.

SACRO (Sacramento) Staff met with Mutual Housing of California at Spring Lake in Yolo County staff to discuss the process of obtaining low income housing developed for people who are at risk of homelessness, most SSI recipients and those with ID/DD qualify. Ongoing and effective collaborations with this agency is critical to bridge the gap between the regional center, the independent living and supported living agencies, and families where consumers still live in their family home. SCDD staff took a tour which highlighted the actual apartments, the computer room, the garden and community development services available. There is a variety of community services available through Mutual Housing, including counseling, financial education and literacy classes. Mutual Housing develops housing that is affordable to a diversity of households. Their housing builds strong and stable communities through resident participation and leadership development. They build from the ground up or renovate existing housing complexes. Currently they serve over 3,000 people throughout Sacramento and Yolo Counties. Their mission is, "No child should have to spend the night without a roof over their head," Anne Marie Flynn, Community Development Officer stated. (People Active 1 SA/ 2 F/ 12 OTH – ORGS Involved Coalitions 2 OTH)

- Goal #13 - Individuals with developmental disabilities and their families have access to community based services and supports available to the general population (such as recreation, transportation, childcare, etc.) that enable them to live productive and inclusive lives.

NSRO (North State) Staff organized a presentation from Butte 2-1-1 by working with the Center Supervisor to present at the September 19, 2016 Butte County Coordinating Council meeting to educate the members about the services provided through Butte 2-1-1. This is a free service that links the caller to community programs and resources that are free and low cost services. The call is free to anyone, just pick up the phone and dial 2-1-1. Some of the services include: Basic needs: Food/Shelter/Clothing, Children/Parenting/Family Services/Health Insurance/Covered CA. Health and Dental Care, Transportation, Employment and Job Training Programs/Alcohol and Drug Treatment/Screening and Information, Nutrition Programs, Utilities Payment Assistance, Counseling and Support Groups. Family Resource Centers, Recreational Activities, Volunteer Opportunities, Veterans Services and much more. (Members of Public Reached 5 SA/ 8 FA/ 20 OTH)

- Goal #14 - Public policy in California promotes the independence, productivity, inclusion and self-determination of individuals with developmental disabilities and their families.

NVHRO (North Valley Hills): Staff attended the VMRC Lanterman Act 50th Celebration at the Rose Garden at University Park where VMRC's Stockton office is located. A committee of VMRC staff put the event together and SCDD was able to give input to include a self-advocacy presence at the event. There were nearly 400 people in attendance. Senator Galgiani spoke and presented VMRC with a framed proclamation of the Lanterman Act's 50th Anniversary. A past teacher at the Stockton State Hospital spoke and a self-advocate - Krisi Franzone spoke about her life and how it is a good life because of the Lanterman Act. The audience was made up of VMRC staff, family members, and self-advocates and day program staff. The Advocates sang music and there was an art display from self-advocates from the 5 counties. Picture in the common file. (Members of Public Reached 250 SA/ 100 FA/ 150 OTH – Public Policymakers Educated 2 OTH)

- Goal #15 - Individuals with developmental disabilities and their families have access to information and resources in ways that reflect their language and cultural preferences.

SEQRO (Sequoia): “Celebracion de Familias Excepcionales” Conference was held, and the Sequoia office did a presentation on IHSS eligibility, services funded, protective supervision and the appeals process in Spanish. Families were provided PPT, one-page handout on IHSS Process and information on their local IHSS office. (Members of the Public Reached 20 FA)

CCRO (Central Coast): The Disparity Taskforce met to report on its ongoing projects. The committee members concentrating on African American inclusion have requested from the director of San Andreas Regional Center consideration of DDS funding for Disparity Services be made available for outreach to the African American community. A draft of a marketing pack for church outreach was approved. (ORGS Involved in System Change 8 OTH)

SCDD AT WORK INSIDE THE DEVELOPMENTAL CENTERS

SCDD provides comprehensive clients' rights advocacy services (CRA) and volunteer advocacy services (VAS) for persons with I/DD who are residents of state developmental centers and the state operated community facility through an interagency agreement with DDS.

Project Staff

Sonoma DC

Tobias Weare, CRA
Ross Long, VAS
Michele Sloane, OT

Porterville DC

George Ngugi, CRA
Kelly DeElva, VAS
Connie Wilson, OT

Fairview DC

Laurie St. Pierre, CRA
Gail Skvirsky-Bohn, VAS
Jenny Villanueva, OT

Canyon Springs CF

Robbin Puccio, CRA/VAS

Holly R. Bins

CRA/VAS Project Manager



Census as of November 1, 2016

Sonoma DC **332**

Porterville DC **336**

Fairview DC **207**

Canyon Springs CF **45**

Total 920

Project Activity for September and October 2016

Sonoma Developmental Center

The CRA conducted 2 bioethics committee reviews; reviewed 2 restrictive intervention reviews; attended 8 transfer meetings; attended 6 HRC meetings; 9 denial of rights review; attended 4 court hearings (2 in criminal court); 5 self-advocacy meetings; conducted 4 staff trainings. The VAS Coordinator and volunteer advocates attended 16 IPP meetings and 3 transition planning/review meetings both at SDC and in the community. The VAS Coordinator made rights presentations at 7 SDC advocacy groups and 2 SDC employee orientations. SCDD co-sponsored an Opportunity Fair in September. 35 vendors exhibited; 100 attendees.

Porterville Developmental Center

CRA position filled Oct 2016. CRA and VAS Coordinator attended 7 human rights committee/behavior management, 3 IPP meetings, 16 denial of rights reviews, reviewed 12 restricted access plans, attended 2 hand cuff debriefings, 8 escort review committee, provided 2 PDC employee orientation training.

Fairview Developmental Center

VAS Coordinator and advocates attended 6 IPPs; 3 Transition Planning meetings; 6 special team meetings; attended 5 post placement meetings; following 7 consumers in the community; provided extensive support for consumer transitioned without cross training for vendor. CRA attended 10 transition mtgs, 10 denial of rights meetings, conducted 5 trainings, 1 bioethics, 1 rights investigation; 10 IPP/ special teams, conducted 8 FDC employee trainings, weekly human rights/behavior support meetings, attended People First meeting; attended court, SCRIP liaison meeting.

Canyon Springs Community Facility

CRA provided 5 rights trainings, reviewed 3 denial of rights; participated in 4 transition meetings, reviewed 2 human rights meetings, facilitated 4 self-advocacy meetings, attended 4 IPPs, 8 emerging risk reviews; assisted 5 clients in court communication; 22 clients with rights training. VAS program has 9 active volunteer advocates; Advocates attended 4 transition meetings; Advocates received training in: abuse report/mandated reporter requirements; boundaries, person centered planning, sexual harassment, supporting choices, transition options, fair hearings, complaint filing, confidentiality



Clients' Rights Advocate and Volunteer Advocacy Services

Developmental Center Closure Update

November 29, 2016

Community Transition Numbers for January to October 2016

	Jan	Feb	Mar	Apr	May	Jun	Jul	Aug	Sept	Oct	TOTAL number of transitions to community	Nov 1 2016 census
Canyon Springs*	0	4	1	0	2	2	1	3	0	1	14	45
Fairview	4	4	5	1	6	9	1	6	4	2	42	207
Porterville*	7	8	7	15	10	5	11	4	9	9	85	336
Sonoma	0	4	6	2	2	3	1	1	3	3	25	332

**Canyon Springs Community Facility and Porterville Developmental Center Secure Treat Area are not scheduled for closure. The Porterville Developmental Center General Treatment area is scheduled to close in 2021.*

California Department of Public Health (CDPH) and Centers for Medicare & Medicaid Services (CMS)

Canyon Springs	CDPH surveyed CS the week of August 15 2016. No conditions of participation out. Written report pending.
Fairview	CMS settlement agreement reached July 1. Expires Dec 31 2016

	H&W, Independent Contractor, recommended continued funding in Oct 2016. As of Oct 1 2016 FDC was in compliance in all areas.
Porterville	CMS settlement agreement reached July 1. Expires Dec 31 2016
Sonoma	CMS cancelled settlement agreement with SDC on 7/1/2016. ICF units are decertified by CMS. CDPH will continue to survey ICF units. NF units passed survey and are certified. H&W Independent Monitoring report for Oct 2016 for ICF programs revealed 3 areas of “undesired practice that appear to be isolated or unusual with staff knowledge/awareness of the issue apparent...”. These areas were: governing body, active treatment services, and dietetic services. All other areas met desired practices.

Porterville and Fairview Certified Unit Population Projections

The projections below establish the maximum permissible client census eligible for federal funding in the PDC and FDC certified units as of the first calendar day of the listed month. Federal Financial Participation is only permissible for clients on the Client List as of June 27, 2016. No Federal Financial Participation can be sought for the number of clients that exceed the projections below, even if the clients that exceed the census limits below are on the Client List as of June 27, 2016.

Monthly Census Maximum Per CMS Agreement	Porterville DC – General Treatment Area	Actual Census	Fairview DC	Actual Census
July 2016	105	104	136	128
July 2017	82		106	
July 2018	61		57	
July 2019	39		5	
October 2019			0	
July 2020	18			
July 2021	0			

SCDD Clients’ Rights Advocate (CRA) current observations inside the DC

Canyon Springs	Trust accounts for individuals residing at CS are handled by Fairview DC. Clients experience a delay in transactions and access.
Fairview	Blanket statements in IPP documents state individuals unable to give informed consent. CRA continuing to monitor and facilitate progress. Communication gaps between FDC and community providers occurring for clients in transition who experience a change in

	condition that may impact successful placement. Communication protocols being implemented.
Porterville	SCDD hired a Clients' Rights Advocate at Porterville in October 2016. Systemic issues for STA: client on client altercations are present however no increase noted from prior months. Early staff intervention noted in past two months. No drug or weapon possessions, client to staff assaults in this reporting period.
Sonoma	SDC continues to consolidate units in both ICF and nursing programs. Various staff are separating from SDC causing staff shortages. Ramifications include committee meetings (e.g., human rights, bioethics, etc.) are unable to convene regularly and loss of historic knowledge of clients thus a dearth of information for cross training for prospective community vendors.

SCDD Volunteer Advocacy Services (VAS) community transition current trends

The VAS Project serves approximately 26% of the individuals residing in the DC/CFs. A volunteer advocate or the VAS Project Coordinator provides direct advocacy services for twelve months post placement.

Canyon Springs	One client with the VAS program transitioned this reporting period. Community follow up occurring. There are currently nine volunteer advocates. SCDD is recruiting for a full-time VAS Coordinator at Canyon Springs. Information is available at www.jobs.ca.gov
Fairview	Seven VAS clients are in the transition process. VAS Coordinator and advocates attended nine meetings with clients in their community placements. Successful transitions noted.
Porterville	VAS staff and advocates note steady transition activity in reporting months. VAS Coordinator trained volunteer advocates on mandated reporting protocols. Tulare county District Attorney is actively reviewing placements in the local area.
Sonoma	Community development is in early stages according to local Regional Centers. There are seven consumers receiving VAS services who are in the transition process. VAS volunteer advocates assist in filling in the gaps of knowledge for staff who are unfamiliar with clients transitioning to new units. In September 2016, SCDD and SDC sponsored the Opportunity Fair at SDC to inform residents of community services and supports. Thirty-five vendors, agencies and individuals participated. Approximately 100 people attended.

MOVER LONGITUDINAL STUDY November 2016



■ Canyon Springs
 ■ Fairview
 ■ Porterville
 ■ Sonoma

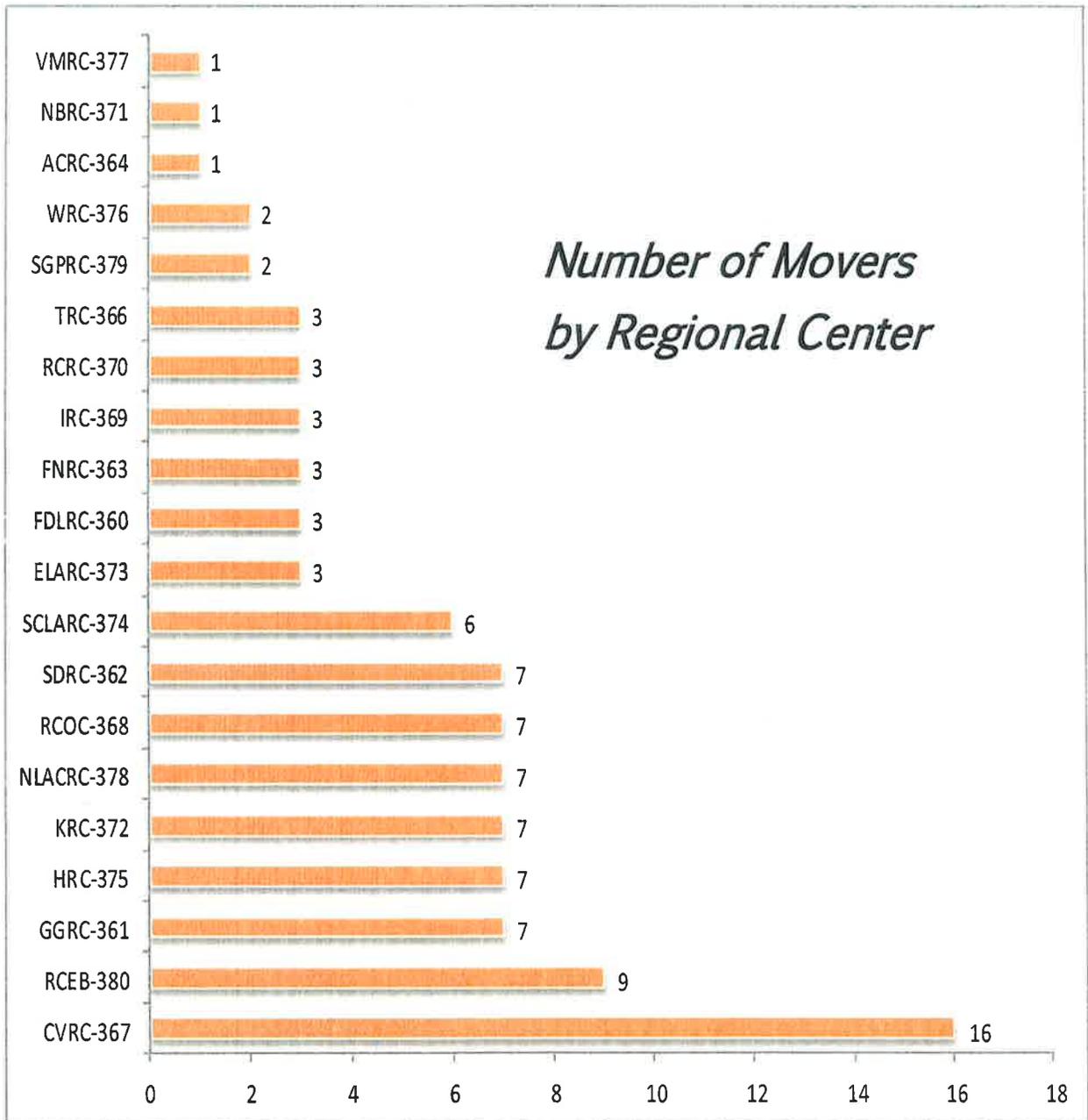
Movers enrolled in the MLS (Total = 98)

Surveys Completed Over Time



- Butte
 ■ Fresno
 ■ Kern
 ■ Los Angeles
 ■ Merced
- Orange
 ■ Riverside
 ■ Sacramento
 ■ San Bernardino
- San Diego
 ■ San Francisco
 ■ San Joaquin
- San Luis Obispo
 ■ San Mateo
 ■ Shasta
 ■ Tehama
- Tulare
 ■ Ventura

Where People are Moving



For more information:

<http://www.dds.ca.gov/QA/mls.cfm>

<http://www.scdd.ca.gov/qap.htm>



Employment

The Department of Developmental Services (DDS) is committed to providing leadership that results in quality services to people of California and assures the opportunity for individuals with developmental disabilities to exercise their right to make choices.

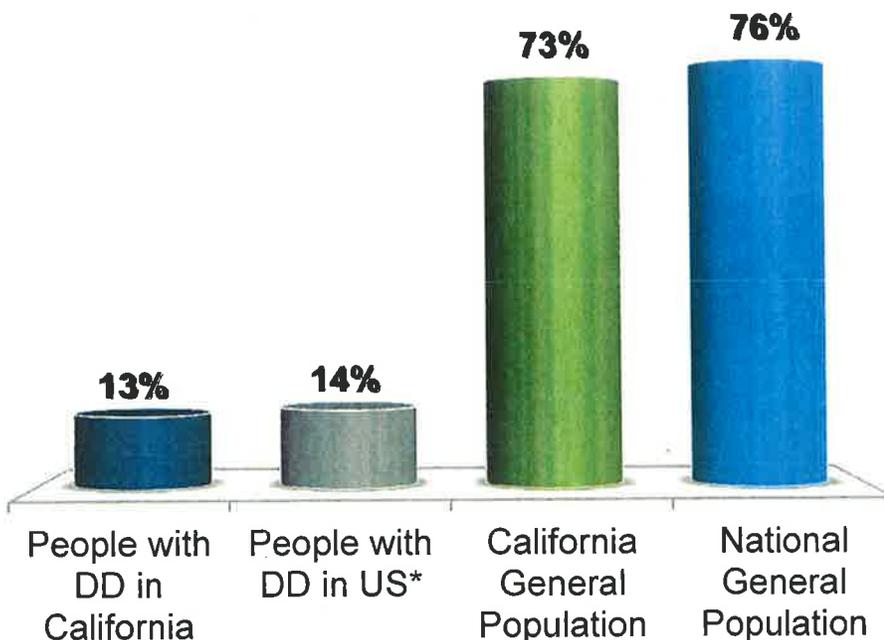
The National Core Indicators (NCI) survey instrument was chosen in 2009, in accordance with WIC 4571, to monitor California’s developmental disabilities service system and assess quality and performance among regional centers.

Employment for people with developmental disabilities is of special interest to DDS and stakeholders. This data brief uses employment data from California’s NCI Adult Consumer Survey from fiscal year 2011 – 2012 (FY 11/12). This information can be used to engage communities and develop realistic state and local employment goals.



Employment Rates FY 11/12

There were 13% of people with developmental disabilities who were interviewed in California who have a community job as compared to the NCI national average of 14%*.



NCI employment percentages are *self-reported* by people who are:

- (1) 18 years or older,
- (2) have an intellectual and/or developmental disability diagnosis,
- (3) employed for at least 2 hours per week for 2 or more weeks,
- (4) and are receiving at least one service (in addition to service coordination) from a regional center.

* US results (NCI national average) includes 29 states and does not include California

Benefits of Employment

The following percentages capture what people with developmental disabilities who are in paid community employment in California have said:



79%
Have friends



84%
See their family

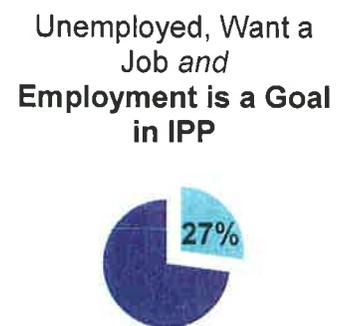
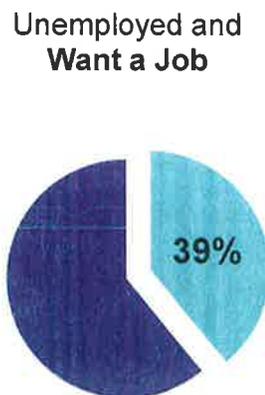
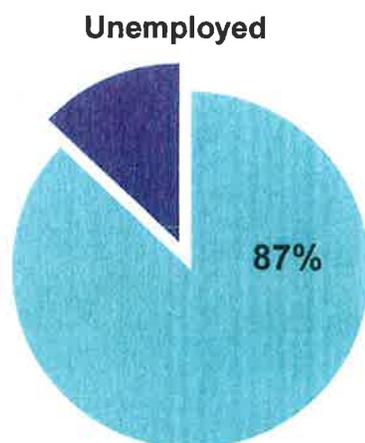


99%
Choose what to do in
their free time

People with developmental disabilities benefit from paid community employment in more ways than just income.

Unemployed

The following percentages capture what people with developmental disabilities in California have said:



Including employment as a goal in the IPP of a person who is unemployed and wants a job can be the first step.

Types of Employment

The figures below (out of the 13% who were employed in FY 11/12) represent various types of employment among people with developmental disabilities in California.



3 out of 10
Competitive
Integrated



2 out of 10
Individually-
Supported
Community



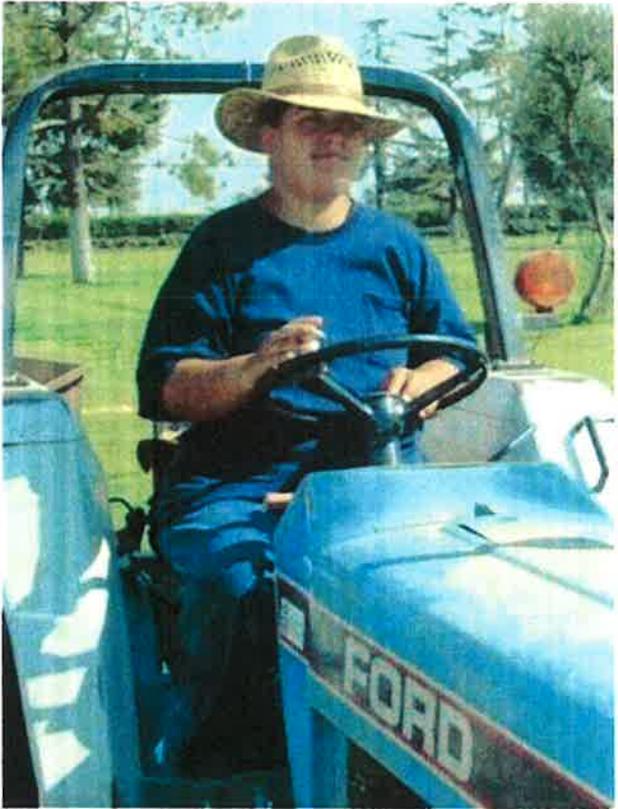
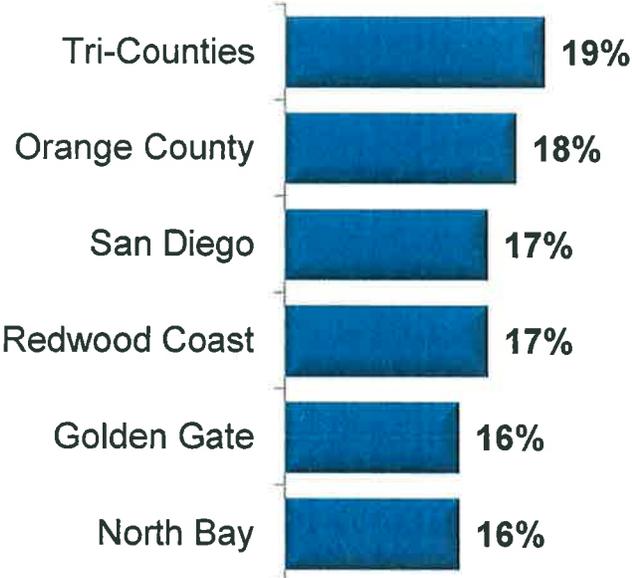
4 out of 10
Group-Supported
Community

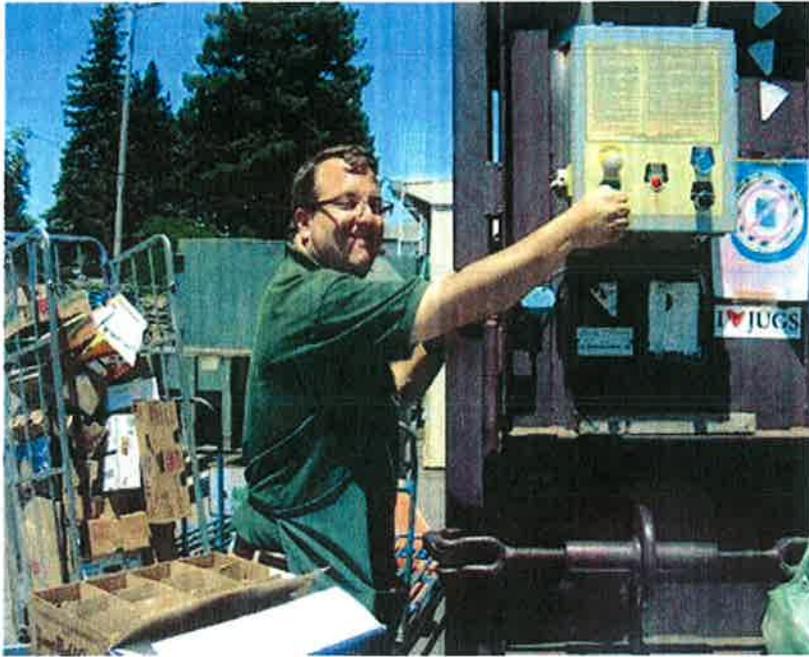
Actual percentages: Competitive Integrated 33%, Individual-Supported Community 24%, Group-Supported Community 43%
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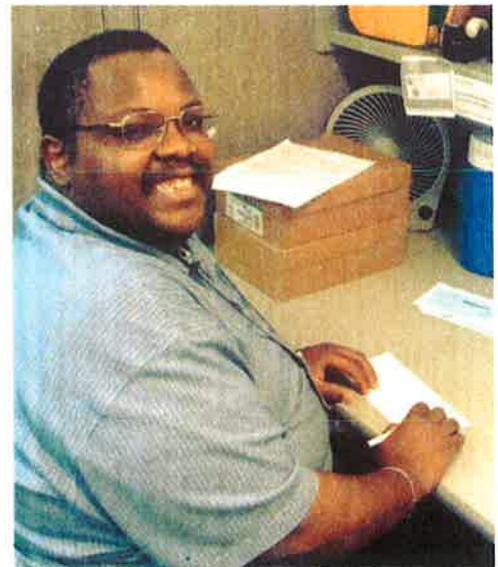
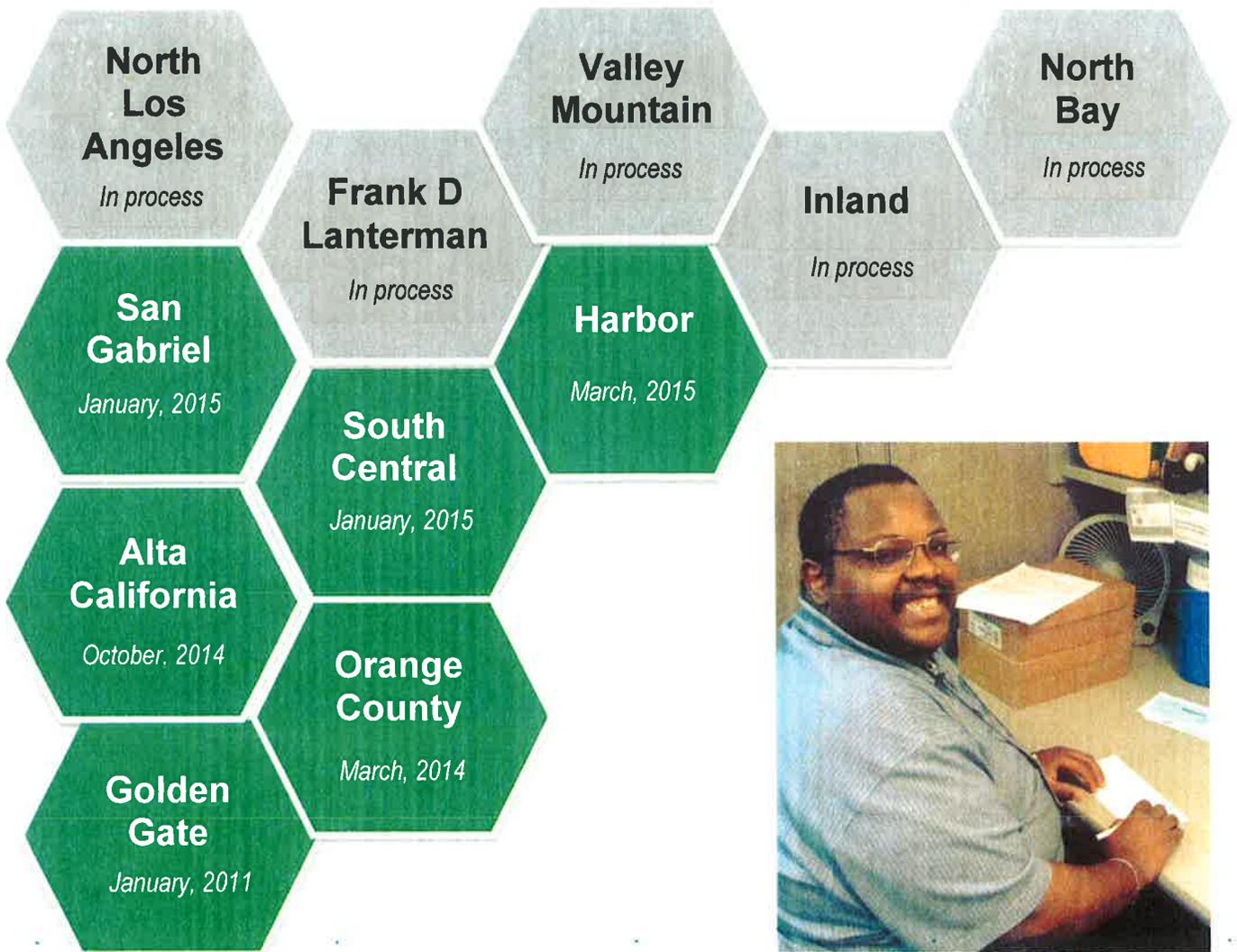
Regional Top Performers

The following graph shows regional centers with the highest percentage of people with developmental disabilities who are employed in FY 11/12.





The Employment First Policy (Title 17, section 4868) was passed October, 2013. The policy mandates that opportunities for competitive integrated employment shall be given the highest priority for working age individuals with developmental disabilities, regardless of the severity of their disabilities.





Memorandum of Understanding is an agreement made in 2014 between DDS, the Department of Rehabilitation and the Department of Education to implement the Employment First Policy and support competitive integrated employment outcomes for people with developmental disabilities.



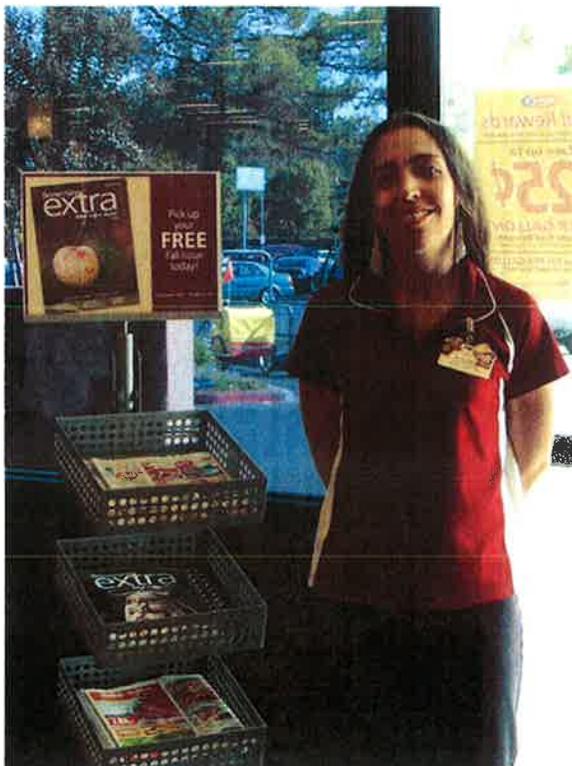
11 regional centers

are in the process or have adopted an *Employment First Policy*

2 regional centers



have included employment measures in their *2015 performance contracts*



Regional Center 2015 Performance Contract offered an optional employment measure that uses data from the Employment Development Department and the Client Development Evaluation Report, in addition to the NCI results included in this data brief.

*Eastern
Los
Angeles*

*Golden
Gate*



If you have any questions or comments please contact:

Renee L Kurjiaka, Chief
Quality Management Section,
Department of Developmental Services
Phone: (916) 653-6599
Email: renee.kurjiaka@dds.ca.gov

For more information about the
California National Core Indicators
please visit:
<http://www.dds.ca.gov/QA/>

CHAIR AND VICE-CHAIR ELECTIONS



DRAFT

**Nominating Committee Meeting Minutes
October 25, 2016**

Attending Members

Charles Nutt (SA)
Janelle Lewis (FA)
Kris Kent
Robin Hansen
Sandra Smith (FA)

Members Absent

Others Attending

Aaron Carruthers
Robin Maitino

1. CALL TO ORDER

Committee Chair Janelle Lewis (FA) called the meeting to order at 9:12 a.m.

2. ESTABLISH QUORUM

A quorum was established.

3. WELCOME/INTRODUCTIONS

Committee members and others introduced themselves.

4. PUBLIC COMMENTS

There were no public comments.

**5. ESTABLISH SLATE OF NOMINEES FOR ELECTION OF
CHAIR AND VICE-CHAIR**

In accordance with Article VII., Section 2 of the November 19, 2014 Bylaws, Chair Lewis (FA) reached out to family and self-advocates inviting those that were interested in being either chair and/or vice-chair to let her know. She received interest as follows in alphabetic order:

Council Chair

April Lopez
Robert Taylor

Council Vice-Chair

Robert Taylor
Ning Yang

The Committee took the following actions to 1) accept and put forth these nominees to the full Council; and 2) provide suggested topics to include in their candidate statements.

Action 1

It was moved/seconded (Hansen/S. Smith) and carried to accept the nominations of April Lopez and Robert Taylor as Chair of the Council, and Robert Taylor and Ning Yang as Vice-Chair of the Council. (passed unanimously by Committee members named above)

Action 2

It was moved/seconded (S. Smith/Nutt) and carried to provide the below guidelines to the chair/vice-chair candidates when preparing their candidate statements. (passed unanimously by Committee members named above)

Guidelines

Candidates shall limit their statements to no more than 1 page. Statements may cover topics such as: 1) Why you are interested in being Chair/Vice-Chair; 2) If elected, what would your priorities be ; 3) Describe your leadership experience; and 4) What are your strengths and challenges.

6. ADJOURN

Committee Chair Lewis (FA) adjourned the meeting at 9:20 a.m.

The following information is provided to assist the Nominating Committee in its consideration of Chair and Vice-Chair candidates at the October 25, 2016 meeting.

Relevant Excerpts from the Lanterman Act

W&I Code Section 4535(b) states:

The state council shall, by majority vote of the voting members, elect its own chairperson and vice chairperson who shall have full voting rights on all state council actions, from among the appointed members, described in paragraph (1) or (3) of subdivision (b) of Section 4521, and shall establish any committees it deems necessary or desirable. The chairperson shall appoint all members of committees of the state council. The chairs and vice chairs of the state council and its standing committees shall be individuals with a developmental disability, or the parent, sibling, guardian, or conservator of an individual with a developmental disability.

Relevant Excerpts from November 19, 2014 Bylaws

ARTICLE VII. OFFICERS

SECTION 1. Officers:

The officers of the Council shall be a Chairperson and a Vice - Chairperson elected from among the self and family advocate members appointed pursuant to Welfare and Institutions Code Section 4521(b)(1). These officers shall perform the duties described in these By-laws.

SECTION 2. Election of Member Officers:

Election of officers shall occur once every two years. The election shall be held during the last meeting of the appropriate calendar year. Only self and family advocate members shall be eligible to hold office.

SECTION 6. Duties of the Officers:

(a) Chairperson - The responsibilities of the Chairperson are: to preside at all meetings of the Council; to appoint chairpersons and members to all Council committees, except the Nominating Committees, to appoint Council representatives in relation to other agencies and consumer groups; and to represent the Council as needed. The Chairperson shall have full voting rights on all Council actions.

(b) Vice-Chairperson - The responsibilities of the Vice-Chairperson are to perform all the duties of the Chairperson if the Chairperson is absent or if the Chairperson requests the Vice-Chairperson to do so. When acting in the capacity of the Chairperson, the Vice-Chairperson has the same authority as the Chairperson. The Vice-Chairperson also serves as Chair of the Executive Committee and as Parliamentarian.

Dr. April Lopez

Candidate Statement, Chair of the SCDD



When I first came to the council I was asked early to consider the vice chair position to which I was elected. After only a couple of months in this position I assumed the position of Chair. I worked tirelessly over the past year to help move this organization forward and I feel that I have made a significant difference working in collaboration with all of the council members and staff. I would be honored for the members of this council to continue to support me as Chair for an additional term.

My priorities are for the SCDD is to always have a seat at the table in regards to issues within the disability community. My goal for the council is to have significant credibility in the community. I envision more media and legislative communication.

I have worked tirelessly this past year helping to put out several fires and reviving our credibility with AIDD. My leadership skills in my community have made it possible for me to establish legislative relationships that I feel have benefitted the council in many avenues.

My strengths are my passion for this community and this council. I have aggressively lobbied the state legislature and the governor to support positive legislation for the disabled community. I will continue to do so if re-elected chair. I'm excited to be part of Self Determination and see us through the waiver. I'm not afraid to ask for help or say I don't understand. As much as I don't like this about me, this is what makes me work harder.

I would be honored to be re-elected as chair. Thank you in advance for your support.

A handwritten signature in blue ink, appearing to read "Dr. April Lopez". The signature is stylized and includes a long horizontal line extending to the right.

Dr. April Lopez

My name is: Robert Miland Taylor, and I'm glad to accept your Nomination for me to become your Chairperson or Vice-Chairperson of the Council with the State Council on Developmental Disabilities. I would like to become your Chairperson or Vice-Chairperson of the Council with the State Council on Developmental Disabilities, so we can make a difference for all who have Disabilities and for those who don't. My priorities is to see that we get the Self-Determination that we need for Individuals with Intellectual and Developmental Disabilities and their families, so that they can control their service dollars and their services, the Competitive Integrated Employment so individuals can contribute and be valued, Our services and supports must be distributed equitably so the needs of the individuals are met in a culturally appropriate and linguistically competent manner, regardless of race, ethnicity, or income, We need transportation that is essential to Education, Employment, and inclusion for those individuals who have disabilities, The Health Care that is needed in a continuity of quality care, which will give us the continuation of Health Care and Wellness Services, along with Plain Language Information and the supports that are needed so informed decisions about Health Care Options can be addressed. We need to implement the Individuals with Disabilities Education Act, along with State Laws and Regulations, so Students with Intellectual and Developmental Disabilities can get Public Education that is free and appropriate and prepare them for Post-Secondary Education, Employment, and for them to live in their communities. We need individuals with Intellectual and Developmental Disabilities to be involved in policy and decision making related to Housing, Self-Advocates need training, plain language materials and opportunities to make policy making with their decisions on it. Individuals who have Intellectual and Developmental Disabilities must have access to and be supported to participate in our Communities, with those who don't have disabilities at all, and we need Education, Employment, Recreation, Organizational Affiliations, Spiritual Development and Civic Responsibilities to make it happen. Adults who have Intellectual and Developmental Disabilities must have access to meaningful activities of their choice with appropriate services and supports to make it happen. We have to see that the State restore the Rates for Services to support the availability of Quality Services for people with all types of disabilities in all the systems that their served on. We need to be safe, and individuals with Intellectual and Developmental Disabilities need the Emergency Preparedness Training, along with Personal Safety, so they can protect themselves against becoming Victims of Crime, and how their participation in identification and prosecution can make a difference, and the State must ensure that funding is used to achieve positive outcomes for

individuals with Intellectual Disabilities and their families. Quality Assessment and Oversight must be provided by the State, and it must measure what matters, be administered in a culturally competent manner, and the results must be made Public and used to improve the systems of services and supports. I'm currently a Member of our Self-Advocates Advisory Committee and the Council since: November 2013, and I'm also the Liaison for our North Coast Office of the State Council on Developmental Disabilities, since: October 2014. I also sit as the Vice-Chair and Member of our Self-Determination Program Advisory Committee between Redwood Coast Regional Center and our North Coast Office of the State Council on Developmental Disabilities, since: January 2015, and just recently I participated in my first Meeting of the Statewide Self-Determination Advisory Committee, when my Chair of our Self-Determination Program Advisory Committee, couldn't be present for it, since: October 2016. My strengths is that I can get along with others, and make decisions that are important for all of us, and My Challenges is that we will have to work together as a Team in the Council to make it happen, and I will do my very best to work with Staff, my Councilmembers and others who sit in Committees and Sub-Committees for that to occur. I ask for your Vote on: November 30th, for me to become your new Chairperson or Vice-Chairperson of the Council with the State Council on Developmental Disabilities, to make it happen, -Sincerely:

- Robert M. Taylor, Councilmember with the North Coast Office of the State Council on Developmental Disabilities

Dear council members,

I would like to continue serve as your Vice Chair because I would like continue the work we been doing and moving forward work in the developmental disabilities world. As many of you know that one of my duties as Vice Chair is to serve as the council's parliamentarian which I have over 10 years of experience. I also have a very good understanding of our bylaws.

My priorities are and will be self determination, employment first and our new state plan to make our council greater and moving forward to serve people with developmental disabilities, to make OUR life better, fuller and more purposeful.

My leadership experience include: Serving as Council Vice Chair, Chair of the Executive Committee and the Employment First Committee. California Community Colleges Board of Governors Member. Senator and Assembly Planning Chair for Student Senate for California Community Colleges. President Mendocino College Student Government.

My strengths include: interpersonal communication, leadership, vision forward thinking, bring people on the same page and Roberts Rule of Order.

Thank you for your consideration!

Jenny Yang

THE CALIFORNIA CIE BLUEPRINT FOR CHANGE

Employing Individuals with Intellectual Disabilities and Developmental Disabilities in California

“Real Work for Real Pay in the Real World”

Prepared by
California Department of Education
California Department of Rehabilitation
California Department of Developmental Services

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“Real Work for Real Pay in the Real World”

Vision

Providing opportunities for Californians with intellectual disabilities and developmental disabilities to prepare for and participate in competitive integrated employment.

“... you never know if somebody can run with the ball if you never hand it to them.”
*Business Partner – California CIE Business Partner Forum,
August 31, 2015*

EXECUTIVE SUMMARY

California Competitive Integrated Employment Blueprint for Change Overview

A proactive interagency plan, hereafter known as a “Blueprint,” has been created by representatives from the California Department of Education (CDE), California Department of Rehabilitation (DOR), and California Department of Developmental Services (DDS) to jointly identify ways to increase competitive integrated employment (CIE) opportunities for individuals with intellectual disabilities and developmental disabilities (ID/DD) over a five-year period. The Individuals with Disabilities Education Act (IDEA) supports the furtherance of education, employment, and independent living for students transitioning to adulthood. The federal Rehabilitation Act of 1973, amended by the Workforce Innovation and Opportunity Act (WIOA) in 2014, seeks to empower individuals with disabilities to maximize employment, economic self-sufficiency, independence, and inclusion and integration into society. Each person’s maximum employment potential and employment goals will be defined through the person-centered planning process. For each individual in CIE, his or her person-centered plan, if so chosen, will include services in settings that are integrated in and support full access to the greater community (pursuant to the federal Home and Community-Based Services (HCBS) settings rule).

Utilizing the person-centered planning concept, embraced by all three departments, the Blueprint was developed to describe innovation, what is working, and what is possible in creating an individual’s pathway to CIE.

To build capacity and stimulate policy change, the Blueprint focuses on five fundamental career development pathways to CIE: transition services; adult pathways to employment; post-secondary education (PSE) activities; supported employment services, customized employment and other employment support options; and business partner engagement.

“Together we are better than when we are alone...”

Service Provider - California CIE Stakeholder Forum,

May 15, 2015

Section One introduces the Blueprint, details its purpose and goals, and discusses the process in which it was developed. In addition, this section explains the Memorandum of Understanding (MOU) that documents the agreement between the three departments to formally engage in the Blueprint development process.

Section Two provides a brief overview of each department's service delivery system including their eligibility criteria and the populations they serve. Understanding how each department operates is an essential component to the development and implementation of the Blueprint.

Section Three summarizes current initiatives and collaboration efforts at the local, state, and national level that have proven to be successful in supporting increased opportunities for individuals with ID/DD to prepare for and engage in CIE. The Blueprint describes these existing successes, that will be built upon utilizing available resources, as some of the first exemplary, effective, and emerging ("Triple E") practices intended for statewide replication.

Section Four describes the "focus for change." This section outlines the objectives, targeted outcomes, and strategies for each goal. It also lists the actions, divided into phases that will help to achieve each goal.

Section Five provides a high-level implementation timeline. To successfully meet the Blueprint goals, the three departments are committed to implementing the Blueprint. A committee of representatives from each department will help to identify resources and task forces to assist with the implementation of the Blueprint, and will meet regularly to track implementation progress.

This Blueprint contains the specific recommendations that will guide the departments over the course of the next five years and highlights collaboration at both the state and local levels to support each individual on his or her pathway to CIE.

The departments will track the effectiveness of the specified strategies and actions. Data will be electronically posted on the Employment Data Dashboard and the CIE website annually and will include an evaluation of progress and recommended next steps with stakeholder input.

1. INTRODUCTION

Purpose

The state of California has taken a historic step towards increasing CIE opportunities for individuals with ID/DD. The CDE, DOR, and DDS have worked together to create a proactive interagency plan utilizing available

resources¹ to increase opportunities for individuals with ID/DD to prepare for and engage in CIE, and to reduce reliance upon subminimum wage jobs and segregated work settings. The California CIE Blueprint for Change hereafter referred to as the “Blueprint”, will be used to inform the service delivery system to support the achievement of CIE for individuals with ID/DD. The Individuals with Disabilities Education Act (IDEA) supports the furtherance of education, employment, and independent living for students transitioning to adulthood. The Rehabilitation Act of 1973, amended by the WIOA, seeks to empower individuals with disabilities to maximize employment, economic self-sufficiency, independence, and inclusion and integration into society. Each person’s maximum employment potential and employment goals will be defined through the person-centered planning process. For each individual in CIE, his or her person-centered plan, if so chosen, will include services in settings that are integrated in and support full access to the greater community (HCBS settings rule).

The Blueprint will be implemented over a five-year period and will be incorporated by reference in departmental MOUs. The Blueprint will outline actions that will foster utilization of existing resources towards implementation of the California Employment First Policy (Welfare and Institutions Code, section 4869(a)(1)). Utilization of well sequenced services will create a collaborative environment at the local level to support individuals as they seek CIE.

The development of the blueprint encourages the departments to collaborate in furtherance of their goals to provide equal opportunities for individuals with ID/DD. The Blueprint is consistent with state and federal law including the U.S. and California Constitutions regarding equality, the state’s Employment First Policy, the Lanterman Developmental Disabilities Services Act (“Lanterman Act”), the Americans with Disabilities Act, IDEA, and the Supreme Court decision in *Olmstead v. L.C.* It will also meet the new federal requirements enacted in the WIOA, and position California to adjust existing services to meet the new requirements specified by the Centers for Medicare and Medicaid Services (CMS) Guidance for community based services as that guidance becomes final.²

The objectives, strategies, and actions within the goals of the Blueprint focus on the following five fundamental career development pathways to CIE: transition services, adult pathways to employment, post-secondary school

¹ If additional resources become available the departments will evaluate what may be utilized to further the goals of this blueprint.
² Section 3 of the Blueprint discusses some of these in greater detail.

activities, supported employment services, customized employment and other employment support options, and business partner engagement.

The goals of the Blueprint are to:

- Improve collaboration and coordination between the three departments to prepare and support all individuals with ID/DD who choose CIE.
- Increase opportunities for individuals with ID/DD who choose CIE to prepare for and participate in the California workforce development system and achieve CIE within existing resources.
- Support the ability of individuals with ID/DD to make informed choices, adequately prepare for, transition to, and engage in CIE.

“...work is a place where potential can be maximized.”
*Youth Commissioner - Advisory Commission on Special Education
Meeting, August 12, 2015*

Background

In December 2014, the CDE, DOR, and DDS signed an MOU with the intent to identify and implement improvements in the coordination and capacity of the service system for individuals with ID/DD resulting in more individuals with ID/DD becoming employed in integrated settings at competitive wages consistent with the state's Employment First Policy and other federal and state laws. The MOU documented the agreement between the three departments to formally engage in the Blueprint development process.

The intent of the Blueprint is to continue and build upon the implementation of new federal requirements including the WIOA and HCBS settings rule related to integrated, competitive employment outcomes, specifically for students, youth, and adults with ID/DD by developing and implementing actions and strategies to improve CIE outcomes. Development of the Blueprint has been guided by the Employment First policy; information learned through several ongoing state and stakeholder projects including the California Community of Practice on Secondary Transition (CoP), California Promoting the Readiness of Minors in Supplemental Security Income (CaPROMISE), California Transition Alliance, and the California Employment Consortium for Youth and Young Adults with Intellectual and Developmental Disabilities (CECY) and will build on these projects. In addition, the

development of the blueprint has been guided by the best thinking and resources of national entities working towards improving CIE outcomes, such as the National Center on Leadership for the Employment and Economic Advancement of People with Disabilities, the Office of Disability Employment Policy Community of Practice, the Institute on Community Inclusion, Partnerships In Employment, and Think College.

As stated in the MOU and articulated in this Blueprint, the three departments will work together to increase CIE outcomes. The Institute on Community Inclusion identified seven strategies used by states who have a high rate of, or higher than average growth in the number of individuals with ID/DD in CIE. The actions and strategies outlined in the Blueprint build on the use of these effective strategies.³ These practices include the following:

1. Clearly defined goals and data collection
2. Strong agency leadership
3. Interagency collaboration
4. Ongoing training and outreach
5. Communication through relationships
6. Local control
7. Flexibility and respect for innovation

To track the effectiveness of the strategies and outcomes, the departments will use the Employment Data Dashboard hosted by the California State Council on Developmental Disabilities (SCDD) to track the employment participation rate of individuals with ID/DD. Additionally, the departments will work with the SCDD to improve the data collected to better measure CIE outcomes as reported in the Employment Data Dashboard.

Methodology

In February 2015, the CDE, DOR and DDS formed the California CIE Interagency Leadership Workgroup consisting of subject matter experts from each department. The workgroup's goal has been to collaborate with

³High-Performing States in Integrated Employment, Allison Cohen Hall, John Butterworth, Dana Scott Gilmore & Deborah Metzel. Originally published: 2/2003

community stakeholders to develop a blueprint to improve CIE outcomes for individuals with ID/DD over a five-year period. The workgroup developed the following Blueprint agreed upon by the three departments, in consideration of the stakeholder feedback noted below, which is reflected in proposed changes, goals, recommendations and timelines to attain the desired outcomes.

Stakeholders were informed and engaged throughout the planning process. The interagency workgroup conducted three facilitated teleconferences with stakeholders including consumers, families and advocates, community partners, employers, Local Educational Agencies (LEAs), regional centers, and providers. The representatives from the workgroup also attended an Advisory Commission on Special Education meeting and state level consumer advisory meetings supported by the SCDD, the Association of Regional Center Agencies and DDS to gather consumer stakeholder input. The workgroup also sponsored a conversation with business partners to gather input from business partners who hire individuals with ID/DD. Finally, individuals and organization stakeholders provided written input through the CaliforniaCIE@dor.ca.gov email. Input from stakeholders will be considered throughout the implementation of the Blueprint.

As part of the Blueprint development process, data from the departments was utilized to recommend targeted outcomes outlined in Section four.

Additionally, the departments will provide guidance to their staff and to LEAs and regional centers, urging the LEAs and regional centers to align their practices consistent with the Blueprint.

Terminology

Because of multiple definitions for similar terms, for purposes of this Blueprint the following terms are defined:

- Action: Action means the process of performing an activity for a specific purpose, e.g., development of joint written guidance to increase collaboration and communication.
- Collaborative Group: An existing or new collaborative group is made up of local agency professionals, consumers and families, and other stakeholders as appropriate.

- Community-Based Vocational Education:
 - For CDE this can include unpaid vocational exploration, assessment, or training.
 - For DOR this can include paid and unpaid work experience.
 - For DDS this can include volunteer opportunities, paid and unpaid internships, and adult education and training.

- Competitive Integrated Employment: This term, or CIE, is defined as work that is performed on a full-time or part-time basis (including self-employment) –
 - A. For which an individual:
 - Is compensated at a rate that shall be not less than the higher of the rate specified in section 6 (a)(1) of the Fair Labor Standards Act of 1938 (29 U.S.C. § 206 (a)(1)) or the rate specified in the applicable state or local minimum wage law; and is not less than the customary rate paid by the employer for the same or similar work performed by other employees who are not individuals with disabilities, and who are similarly situated in similar occupations by the same employer and who have similar training, experience, and skills.
 - In the case of an individual who is self-employed, yields an income that is comparable to the income received by other individuals who are not individuals with disabilities, and who are self-employed in similar occupations or on similar tasks and who have similar training, experience, and skills.
 - Is eligible for the level of benefits provided to other employees.
 - B. That is at a location where the employee interacts with other persons who are not individuals with disabilities (not including supervisory personnel or individuals who are providing services to such employee) to the same extent that individuals who are not individuals with disabilities and who are in comparable positions interact with other persons.
 - C. That, as appropriate, present opportunities for advancement that are similar to those for other employees who are not individuals with disabilities and who have similar positions.⁴

⁴ Federal definition of “Competitive Integrated Employment” (Workforce and Innovation Opportunity Act, § 7, 29 U.S.C. § 705(5).)

The Rehabilitation Act of 1973, amended by WIOA, seeks to empower individuals with disabilities to maximize employment, economic self-sufficiency, independence, and inclusion and integration into society.

- Customized Employment: This term is defined by the WIOA and the U.S. Department of Labor, Office of Disability Employment policy as “a flexible process designed to personalize the employment relationship between a job candidate and an employer in a way that meets the needs of both. It is based on an individualized match between the strengths, conditions, and interests of a job candidate and the identified business needs of an employer. Customized Employment utilizes an individualized approach to employment planning and job development — one person at a time . . . one employer at a time.”
- Employment Preparation Services: This term, or EPS, refers to a continuum of services that provide guidance and direction to an individual with ID/DD in the development of job search techniques and appropriate work-related behaviors that will enhance the individual’s employability.
- Guidance: The term guidance includes instruction, training, sharing of key regulatory and other related information, and recommended strategies sponsored by the Interagency Leadership Workgroup. The guidance is intended to facilitate collaboration leading to service changes and an increased capacity in employment resources and services resulting in an increase in CIE outcomes.
- Implementation Workgroup: The implementation workgroup will include at a minimum representation from each department including subject matter experts in services, funding, and data. Additional membership will be contingent upon available resources and at a minimum participation may be via phone conference. The workgroup will develop recommendations for review by the Interagency Leadership Workgroup.
- Individual: The term individual is used to reference an individual with ID/DD including youth (ages 14 through 24), students (ages 16 through 21), and adults (ages 18 and over) who are receiving services or eligible for services by one or more of the departments, and their family and/or representative(s), if any, as appropriate to the individual’s circumstance.
- Individualized Education Program: This term, or IEP, is the document prepared by a LEA in collaboration with the IEP team for a child/student who is participating in Special Education.

- Individualized Plan for Employment: This term, or IPE, is the document prepared by the DOR in collaboration with the consumer, who is participating in the vocational rehabilitation program. It includes an employment goal and appropriate services.
- Individual Program Plan: This term, or IPP, is the document prepared by the regional center IPP team, in collaboration with the individual. It describes the needs, preferences, and choices of the individual and family.
- Informed Choice: This term refers to the principle of “informed choice,” in which individuals with ID/DD are encouraged to participate in the service process to the maximum extent possible and make meaningful and informed choices.
- Interagency Leadership Workgroup: The Interagency Leadership Workgroup comprised of representatives from CDE, DOR, and DDS developed the Blueprint with stakeholder input, and will oversee implementation.
- Local Educational Agency: This term, or LEA, refers to a school district, a county office of education, and publicly-funded charter schools which operates local public primary and secondary schools.
- Person-Centered Planning: For the purpose of the Blueprint, person-centered planning is the concept for the development of IEPs, IPEs, and IPPs.
- Post-Secondary Education (PSE): This term refers to education or training that occurs after secondary school (high school).
- Pre-Employment Transition Services: The following five activities for students with disabilities, ages 16 through 21, are provided by local DOR districts, in collaboration with local LEAs:
 1. Job exploration counseling.
 2. Work-based learning experiences.
 3. Counseling related to post-secondary opportunities.
 4. Workplace readiness training.
 5. Self-advocacy training.

- Stakeholders: The term stakeholders refers to individuals representative of all Californians, including individuals with ID/DD, families or representatives as appropriate, staff of CDE, DOR, DDS, regional centers, Special Education Local Plan Areas (SELPA), LEAs, Family Resource Centers (FRC), service providers, and the California workforce development system, business partners, and any oversight and advisory boards and advocacy agencies.
- Steering Committee: The Steering Committee has provided feedback to the Interagency Leadership Workgroup to help guide the development of the Blueprint. As part of implementation, the committee will meet at least quarterly for the first year and at least semi-annually for the duration of the five-year Blueprint implementation to provide ongoing feedback. Steering Committee representatives include California Health and Human Services Agency (CHHSA), CDE, DOR, DDS and Disability Rights California (DRC).
- Targeted Outcome: Targeted outcome means a desired level of performance measured by available or future data, e.g., a percentage increase in employment rates over time.
- “Triple E” Practices: The term “Triple E” practices refers to exemplary, effective, and emerging practices proven to be successful in supporting increased opportunities for individuals with ID/DD to prepare for and engage in CIE. “Triple E” practices illustrate successful programs and local agreements through success stories, as applicable, from the consumer, employer, and service perspectives. An example of a “Triple E” practice is well-sequenced provision of services and local partnership agreements. As part of implementation, additional “Triple E” practices, as they evolve, will be identified and shared on the CIE webpage.
- Well-Sequenced Services and Funding: Unique services provided by more than one fund source (LEA, DOR, and regional center) arranged in a manner, and provided in a timeframe, to best support each individual’s employment goals and avoid duplicative services.

An overview of each department’s service delivery system and a summary of current initiatives and collaboration efforts among the three departments are provided in the following Blueprint sections. Recommendations are addressed in Section Four of the Blueprint.

2. INTERAGENCY SYSTEM OVERVIEW

This section provides a brief overview of each department's service delivery system. Understanding how each department operates is an essential component to the development of the Blueprint. In addition, the Blueprint will be implemented within the current requirements and resources of each department to provide culturally and linguistically appropriate material and information.

"Provide maximum opportunity in the community in paid employment or volunteer work..."

*Parent/Vendor – Feedback received through the California CIE
Inbox, May 18, 2015*

California Department of Education

The CDE oversees the state's diverse and dynamic public school system, which is responsible for the education of more than seven million children and young adults in more than 9,000 schools. The CDE and the State Superintendent of Public Instruction are responsible for enforcing education law and regulations; and for continuing to reform and improve public elementary school programs, secondary school programs, adult education, some preschool programs, and child care programs.

The CDE works cooperatively with other state agencies to provide a wide variety of educational supports, from family-centered services for infants and preschool children with disabilities, to planned steps for transition from high school to further education, employment and quality adult life. The CDE responds to consumer complaints and administers the federal IDEA, the No Child Left Behind Act (NCLB), and in 2017 the Every Student Succeeds Act, which will replace NCLB, for students with disabilities in California. For more information on special education see the CDE Special Education web site [CDE Special Education Division](#).

The CDE provides state leadership and policy direction for school district special education programs and services for students who have disabilities, which the CDE defines as newborn through 21 years of age. Special education is defined as specially designed instruction and services, at no cost to parents, to meet the unique needs of children with disabilities.

Current Landscape

During state fiscal year (SFY)⁵ 2013/2014, there were approximately **29,000** students, ages 16 through 21, enrolled in state's public school system whose disability category could be considered ID/DD.⁶

What are the Special Education Eligibility Criteria?

A child shall qualify as an individual with exceptional needs if the results of the assessment as required by Education Code section 56320 demonstrate that the degree of the child's impairment requires special education in one or more of the program options authorized by Education Code section 56361. The decision as to whether or not the assessment results demonstrate that the degree of the child's impairment requires special education shall be made by the Individualized Education Program (IEP) team. "The IEP team shall take into account all the relevant material which is available on the child. No single score or product of scores shall be used as the sole criterion for the decision of the IEP team as to the child's eligibility for special education."⁷

What is an IEP?

The CDE provides general supervision, as required by title 34 Code of Federal Regulations section 300.600, to LEAs that develop and implement IEPs for students with disabilities.

Annually, the student's IEP team reviews and revises the IEP. Triennially, the student is reassessed, unless there is agreement that assessment is not necessary.

The IEP is developed by a team that includes: the parents of the student; the regular education teacher of the student (if the student is or may be participating in the regular education environment); the special education teacher (or if appropriate, not less than one special education provider) of the student; an LEA representative, who is qualified to provide or supervise the provision of specially designed instruction to meet the unique needs of the student and is knowledgeable about the general education curriculum and availability of LEA resources; an individual who can interpret the instructional implications of the assessment results; at the discretion of the parent or the LEA, other individuals who have knowledge or special expertise regarding the student; and whenever appropriate, the student. This may include, if invited, representatives from regional centers or local DOR staff.

⁵ July 1 through June 30

⁶ The disability categories included under ID/DD for the CDE are Intellectual Disability, Autism, and Traumatic Brain Injury.

⁷ California Code of Regulations, title 5, section 3030

To the extent appropriate, with the consent of the parents or a student who has reached the age of 18, the LEA must invite a representative of any participating agency that is likely to be responsible for providing or paying for transition services.

Beginning not later than the first IEP to be in effect when the student is 16, or younger if determined appropriate by the IEP team, and updated annually thereafter, the IEP must include:

- Appropriate measurable post-secondary goals based upon age-appropriate assessments related to training, education, employment, and where appropriate, independent living skills.
- The transition services, including the course of study, needed to help the student in reaching those goals.
- Beginning not later than one year before the student reaches the age of 18, a statement that the student has been informed that the rights afforded to parents relating to special education will transfer to the student at age 18, unless the student has been determined to be incompetent under state law.

Transition services for a student with a disability in a secondary education setting, are a coordinated set of activities that:

- Are designed to be within a results-oriented process that is focused on improving the academic and functional achievement of the student with a disability to facilitate the student's movement from school to post-school activities, including post-secondary education, vocational education, integrated employment (including supported employment), continuing and adult education, adult services, independent living, or community participation.
- Are based on the individual student's needs, taking into account the student's strengths, preferences, and interests.
- Include instruction, related services, community experiences, the development of employment and other post-school adult living objectives, and, if appropriate, acquisition of daily living skills and a functional vocational evaluation.

California Department of Rehabilitation

The DOR is authorized under the Rehabilitation Act of 1973, as amended by the 2014 WIOA (29 U.S.C. § 701 et seq.), to provide vocational rehabilitation (VR) services to individuals with disabilities, including "youth with disabilities," ages 14 through 24, and high school "students with disabilities," ages 16 through 21. The VR

program is intended to maximize opportunities for CIE and economic self-sufficiency for individuals with disabilities, including individuals with the most significant disabilities consistent with the individual's unique strengths, resources, priorities, concerns, abilities, capabilities, interests, and with informed choice. An employment outcome may include entering or retaining full-time or part-time CIE including but not limited to supported employment or customized employment.

The DOR collaborates with public agencies, including LEAs, colleges, Community Rehabilitation Programs (CRPs), regional centers, and other stakeholders to provide well-sequenced services to mutual consumers. In an effort to serve as many consumers as possible, the DOR is required to make maximum effort to secure comparable services and benefits. When there are insufficient funds to serve all individuals who are eligible, the DOR operates under an Order of Selection and must determine an individual's priority for VR services. Currently, the DOR is under an Order of Selection but is able to serve individuals with the most significant and significant disabilities. Typically, individuals with ID/DD are considered individuals with the most significant disabilities. A waiting list is maintained for those for whom the DOR does not have sufficient funds to serve and do not meet the priority of services under the Order of Selection.

There are 104 Vocational Rehabilitation Services Delivery (VRSD) teams at the DOR, which provide VR services to eligible Californians with disabilities. Each VRSD team includes five qualified rehabilitation counselors, two service coordinators, one employment coordinator, two office technicians (general), and a team manager.

Current Landscape

In SFY 2013/2014, the DOR provided VR services to approximately 100,000 eligible Californians with disabilities per year in 13 geographic districts in the Vocational Rehabilitation Employment Division and a statewide Blind Field Services district within the Specialized Services Division. Of those, approximately **1,700** were identified as individuals with ID/DD ages 16 through 21 and **2,900** ages 22 and over.⁸

What are the DOR Eligibility Criteria?

To be eligible for services from the DOR, an individual must:

- Have a physical or mental impairment that creates a substantial impediment to employment.

⁸ The disability categories included under ID/DD for the DOR are Intellectual Disability and Autism.

- Require VR services to prepare for, secure, retain, advance in, or regain employment that is consistent with the individual's unique strengths, resources, priorities, concerns, abilities, capabilities, interests, and informed choice.
- Be able to benefit from the DOR services in terms of an employment outcome in an integrated setting.

The DOR presumes that individuals with the most significant disabilities can benefit from an employment outcome, and is responsible to provide each individual with an assessment to determine the individual's eligibility and priority for services and VR needs. Prior to determining that an applicant is unable to benefit due to the significance of the individual's vocational barriers related to their disability, the DOR must explore the individual's abilities, capabilities, and capacity to perform in work situations through the use of trial work experiences with appropriate supports provided by the DOR.

What is an IPE?

In collaboration with each individual, the DOR qualified rehabilitation counselor performs key functions throughout the VR process, including determination of eligibility priority for services; development of the Individualized Plan for Employment (IPE); approval of any necessary IPE amendments; IPE review at least annually; and determination of the achievement of an employment outcome and/or case closure.

An employment goal and appropriate VR services, as documented through the IPE, are consistent with the individual's unique strengths, priorities, concerns, abilities, capabilities, interests, and informed choice. The purpose of the IPE is to help an individual with ID/DD prepare for and engage in CIE. Services are provided as appropriate to each individual's unique circumstances and needs, may include but are not limited to vocational counseling and guidance, assessment, assistive technology, benefits advisement, transition services, including pre-employment transition services for students with disabilities, post-secondary training or education, on the job training (OJT), job-related services and supports, such as job coaching, pre-employment transition services, customized employment, and post-employment services.

For specific information on the provision of VR services and the IPE process see the [Consumer Information Handbook](#).

<http://www.dor.ca.gov/Public/Publications-n-Forms.html>

California Department of Developmental Services

The Lanterman Act (Division 4.5 of the Welfare and Institutions Code) establishes, unique to the state of California, a commitment to provide services and supports to individuals with [developmental disabilities](#) throughout their lifetime. Services and supports are provided through a combination of federal, state, county, and local government services, private businesses, support groups and volunteers. In 2013, Governor Brown signed into law Assembly Bill 1041 (Chesbro) establishing the Employment First Policy in the Lanterman Act. Specifically, the law provides that:

“It is the policy of the state that opportunities for integrated, competitive employment shall be given the highest priority for working age individuals with developmental disabilities, regardless of the severity of their disabilities.” (Welfare and Institutions Code, section 4869(a)(1))

The DDS is the agency through which the state provides services and supports to individuals with ID/DD. These disabilities include intellectual disability, cerebral palsy, epilepsy, autism and related conditions. Services are provided through 3 state-operated developmental centers (in the process of being closed) and 1 community facility, and through contracts with 21 nonprofit organizations called [regional centers](#). The regional centers serve as a local resource to provide diagnosis and assessment of eligibility and help plan, access, coordinate, and monitor the services and supports that are needed because of a developmental disability. In addition, regional centers help find and access the services and supports available to individuals with ID/DD and their families.

These services include both pre-employment and employment support services. The most common type of pre-employment services funded by regional centers are day program services. Employment supports available through regional centers include referral to the DOR for vocational rehabilitation services, long-term services once placed in an integrated job through the supported employment program, and pre-vocational services.

Today several regional centers are beginning efforts to work with work activity program service providers to change the service delivery to be integrated and focus on achieving CIE opportunities. Additional employment preparation services are available through a new sub code of individualized supports within these services known as Tailored Day Services. In Fiscal Year 2016-17, through the enactment of Chapter 3, Statutes of 2016 (Assembly Bill (AB)x2-1), the legislature has authorized the development of two new programs to increase CIE

opportunities. On program will provide paid internship opportunities leading to CIE. The second is an incentive payment program to service providers who assist consumers to achieve CIE and maintain their jobs.

Current Landscape

During SFY 2013/2014, the DDS served approximately **38,000** individuals with ID/DD ages 16 through 21 and **126,000** ages 22 and over.⁹

What are the DDS Eligibility Criteria?

To be eligible for regional center services, an individual must have a disability that begins before their 18th birthday, is expected to continue indefinitely, and presents a substantial disability. As defined by the Director of Developmental Services, in consultation with the Superintendent of Public Instruction, eligible individuals shall include persons with an intellectual disability, cerebral palsy, epilepsy, and/or autism. This term shall also include conditions resulting in a disability found to be closely related to intellectual disability or to require treatment similar to that required for individuals with an intellectual disability, but shall not include other handicapping conditions that are solely physical in nature. Eligibility is established through diagnosis and assessment performed by regional centers.

⁹ The disability categories included under ID/DD for the DDS are Intellectual Disability, Autism, Cerebral Palsy, Seizure Disorder, and other Developmental Disability.

What is an IPP?

Person-centered individual program planning assists persons with developmental disabilities and their families to build their capacities and capabilities. This planning effort is not a single event or meeting, but a series of discussions or interactions among a team of people including the person with a developmental disability, their family (when appropriate), regional center representative(s) and others. The document known as the Individual Program Plan (IPP) is a record of the decisions made by the planning team.

As part of the planning process, this team assists the individual in developing a description that includes: a preferred place to live, favorite people with whom to socialize, and preferred types of daily activities, including preferred jobs. This description is called a preferred future, and is based on the individual's strengths, capabilities, preferences, lifestyle and cultural background.

The planning team decides what needs to be done, by whom, when, and how, if the individual is to begin (or continue) working toward the preferred future.

For specific information on the IPP process see the [Individual Program Plan Resource Manual](http://www.dds.ca.gov/RC/IPPManual.cfm).
<http://www.dds.ca.gov/RC/IPPManual.cfm>

The IPP captures the services and supports and who will provide those services and supports including those funded by entities other than the regional center and those the regional center will fund.

3. CURRENT INITIATIVES AND COLLABORATION

Current initiatives and collaboration efforts that have proven to be successful in supporting increased employment opportunities for individuals with disabilities were built upon as part of the Blueprint. Sharing information about these initiatives and collaborative efforts will provide information to existing service providers who are seeking to improve their ability to support individuals with ID/DD to achieve CIE. This section identifies these efforts at the local, state and national level. These efforts are foundational to the development and support of "[Triple E](#)" practices at the local level.

“... work provides that place to look forward to... a place to achieve goals...”

Parent – California CIE Stakeholder Forum, May 15, 2015

Local Level

Local level initiatives and collaborations are foundational to the Blueprint in that they demonstrate existing and potential “Triple E” pathways to CIE in practice. Local level initiatives and collaboration efforts include, but are not limited to, the following:

- Transition Partnership Program (TPP)
The TPP is a joint project of the DOR and CDE. TPP builds partnerships between select LEAs and the local DOR district. The TPP provides vocational services that successfully transition students with disabilities to meaningful employment. These programs provide pre-employment transition services to students with disabilities in accordance with WIOA. From July 1, 2014 through May 31, 2015, there were 17,629 individuals in the TPP. Of those, 994 were individuals with ID/DD.
- College to Career Pilot (C2C)
The C2C pilot program is a partnership between the DOR and select community colleges to serve individuals with ID/DD. Intended as an alternative to traditional supported employment, C2C was designed to provide vocational services and supports for college level vocational training leading to CIE. The program provides vocational instruction, work experiences and internships, and job development and placement services that result in workforce preparation, and placement in CIE with natural supports. There are eight C2C pilot programs, three of which have just been recently approved and have not yet been implemented. Between the five existing pilot programs, 304 individuals with ID/DD were served.
- WorkAbility I
WorkAbility I is a competitive grant administered by the CDE and implemented by LEAs that provides comprehensive pre-employment training, work experience placement and follow-up for high school students in special education who are making the transition from school to work, independent living, and postsecondary education or training. During 2014/2015 school year, there were 18,689 individuals with

ID/DD participating in WorkAbility I, of those 6,100 were in paid work experience. In that year, CDE directed schools to not use WorkAbility I funds for supporting work in subminimum wage settings.

State Level

State level initiatives and collaborations are foundational to the Blueprint in that they create and cultivate environments to support pathways to CIE. Statewide initiatives and collaboration efforts include, but are not limited to, the following:

- State Council on Developmental Disabilities Employment First Committee
Representatives from the CDE, DOR, and DDS are members of the State Council on Developmental Disabilities (SCDD) Employment First Committee and participate in the committee's quarterly meetings. Under state statute, the Employment First Committee works to identify roles and responsibilities at the state and local level, and effective strategies. The committee also makes recommendations on data collection and increasing CIE as an outcome for working age individuals with ID/DD. It submits an annual report to the legislature regarding progress in the employment of people with developmental disabilities and recommendations for change.
http://www.sccd.ca.gov/Employment_First_Committee.htm
- California Transition Alliance
The CDE, DOR, and DDS participate on the California Transition Alliance. The California Transition Alliance is a nonprofit that supports professionals who assist youth and families as they transition from secondary education to adult life. In close collaboration with its members, the California Transition Alliance develops secondary education transition tools, trainings and resources. In February 2015, CDE and DOR planned, co-sponsored, and presented at the California Transition Alliance Bridge to the Future II Institute. The statewide institute provided information on improving transition for youth with disabilities to area professionals.
www.catransitionalliance.org
- California Community of Practice on Secondary Transition (CoP)
The CDE, DOR, and DDS are members of the CoP. The CoP consists of students, parents, educators, and business, nonprofit and state agency representatives who meet monthly to coalesce around issues, bringing

different perspectives, which affect secondary education transition for students with disabilities. It is the mission of the CoP to ensure seamless transition service delivery that will lead to positive post-school outcomes for students with disabilities. The CDE leads by convening the CoP and maintains the CoP listserv distributing information on the latest initiatives influencing secondary education transition. In 2015, the CoP, partnering with the California Transition Alliance, trained over 1,000 individuals in secondary education transition.

- CaPROMISE (California Promoting the Readiness of Minors in Supplemental Security Income) Grant (2013 –2018)

CaPROMISE is the largest of six grants awarded nationally by the U.S. Department of Education led by the DOR in partnership with Employment Development Department, CDE, DDS, Department of Social Services, Department of Health Care Services, and San Diego State University Interwork Institute. The purpose of CaPROMISE is to improve the provision and coordination of services and supports for child Supplemental Security Income (SSI) recipients and their families in order to achieve improved outcomes, such as completing postsecondary education and job training to obtain CIE that may result in long-term reductions in the child recipient's reliance on SSI. CaPROMISE is designed to increase economic self-sufficiency. <https://www.capromise.org/>

- California Employment Consortium for Youth and Young Adults with Intellectual and Developmental Disabilities (2011-2016)

The CDE, DOR and DDS work as part of a statewide consortium known as the California Employment Consortium for Youth and Young Adults with Intellectual and Developmental Disabilities to improve the transition process and outcomes from school to employment and/or post-secondary education for youth with intellectual and developmental disabilities. The CDE, DOR and DDS collaborate with more than 45 representatives from 23 state agencies, regional centers, organizations, families, and self-advocates with responsibilities for the education, transition coordination, rehabilitation, employment, and support of youth with disabilities. This project is funded by a grant from the U.S. Administration on Intellectual and Developmental Disabilities to effect policy change supporting CIE outcomes for transition age youth.

- DOR/CDE Interagency Agreement
The purpose of the interagency agreement is to create a coordinated system of educational and VR services, which results in an effective and efficient transition from school to post secondary education and employment for eligible secondary school students with disabilities.
- DOR/DDS Interagency Meetings
The DOR and DDS meet regularly for the coordination of training and employment services to mutual regional center consumers. The scope of work for the DOR and DDS interagency meetings includes a roadmap of activities that are consistent with the long-standing collaboration between the departments and clarifies roles and responsibilities to support mutual consumers of DOR and DDS services. This forum allows the departments to provide technical assistance to the local DOR and regional center staffs as barriers and issues are identified.
- California Workforce Development Board (CWDB)
The CWDB is responsible for assisting the Governor in performing the duties and responsibilities required by the federal WIOA of 2014. The Board assists the Governor in setting and guiding policy in the area of workforce development. All members of the Board are appointed by the Governor and represent the many facets of workforce development - business, labor, public education, higher education, economic development, youth activities, employment and training, as well as the Legislature. Under the WIOA, the DOR works in close collaboration with its core partners, businesses, and other stakeholders to develop and implement a unified state plan that will identify key workforce regions across the state. These workforce development regions will be targeted by local workforce development areas and America's Job Center of CaliforniaSM (one-stop), and will include CIE opportunities for individuals with ID/DD.
- Cooperative Program Advisory Committee (CPAC)
The DOR established CPAC as a means to provide information and solicit feedback on issues related to all cooperative programs statewide. The committee is comprised of representatives from all types of state and local cooperative partner agencies, including CDE, LEAs, mental health agencies, colleges, and non-profit Community Rehabilitation Programs. CPAC provides input to the DOR which may result in the development or modification of policies and procedures. CPAC promotes the effectiveness of cooperative agreements by improvement of communication and exchange of information. The overall goal of CPAC is to improve the

provision of employment services leading to successful employment outcomes for DOR consumers served in cooperative programs.

- Employment Data Dashboard
A joint project of the SCDD, DDS and the California Employment Consortium for Youth and Young Adults with Intellectual and Developmental Disabilities has been to create an employment data dashboard hosted on the SCDD's website. This data dashboard uses currently available data to provide a picture of the statewide status of CIE outcomes for individuals with ID/DD. As better data sources become available, the dashboard will be updated and improved.
http://www.scdd.ca.gov/employment_data_dashboard.htm
- Tailored Day Services
Tailored Day Services is a service recently developed by DDS and made available to all regional centers statewide that allow individuals with ID/DD to opt out of traditional day program services to receive individualized services to achieve the goal of CIE. The scope, type, and duration of services to be provided are determined through the person-centered planning process and specified in the IPP. Tailored Day Services are designed to encourage opportunities to further the development or maintenance of employment, volunteer activities, and/or pursuit of post-secondary education and to maximize the individual's ability to direct his or her own services. These service's expected outcome is to increase the individual's ability to lead an integrated and inclusive life. For SFY 2013/2014, 3,299 individuals with ID/DD participated in Tailored Day Services.
- Work Experience Partnership
The DDS and the Sacramento City Unified School District Special Education Program (for 18 through 21 year old students) have collaborated to create a work experience program for students interested in possible employment in state government. Students participate in an internship, with support from teachers and aides, to learn about the state work environment, have an opportunity to sample a variety of tasks typical of state clerical workers, develop soft skills, build their resumes, and are assisted with navigating the state hiring process if they chose to apply for a state job post high-school.

National Level

The national level policy and each department's federal requirements are foundational to the Blueprint in that they establish the primary infrastructure used to develop the Blueprint.

The national policy and federal requirements are as follows:

- Employment First Policy.
- Individuals with Disabilities Education Act (IDEA).
- Rehabilitation Act of 1973, as amended by Workforce Innovation and Opportunity Act (WIOA) in 2014.
- Center for Medicare and Medicaid Services (CMS), published in 2014.

Employment First Policy

The U.S. Department of Labor, Office of Disability Employment Policy (ODEP) and the Administration on Intellectual and Developmental Disabilities have made significant investments to assist states to create systems change that result in increased competitive integrated employment opportunities for individuals with significant disabilities. This priority reflects growing support for a national movement called Employment First, a framework for systems change that is centered on the premise that all citizens, including individuals with significant disabilities, are capable of full participation in integrated employment and community life.

Under this approach, publicly-financed systems are urged to align policies, service delivery practices, and reimbursement structures to commit to community integrated employment as the priority option with respect to the use of publicly-financed day and employment services for youth and adults with significant disabilities. ODEP has initiated the Employment First State Leadership Mentoring Program (EFSLMP), a cross-disability, cross-systems change initiative. EFSLMP is providing a platform for multi-disciplinary state teams to focus on implementing the Employment First approach with fidelity through the alignment of policies, coordination of resources, and update of service delivery models to facilitate increased integrated employment options for people with the most significant disabilities. As of 2015, 46 states, including California, are engaged in Employment First activities, including 32 with formal policy actions.

California, as part of this ongoing national systems change effort, has taken formal policy actions to increase CIE outcomes for Californian's with significant disabilities. On October 9, 2013, Governor Brown signed Assembly Bill

1041, which established in statute an Employment First Policy (Welfare and Institutions Code, section 4869(a)(1)).

The statute provides that opportunities for integrated, competitive employment shall be given the highest priority for working age individuals with developmental disabilities, regardless of the severity of their disabilities. The signing of the MOU in December 2014 to develop this Blueprint for reform is another step to identify strategies to increase CIE, pursuant to AB 1041 (Welfare and Institutions Code, sections 4868-4869).

Individuals with Disabilities Education Act

The U.S. Department of Education, under title 34 Code of Federal Regulations section 300.600, requires LEAs to develop and implement IEPs for students with disabilities. The IDEA of 1975 and amended in 2004 is a law ensuring services to children with disabilities throughout the nation. The IDEA governs how states and public agencies provide early intervention, special education and related services to more than 6.5 million eligible infants, toddlers, children and youth with disabilities. Infants and toddlers with disabilities (birth through age 2) and their families receive early intervention services under IDEA Part C. Children and youth (ages 3 through 21) receive special education and related services under IDEA Part B.

Workforce Innovation and Opportunity Act

On July 22, 2014, President Obama signed the WIOA, which repealed the Workforce Investment Act of 1998 and amended the Rehabilitation Act of 1973. This federal statute makes significant changes to vocational rehabilitation and independent living programs in California and across the United States.

New requirements under the WIOA that affect vocational rehabilitation services include but, are not limited to:

- Pre-Employment Transition Services - The DOR, in coordination with LEAs, is required to provide five types of pre-employment transition services to students with disabilities, ages 16 through 21, who are either eligible or potentially eligible for vocational rehabilitation services. Fifteen percent of the federal portion of the DOR's VR grant must now be used for pre-employment transition services. Pre-employment transition services also includes nine additional types of services, to the extent that reserved funding remains, and includes efforts coordinating transition by working with other entities.
 - The five required pre-employment transition services activities are:
 1. Job exploration counseling.

2. Work-based learning experiences.
 3. Counseling related to post-secondary opportunities.
 4. Workplace readiness training.
 5. Self-advocacy training.
- Subminimum Wage – The WIOA prohibits employers from compensating any individual with a disability who is age 24 or younger at subminimum wage unless completion of specific activities is documented. The WIOA specifies subminimum wage as less than federal minimum wage and identifies the specific activities to be documented, which include pre-employment transition services, career counseling, and information and referrals designed to enable the individual to obtain CIE.
 - Supported Employment (SE) - For an individual with a most significant disability the WIOA defines SE as CIE, including customized employment, or employment in an integrated work setting in which individuals are working on a short-term (6 to 12 months) basis toward CIE, that is individualized and customized consistent with the strengths, abilities, interests, and informed choice of the individual. The definition of SE services now includes two new terms: customized employment and competitive integrated employment.
 - Supported Employment Services – The DOR may provide ongoing support services, including customized employment, needed to support and maintain an individual with a most significant disability in SE for up to 24 months, instead of 18 months, and that period may be extended if necessary to achieve the consumer’s employment outcome.
 - Competitive Integrated Employment (CIE) – The WIOA places significant emphasis on obtaining CIE; therefore, VR services must be designed to maximize the ability of individuals with disabilities, including individuals with the most significant disabilities, to achieve CIE through customized employment, supported employment, and other individualized services.

Home and Community-Based Services Waivers

In January 2014, the federal CMS published final regulations defining what constitutes a home and community-based setting for Medicaid reimbursement purposes. These rules affect 1915(c) waiver programs, 1915(i) State Plan programs, and 1915(k) Community First Choice State Plans for HCBS, provided through Medicaid. The purpose of the regulations is to ensure that individuals receive HCBS in settings that are integrated in and support full access to the greater community.

HCBS settings are no longer defined based on specific locations, geography, or physical characteristics, but rather the nature and quality of the individual's experiences. Specific to the development of the blueprint, the CMS guidance states that "The setting is integrated in and supports full access of individuals receiving Medicaid HCBS to the greater community, including opportunities to seek employment and work in competitive, integrated settings, engage in community life, control personal resources, and receive services in the community, to the same degree of access as individuals not receiving Medicaid HCBS." States are allowed up to five years to implement the changes to the home and community-based setting's requirements for approved waivers. All new waivers have to comply prior to approval and implementation.

The effective date of the regulations was March 17, 2014, with full compliance required by March 2019. As an administrator of the HCBS waiver services, the DDS is working to bring its services into compliance with the new rules, specifically the new requirement concerning the setting (or location) of services. The setting is required to be integrated in and support full access of individuals receiving Medicaid HCBS to the greater community, including opportunities to seek employment and work in competitive, integrated settings, engage in community life, control personal resources, and receive services in the community, to the same degree of access as individuals not receiving Medicaid HCBS.

For additional information about the HCBS waiver rules see this website: <http://www.dds.ca.gov/HCBS/index.cfm>.

4. FOCUS FOR CHANGE

The focus on CIE services and increasing CIE outcomes for individuals with ID/DD identified in this section is separated out by each Blueprint goal and is divided into the following two phases, as appropriate:

- Phase I – Phase I represents initial actions that can be implemented within existing statutes and regulations, and using current resources. These actions are expected to begin within the first 12 months of the implementation of the Blueprint and continue over the next five years.
- Phase II – Phase II represents a variety of ongoing state administrative processes and strategies used to manage programs long term, beyond the initial implementation of Phase I of the Blueprint.

“...take time to listen to me... I know what I want and need...”
Member – ARCA Consumer Advisory Council Meeting, April 10, 2015

The objectives, strategies, and actions in this section focus on the following five fundamental career development pathways to CIE:

1. Transition Services

Under the IDEA, “children” with disabilities have available to them a free appropriate public education (FAPE) that emphasizes special education and related services designed to meet their unique needs and prepare them for further education, employment and independent living. For the purposes of the Blueprint, these education services support a pathway to employment based on each youth or student’s individual needs, interests and abilities. The presumption is that all students with disabilities through the departments’ person centered planning processes will have the opportunity to identify their employment goals and, as appropriate, develop their individual career pathway.

New federal requirements under WIOA require DOR staff to participate in IEP meetings to collaborate on the transition process, when invited by the student, parent(s), or IEP team. In addition, WIOA requires development of an MOU between VR and the agency responsible for providing services to individuals with ID/DD (DOR and DDS, respectively, in California). The intent of these changes is to improve collaboration at the local level for youth / students with disabilities in the process of transitioning from school to adult life. For students in California, this would be best supported by coordination of the goals and services outlined in each student’s IEP, IPE and IPP, as appropriate. Each agency, the local school staff, the local DOR staff, and the local regional center staff, have a role to play in the coordination of the student’s transition to adult life.

WorkAbility I and TPP have been developed in some school districts to improve work experience and other employment preparation opportunities for students with disabilities. Some schools do not have these resources available. The Blueprint will encourage the development of statewide and LEA options to increase opportunities for paid and unpaid work experience while in secondary education. The options may include partnerships with local volunteer organizations, internship opportunities, partnerships between LEAs

and adult work service providers to increase opportunities for work trials and assessments, and partnering with the DOR to provide work experience as part of WIOA mandated pre-employment transition services for high school students with disabilities, who are ages 16 through 21.

2. Adult Pathways to Employment

Regional centers offer a range of services to consumers to “enable persons with developmental disabilities to approximate the pattern of everyday living available to people of the same age without disabilities” (Welfare and Institutions Code, section 4691(a)). Subsequent to the enactment of the Employment First Policy and the CMS Guidance, more individualized and integrated day services that include employment preparatory activities will be one method to assist individuals, who choose to prepare for and transition into CIE.

Services and supports that enable individuals to plan and make informed choices about the kind of career fields in which they want to pursue CIE are typically provided prior to job placement and on the job support. Services can be provided while in school, post-secondary education, vocational training, and day services. Efforts to effectively sequence the funding of services, career development planning and other prevocational services are designed to prepare individuals for CIE.

Adult pathways to employment include opportunities to learn about an individual’s interests and skills; to job shadow or participate in work trials and internships; and access to information about job services and supports. For individuals who utilize public benefits, benefits’ planning is often necessary to understand how paid work impacts one’s benefits. Adult pathways to employment can be made available in a variety of service systems including education, adult education, America’s Job Center of CaliforniaSM (one-stop), and day program settings.

In the spirit of collaboration, regional centers that have adopted an Employment First policy will be encouraged to share their policy with regional centers that have not adopted an Employment First policy. As needed, technical assistance will be provided to regional centers and their boards to complete this work. In addition, regional centers and their boards can provide input to the CIE workgroup regarding changes that would assist them to support individuals to achieve CIE.

3. Post-Secondary Education Activities

As a pathway to employment, PSE activities, such as vocational training programs, community college programs, internships and adult education programs, assist individuals to prepare for the career of their choice.

The PSE activities can include a wide range of adult education and/or vocational training programs. The path an individual chooses should be tied to the career planning process and support needed to achieve the individual's identified vocational goal. To leverage existing resources local area collaborative groups may consider inviting entities who provide these PSE and training activities to be part of the collaborative groups' planning efforts. The purpose of inviting PSE providers to participate in the local collaborative group would be to identify resources to support individuals with ID/DD to participate in PSE programs leading to CIE outcomes. An example of this type of partnership would be the use of Tailored Day Services to provide supports to an individual enrolled in a community college program.

4. Supported Employment Services, Customized Employment, and Other Employment Support Options

Activities to assist consumers to achieve CIE can include the provision of job placement services. This includes negotiation with employers, short-term or on-going job coaching, and development of and transition to natural supports.

There are multiple pathways an individual can take to achieve CIE. Among these are supported employment and customized employment.

- Supported employment is designed for individuals with most significant disabilities for whom CIE has not historically occurred; or for whom CIE has been interrupted or intermitted as a result of a significant disability. It is intended for individuals who, because of the nature and severity of their disability, need intensive supported employment services and extended services after the transition from DOR to regional center funding in order to perform the work involved. It includes a specific array of services typically funded by the DOR SE program for up to 24 months, and subsequently funded as extended services by the regional centers' habilitation services program. Services include job placement supports and hourly job coaching. These well-sequenced DOR and regional center services can support a consumer on the job for as long as those services are needed and may also

be funded by the regional center if the DOR, as a result of an [Order of Selection](#), is unable to provide these services.

- Customized employment is a relatively recent concept and is defined by the WIOA and the U.S. Department of Labor, Office of Disability Employment policy as “a flexible process designed to personalize the employment relationship between a job candidate and an employer in a way that meets the needs of both. It is based on an individualized match between the strengths, conditions, and interests of a job candidate and the identified business needs of an employer. Customized Employment utilizes an individualized approach to employment planning and job development — one person at a time . . . one employer at a time.”

Some individuals may achieve and be supported in CIE through other mechanisms as well, including self-employment, internship programs, vocational training programs, and natural supports. Regardless of the path to CIE, coordination, collaboration, and cooperation in local areas will enable multiple entities to work together on behalf of individual job seekers. This will reduce duplication of efforts and maximize existing funding.

5. Business Partner Engagement

Business partner engagement is the development and coordination of linkages and “job-driven” training with the regional and sector jobs in the business community in order to increase meaningful employment opportunities for individuals with ID/DD. Linkages with business partners increase service provider and consumer awareness of the opportunities available and the staffing needs of the businesses. It also increases the awareness of the business community of the benefits of hiring individuals with disabilities. Through these linkages, expanded outreach and engagement with business partners is achieved, and training to and by business partners is provided.

Goals, Objectives, Targeted Outcomes, and Strategies

The primary outcome of the Blueprint is to increase the number of individuals who have ID/DD (at least 75% of which are eligible for regional center services) in CIE. Beginning SFY 2017/2018, the collective departments will have a targeted outcome to increase the number of individuals who have ID/DD in CIE by at least 300 and in SFY

2018/2019 by 500.¹⁰ The departments will set progressive targeted outcomes for SFY 2019/2020, SFY 2020/2021, and SFY 2021/2022 as part of the annual report process, which will include stakeholder input. If a targeted outcome is not reached for any given year, the departments will identify barriers and issues to assess how best to move forward to increase CIE outcomes. It is the intent of the departments that an individual's primary source of income is CIE. The primary Blueprint outcome would not include placements of individuals working in CIE augmented by subminimum wage employment.

The objectives, targeted outcomes, and strategies for each goal are identified in the following sections. Included for each strategy, are the corresponding representative actions grouped by Phase I or II. Targeted outcome measures will be jointly published annually on the CIE webpage, which will be accessible to the Legislature, the SCDD, and any other interested stakeholders. This annual report, based on SFY data, will be published by December 31 of each year beginning SFY 2017/2018, the first full implementation year. The annual report will include the targeted outcome measures and progress towards completing the actions identified in the Blueprint. All targeted outcomes will be reevaluated at the end of the first year of full data collection and new targeted outcomes will be included in the annual report, as appropriate. Barriers to achieving the targeted outcomes will be addressed during implementation and in the annual report.

Apart from the implementation of the Blueprint, the departments will continue to participate in the SCDD's committee as mandated in the Lanterman Act (Welfare and Institutions Code, section 4520 et. seq).

Goal 1 – Improve collaboration and coordination between the three departments to prepare and support all individuals with ID/DD who choose CIE.

1.1 Objectives

The objectives of Goal 1 are to:

- Expand joint information sharing as permitted by law.
- Coordinate efforts to utilize existing resources effectively.
- Increase collaboration on planning, implementation, and evaluation of CIE.

¹⁰Today, the DOR places an average of 780 individuals in CIE per year. The targeted increases will be a combined effort of the three departments.

1.2 Targeted Outcomes

- By the end of the calendar year 2017, the departments will develop and distribute joint written guidance outlining coordination and collaboration at the state and local level.
- By the end of SFY 2017/2018, the departments will jointly enable and encourage the establishment of at least 13 new Local Partnership Agreements (LPAs) between LEAs, DOR districts, and regional centers including linkages to the workforce development system, and other key partners and stakeholders. Currently there are no LPAs between LEAs, DOR districts, and regional centers related to CIE. Over the next five years the goal will be to have LPAs developed between the DOR, regional centers, and 270 LEAs. The 13 LPAs developed in year one will be used as models for the state for subsequent year LPAs. An actual target for each subsequent year will be established at the end of year one.
- By the end of the first quarter of SFY 2017/2018 and each following year of implementation, the departments will post the LPAs, and identify and post "[Triple E](#)" practices that were implemented in the prior year on a California CIE webpage.
- By the end of the first quarter of SFY 2017/2018, and each following year of implementation, the departments will publish a CIE Annual Report.

1.3 Strategies

Strategies for Goal 1 include:

1. Jointly develop and communicate written guidance.
2. Promote local level collaboration and development of LPAs that address CIE.
3. Jointly improve data collection and sharing.

Goal 1, Strategy 1: Jointly develop and communicate written guidance

Actions to achieve this strategy include:

Phase I Actions

- California CIE Website: The departments developed a California CIE website hosted by CHHSA. Each department will link to the website so that local agencies can track the implementation of the Blueprint.

- Employment Data Dashboard: The Employment Data Dashboard, administered by SCDD, will be linked to each of the three department's individual websites.
- Implementation Plan for Written Guidance: The three departments will jointly develop an outline and timeline for an implementation plan. Each department will contribute to the written guidance content as applicable to their respective department. The guidance will include the roles and responsibilities of the LEA staff, DOR VRSD teams, and the regional center staff in an individual's transition process. The guidance documents will be consistent among the departments and will include:
 - Existing regulatory requirements including the roles and responsibilities for the three departments, e.g., HCBS person-centered planning requirements.
 - Recommendations for coordination with local America's Job Center of CaliforniaSM (one-stop), consistent with their responsibilities under WIOA.
 - Recommended "Triple E" practices to implement regulatory requirements for transition planning and coordination at the local level between the local LEAs and IEP teams; DOR districts and local VRSD teams; and, Regional Center Service Coordinators and IPP teams.
 - Technical assistance resources on transition planning, which may include employment services and options for PSE.
- Initial Statewide Written Guidance: Each of the three departments will distribute their respective guidance per the Blueprint written guidance implementation plan, including a description of recommended effective strategies.
- State Department / Partner Written Guidance: As a follow-up to the written guidance, the DOR will distribute written WIOA operational implementation requirements to district staff; CDE will revise the WorkAbility I statement of assurances to include direction to enter into LPAs; and, DDS will pursue adding CIE related outcomes, such as establishing LPAs, to regional center performance contracts in partnership with regional centers.
- Stakeholder Meetings and Forums: The departments will convene state meetings and forums to engage key stakeholders and obtain input on the implementation of the Blueprint.
- Information Sharing: The departments will gather, coordinate, and provide consistent information to state agencies. The information gathered will be made available on the CIE website for utilization by other

stakeholders through mechanisms such as advisory committee meetings and Special Education Local Plan Areas (SELPA) Director meetings.

- Local Commitments: The departments will encourage local commitments to support CIE from:
 - State educational entities and LEAs that could implement changes to promote transition from school to CIE.
 - Regional Center Boards and service providers that support Blueprint recommended effective strategies for the 21 regional centers, including but not limited to interagency linkages, and coordination among child, transition, and adult services.
 - DOR districts, service providers, and partners that support Blueprint recommended effective strategies for well-sequenced funding and service provision.

Goal 1, Strategy 2: Promote local level collaboration and the development of LPAs that address CIE

Actions to achieve this strategy include:

Phase I Actions

- State Level Interagency Agreements Timeline: The departments will develop a timeline to amend current interagency agreements between CDE, DOR and DDS to include an emphasis on CIE, local linkages, and a reference to the California CIE Blueprint for Change.
- Local LPA Template: The departments will develop an LPA template outline for LEAs, DOR districts and regional centers, in compliance with IDEA, WIOA and CMS guidance, to improve local level collaboration and linkages.
 - The local level LPA template will include:
 - Information to guide and structure the development of a plan to expand the capacity of adult pathways to employment to support individuals to achieve CIE.
 - Linkages to statewide resources such as America's Job Center of CaliforniaSM (one-stop), Adult Education Programs, Community Colleges Disability Support Programs & Services (DSPS), Independent Living Centers (ILCs) and community college and adult education consortia (AB 86) to improve pathways to CIE.
 - Linkages to unique regional resources such as College to Career, Project Search, Tailored Day Services, and the future community-based vocational development services (SB 577) services.

- Existing or new leadership teams will participate in ongoing collaboration and monitoring of LPAs. This may include but is not limited to the review of progress on implementation of the LPA and monitoring of outcome measures.
- Local Collaboration: For the purpose of supporting local collaboration, the departments will train select LEA, DOR district, and regional center staff to provide training and tools at the local level. These trainings and tools will assist in the development of local collaborative groups to discuss the written guidance, development of LPAs, and “Triple E” practices.
- Local Area LPAs: The DOR will direct local offices to initiate processes for LPAs with the LEAs and regional centers. The DDS will include information regarding LPA development to regional centers to be included in performance contract goals. The CDE will provide guidance and encouragement to LEAs on working with regional centers and DOR districts to develop and implement LPAs.
- State Level Interagency Agreements: The departments will develop or revise IAs and MOUs according to the Blueprint timeline as well as required state and federal statute and regulations.
- Local Partnership Agreement Tracking: To support the development of additional LPAs, the departments will gather information on the occurrence of LEA, DOR district, and regional center staff local collaboration meetings.
 - Local collaboration meetings will be reported in the CIE Annual Report.
- Jointly Sponsored Training and Technical Assistance: The departments will provide training and technical assistance for the development of LPAs between LEAs, DOR districts, and regional centers.

Goal 1, Strategy 3: Jointly improve data collection and sharing

Actions to achieve this strategy include:

Phase I Actions

- Interagency Data Sharing Agreement: The departments will develop and implement an interagency data sharing agreement, including protocols for matching data from the CDE, DOR, DDS, or other sources, as necessary, and aggregating and reporting data.
 - Methodologies and protocols for tracking data such as:
 - Post-school and CIE outcomes for individuals with ID/DD.
 - Unpaid community-based vocational education.

- Subminimum wage certificates.
- Guidelines for how the data will be shared and the data sharing frequency.
- Information Security assurances.
- Research Funding Alternatives: The departments will research funding alternatives to enhance interagency data collection systems and practices for educational services, workforce services, and training programs.

Phase II Actions

- Interagency Data Sharing Capacity: The departments will identify barriers that may be addressed through legislative and regulatory authority or policy processes to allow for Employment Development Department (EDD) and Franchise Tax Board (FTB) data sharing of wages and earnings data in support of CIE.

Goal 2 – Increase opportunities for individuals with ID/DD who choose CIE to prepare for and participate in the California workforce development system and achieve CIE within existing resources.

2.1 Objectives

The objectives of Goal 2 are to:

- Increase CIE through participation in work experience, employment preparation services, soft skills training, PSE and training, customized employment, and supported employment individual placements.
- Increase participation of individuals with ID/DD in the California workforce development system, including America’s Job Center of CaliforniaSM (one-stop).
- Improve business partner engagement and “job-driven” training with regard to hiring individuals with ID/DD in both the public and private sectors.

2.2 Targeted Outcomes

- By the end of SFY 2017/2018, and as a result of the efforts of the three departments, increase the number of students with ID/DD who participate in paid work experience and/or unpaid community-based vocational education, with supports as needed, by 10% over current WorkAbility I data contingent upon the allocation of additional or redirected funding.¹¹

¹¹ This equates to a net increase of 610 students based on the SFY 2014/2015 WorkAbility I data of 6,100 students with ID/DD.

- By the end of SFY 2019/2020, 50% of the DOR students with disabilities, ages 16 through 21, who have exited secondary education by the prior year will have either entered CIE or post-secondary training or education, or received vocation rehabilitation services in preparation for CIE.
- By the end of SFY 2017/2018, provide information and technical assistance for CIE placements to 100% of SE group providers to help increase individual placements.¹²
- By the end of SFY 2017/2018, increase the number of individuals statewide participating in “Earn and Learn” or On-the-Job Training (OJT) with business partners by at least 25 annually.¹³

2.3 Strategies

Strategies for Goal 2 include:

1. Jointly identify and improve “[Triple E](#)” practices.
2. Determine and encourage statewide SE provider capacity to support CIE.
3. Support transition from school to employment preparation services and CIE.¹⁴
4. Develop business partner initiatives.
5. Develop tools and resources.

Goal 2, Strategy 1: Jointly identify and improve “[Triple E](#)” practices

Actions to achieve this strategy include:

Phase I Actions

- Strategies on Providing CIE Services: The departments will gather readily available information on “[Triple E](#)” practices from programs that have proven successful in achieving CIE outcomes, develop information to be communicated in each agency’s written guidance (See Goal 1, Strategy 1), and identify the steps to replicate the effective strategies and explore methodologies to implement the effective strategies statewide.

¹² Based on current DDS data, there are 188 SE providers providing individual placements, of which 167 are providing group placements.

¹³ Currently there are no known participants with ID/DD in “Earn and Learn” or “On-the-Job Training” as SE has been the primary route to employment.

¹⁴ Based on SFY 2013/2014 CDE data, there were 4,468 students exiting high school. DDS data reflects that on June 30, 2014 1,680 twenty-two year olds exiting high school transitioned to Day Programs.

The departments will utilize national and state technical assistance resources on Employment First. For example, the Department of Labor Office of Disability Employment Policy (ODEP), the National Technical Assistance Center on Transition (NTACT), and the State Employment Leadership Network.

- CIE Provider Webinar: The departments will develop and host a webinar on CIE for SE providers on “Triple E” practices that improve CIE outcomes.
- Training Development: The departments will develop training curriculum and informational materials about “Triple E” service models and other options for linkages.

Phase II Actions

- Alternative Service Models: The departments, as part of the implementation activities of the Implementation Workgroup, will explore and compile models of services that are alternatives to non-integrated employment settings, such as work activity programs, in order to increase opportunities for existing providers to support CIE.

Goal 2, Strategy 2: Determine and encourage statewide SE provider capacity to support CIE

Actions to achieve this strategy include:

Phase I Actions

- Community Resource Mapping: The departments will, as part of the initial needs assessment, identify the number and location of existing programs such as CRP SE service providers, regional center day programs that provide Tailored Day Services, WorkAbility I, College to Career pilots, Transition Partnership Programs, and the We Can Work pilots in order to inventory current capacity. Information collected will be published to the CIE website by June 30, 2017.
- Adult Work Experience: The departments will build upon well-sequenced services by:
 - Assisting SE group service providers to identify and prepare individuals for transition to CIE by providing adult work experience/employment preparation foundational services.
 - Assisting individuals in non-integrated settings, such as work activity programs, to transition to integrated employment, including adult work experience/employment preparation foundational services.

- Partnership Opportunities for Sequenced Funding: The departments will identify local partnerships between LEAs, DOR, and regional centers and assist them to sequence funding for specific services and supports that lead to CIE. This will also include providers of those additional supports to individuals with ID/DD that are students of the PSE system.
 - For example, the well-sequenced funding mechanisms, such as regional center Tailored Day Services or SB 577 (Pavley) demonstration programs, community college disabled student services and DOR services, to support PSE training leading to CIE will be explored.
- SE and Customized Employment Funding: The departments will explore SE and customized employment funding structures including the following:
 - Current rate structure.
 - Funding models, e.g., outcome-based funding, incentives for CIE, well-sequenced funding, hybrid funding, regional employment networks, etc.
 - Well-sequenced services.
 - Alternative resources for new or expanded program development, such as public/private partnerships or grants.
- Statewide Needs Assessment: The departments will build upon the Community Resource Mapping, identified in Phase I, to develop a statewide needs assessment of demand for pre-employment and employment services.

Phase II Actions

- Provider Resources: The departments will identify resources to assist service providers as they transition to support more individuals who choose to move from segregated and/or subminimum wage to CIE. The departments will provide specific information on options to increase support for existing and new programs, such as SE group, Work Activity Programs, and day programs, in relation to integrated and individualized employment models that support consumers to reach CIE.
- Home and Community-Based Services (HCBS) Waiver: The joint guidance will emphasize the use of the HCBS waiver requirements to promote CIE options through person-centered service delivery.

- Addressing Barriers to CIE: The departments will identify barriers that may need to be addressed through legislative and regulatory authority or policy processes. Potential barriers may include current vendorization requirements and funding structures. Other system barriers such as data sharing agreements will be identified and addressed as part of implementation.
- Effectiveness Testing: The DDS will implement, pending federal approval of the HCBS waiver renewal, required 'effectiveness testing' of community-based vocational development (CBVD) services (Pavley SB 577) within five regional centers, with the goal of ultimately expanding and braiding the CBVD service model statewide with other well-sequenced services.
- Work Activity Program: The DDS will address wages and integration rates in work activity programs per the CMS settings rule requirements.
- Waiver Amendment: The DDS will develop a waiver amendment for the CBVD services (Pavley SB 577) per the CMS timelines.

Goal 2, Strategy 3: Support transition from school to employment preparation services and CIE

Actions to achieve this strategy include:

Phase I Actions

- Communication to Facilitate Increases in System Capacity for CIE:
 - Offer information and resources to LEAs for students and parents on transition from school to employment preparation and CIE.
 - Provide information to regional centers and adult Day Program service providers regarding Tailored Day services and other pre-employment preparation services.
 - Provide information to LEAs, students and parents, and regional centers regarding the use of existing resources to assist with understanding the impact of earnings on public benefits and work incentives.
 - Each department will provide ongoing technical assistance to their staff and partner agencies to support CIE.
- Oversight Responsibility: The CDE will continue to exercise its responsibilities for general supervision including monitoring practices related to transition requirements. This includes the requirement that, if a

participating agency other than the LEA fails to provide transition services it agreed to provide in the IEP, the LEA shall reconvene the IEP team to identify alternative strategies to meet the student's transition service needs.

Goal 2, Strategy 4: Develop business partner initiatives

Actions to achieve this strategy include:

Phase II Actions

- Business Partner Initiative Workgroup: The departments will develop a Business Partner Initiative Workgroup to develop strategies for outreach and to engage local business partners and meet their workforce development needs with individuals with ID/DD. The workgroup would work to improve collaboration and strengthen career pathways using the Earn and Learn and OJT models. (The Annual CIE Report will provide progress to date and next steps.)
- Capacity Building: The departments will explore ways to support systems including:
 - Strengthening partnerships with the California workforce development system and statewide business communities such as the California Chamber of Commerce to expand the availability of community-based jobs for individuals with ID/DD.
 - Expanding employer collaboration to better coordinate the identification of regional employer needs as well as regional job opportunities in the business community.
 - Provide employers with information about meeting business needs with qualified employees using the tools and resources available in SE and customized employment processes.
 - Expanding the awareness and utilization of state and national level business partnerships to facilitate the placement of individuals in CIE.
- Other Support Options: The departments will explore other support options for CIE such as natural supports in the workplace or employer supported work models.
- Provider Capacity: The departments will identify categories of existing local workforce development resources, such as AJCCs, adult education, and community colleges that have not been traditional sources of services with the goal of increasing provider capacity and expanding capacity in underserved regions.

Goal 2, Strategy 5: Develop tools and resources

Actions to achieve this strategy include:

Phase I Actions

- CIE Resource Virtual Toolbox: The departments will identify existing resources to develop and publish the CIE Resource Toolbox on the CIE website and continue to provide and update as appropriate resources highlighting current adult education, career technical education or community college programs. The toolbox will provide links to national programs such as the Technical Assistance Centers, Project Search, Partnerships in Employment (PIE), the Leadership for the Employment and Economic Advancement of People with Disabilities (LEAD) Center, Communities of Practice (CoP), National Association of State Directors of Developmental Disabilities Services (NASDDDS), Self-Employment Resource Network (SERN), and the Association of University Centers on Disabilities (AUUCD).

Goal 3 - Support the ability of individuals with ID/DD to make informed choices, adequately prepare for, transition to, and engage in CIE.

3.1 Objectives

The objective of Goal 3 is to:

- Offer individuals, their support network, and business partners information and technical assistance related to CIE.

3.2 Targeted Outcomes

- By July 22, 2016, the DOR and DDS will not place any individual age 24 or younger in a job earning subminimum wage or lower, unless: 1) the individual is, as of July 22, 2016, already employed at subminimum wage by a certified employer; or 2) the individual has received pre-employment transition services, career counseling, and information and referrals designed to enable the individual to obtain CIE and the individual either I) applied for VR services and was found ineligible or II) the individual was determined eligible, has an individualized plan for employment, is working toward an employment outcome, received appropriate supports and services including SE services for a reasonable period of time, without success, resulting in case closure, the individual has been provided career counseling and information and referrals to federal and state programs to help the individual discover, experience, and attain CIE, and the

counseling and information was not for employment at subminimum wage. CDE will continue to direct LEAs not to use WorkAbility I funds for supporting work in subminimum wage settings.

- By March 17, 2019, the DOR and DDS will not place any individual in an employment setting that does not meet the Medicaid [HCBS regulations](#) found at 42 Code of Federal Regulations (CFR) 430 et seq.
- By March 17, 2019, the DDS will transition individuals out of settings that do not meet the Medicaid [HCBS regulations](#) found at 42 CFR 430 et seq. For individuals transferring out of Work Activity Programs or other day programs that do not meet the HCBS regulations, the DDS, using person-centered planning, will work to transition individuals into CIE, or fundamental career developed pathways to CIE, as identified in this Blueprint and consistent with the individual's goals expressed during person-centered planning.
- Of the individuals with ID/DD who say they want a job, work to increase the numbers who have a goal of CIE in their IPP by 10% annually beginning SFY 2017/2018.¹⁵
- Increase consumer awareness, through the IPP process, of employment preparation services available to support CIE by 10% annually beginning SFY 2017/2018.¹⁶
- By the end of SFY 2017/2018, the DOR and DDS will provide counseling, information, and referral services regarding CIE opportunities to 400 employed individuals currently working at subminimum wage.¹⁷

3.3 Strategies

Strategies for Goal 3 include:

1. Increase individual awareness of tools and resources available to support the achievement of their career goals toward CIE.
2. Support the development of system knowledge, skill, and ability to deliver CIE.
3. Increase participation in activities that support informed choice leading to CIE.

¹⁵ Based on the 2011/2013 National Core Indicators (NCI) survey data, 39% of individuals state they are unemployed and want a job. Of that 39%, 27% have employment as a goal in their IPP.

¹⁶ Based on current DDS data, there are 70,000 working age adults (ages 18 and above) in Work Activity Programs and Day Program services.

¹⁷ Prior to the WIOA requirements regarding subminimum wage, and based on DOR SFY 2013/2014 data, the DOR annually closed the record of services for an average of 700 individuals at subminimum wage.

Goal 3, Strategy 1: Increase individual awareness of tools and resources available to support the achievement of their career goals toward CIE.

Actions to achieve this strategy include:

Phase I Actions

- Communication Plan: The departments will develop a plan to communicate the availability of tools and resources to individuals.
 - Develop talking points for appropriate LEA, DOR district, and regional center staff.
- CIE Webinar: Develop and host a webinar on CIE for individuals and their families.
- Pre-Employment Transition Services: Per the WIOA requirement to provide pre-employment transition services to students with ID/DD ages 16 through 21, the DOR will conduct outreach in partnership with the LEAs to provide students information on CIE or PSE and information about VR services including pre-employment transition services.
- CIE Information: The departments will offer the following:
 - For individuals working for subminimum wage, the DOR will provide individuals with information about Employment First and opportunities to achieve CIE.
 - The CDE will offer technical assistance to LEAs to focus on Employment First and supports to achieve CIE in the IEP process for all students with ID/DD ages 16 and above.
 - The DDS will offer technical assistance to regional centers to focus on Employment First and supports to achieve CIE in the IPP process.
- Transition Services: The CDE will monitor LEA compliance with transition requirements, including that beginning at age 16 the IEP shall include appropriate measurable postsecondary goals based upon age-appropriate transition assessments, as well as the transition services necessary to assist the pupil in reaching those goals. Transition services may include, if appropriate, a functional vocational evaluation. For all eligible students who choose to have an IPE, the DOR will provide a vocational assessment as needed as part of the VR process. The IPE is to be completed prior to the exit of high school.

- Grant and Contract Requirements: The departments will apply the following:
 - The CDE will require, as a condition of the WorkAbility I grant, that grantees provide information to WorkAbility I students with ID/DD ages 16 and above regarding Employment First, opportunities for employment, and supports to achieve CIE.
 - The DOR will require, as a condition of the TPP contracts, that the contractors provide information to TPP students with ID/DD ages 16 and above regarding Employment First, opportunities for employment, and supports to achieve CIE.
 - The DDS will work with regional centers on the inclusion of language in the contract between DDS and regional centers to address the provision of information to consumers regarding Employment First, opportunities for employment, and available supports to achieve CIE. Annually, the DDS will report the number of regional centers that include employment as an outcome measure in their performance contract.
- Systems Change Funding: Pursuant to the 2016/2017 budget and ABx2- 1, the DDS will offer funding to provider agencies to increase their capacity to support community based integrated services.
- CIE Incentive Funding: The DDS will offer incentive funding to provider agencies for CIE placements. The DDS will also, with input from stakeholders, develop and implement a paid internship program as another pathway to CIE.
- Transition Virtual Tools and Resources: The departments will provide the following tools and resources to help educate individuals and their families or representatives on the transition process and address changes to employment services available to them:
 - A fact sheet and checklist for LEAs and students and their families on CIE and the transition process from school to work.
 - Continue to provide information for the Employment First website hosted by the SCDD.
 - Coordinate with the California Community of Practice on Secondary Transition.
- Career Development Tools and Resources: The departments will develop people first tools and resources in collaboration with the DDS Consumer Advisory Council to provide an overview of existing services for consumers and families.
 - A fact sheet that describes how to access services from each department.
 - A joint roadmap for consumers and families on career development pathways.

- Strategies to Limit Use of Subminimum Wage: The departments will identify strategies to assist individuals who participate in subminimum wage on a long term basis to consider and work towards CIE. These strategies regarding the transition from subminimum wage employment will be person-centered and based on individual strengths and interests.

Goal 3, Strategy 2: Support the development of system knowledge, skill, and ability to deliver CIE.

Actions to achieve this strategy include:

Phase I Actions

- Staff Development and Training Plan Outline: The departments will develop a training plan outline. The outline will help build knowledge and skills regarding delivering services that lead to CIE, understanding the transition process, benefits advisement, and engaging employers to the following groups:
 - Individuals with ID/DD and their families or representatives as appropriate.
 - LEAs.
 - Community Based Organizations.
 - Employers.
 - Department staff (DOR, CDE, and DDS).
 - Regional center staff.
 - PSE staff.

The training plan outline may include but not be limited to topics such as:

- Person-centered career planning and exploration, including post-secondary opportunities.
- Independent living skills necessary to support CIE.
- Coordination of services across multiple systems.
- Federal and state requirements.
- Subminimum Wage: The departments will work to provide guidance to employers and individuals about both the legal requirements related to the use of subminimum wage and ways to maximize opportunities for CIE, including the documentation and service requirements for youth and SWD.
- Training Plan: The departments will identify learning content, develop curriculum, identify training resources, and offer training per the Blueprint training plan outline.

Phase II Actions

- Service Provider Training: The DOR and DDS will explore mandatory training for service provider staff regarding services that lead to CIE.

Goal 3, Strategy 3: Increase opportunities for individual participation in activities that support informed choices leading to CIE

Actions to achieve this strategy include:

Phase I Actions

- Supported Employment Information: The departments will develop and disseminate information to LEAs, DOR district staff, and regional centers to encourage the consideration of CIE, including SE Individual Placement as a first choice. In addition, information will be disseminated regarding the utilization of SE group services as a time-limited bridge to CIE, as opposed to a permanent placement option.
- Time-Limited Service: Consistent with WIOA; the DOR will utilize temporary, short-term integrated SE group placements as part of an individual's career pathway toward CIE. The DDS will, for those who chose individual placement CIE as their employment goal, utilize SE group placements as a time-limited potential pathway toward CIE.
- Service Delivery System Change Task Force: The departments will establish a Service Delivery System Change Task Force, comprised of subject matter experts from each department system, to provide training and technical assistance to key LEA, DOR district, and regional center staff to support development of local capacity to create system change.
- Pre-Employment Opportunities: The departments will offer technical assistance to service provider staff to develop and provide pre-employment foundational skills training to individuals with ID/DD.
- CIE Opportunities within State Service: The departments will develop and promote CIE opportunities for paid internships with state agencies used as an alternative to LEAP, (based on enactment of SB 644 September 2015). Once the data sharing agreement with FTB is obtained, the departments will be able to report out on the number of individuals who are regional center clients that are employed in state service.

Phase II Actions

- Increasing Local Capacity to Create System Change: The departments will identify key leadership staff, communication strategies, and resources to provide training and technical assistance to key LEA, DOR district, and regional center staff to create changes to local systems such as:
 - DOR / CDE funded Transition Services.
 - DDS funded Day Programs.
 - DDS funded Work Activity Programs.
 - DOR / DDS funded SE Programs.
- Seamless Employment Transition: Explore options to create a seamless transition process for individuals in CIE across all three systems, regardless of age.

5. CONCLUSION

This Blueprint contains the specific recommendations that will guide the departments over the course of the next five years and highlights collaboration at both the state and local levels to support each individual on choosing a pathway to CIE.

The departments will track the effectiveness of the specified strategies and actions. Data will be electronically posted on the Employment Data Dashboard and CIE website annually and will include an evaluation of progress and recommended next steps with stakeholder input.

A committee of representatives from each department will help to identify significant staff time and funding resources necessary to accomplish the implementation of the Blueprint. The committee will meet regularly to track the progress of the implementation plan and make modifications to the Blueprint targeted outcomes as appropriate.

“It’s really critical that each community comes together.”

Vendor - California CIE Stakeholder Forum, March 23, 2015

2016 PROGRAM PERFORMANCE REPORT

COUNCIL AGENDA ITEM DETAIL SHEET

ISSUE: Approval of the 2016 Program Performance Report (PPR) in concept.

SUMMARY: Each year, SCDD must submit a PPR to the Administration for Intellectual and Developmental Disabilities (AIDD). The PPR details the extent to which progress is being made on fulfilling the goals, objectives, and activities of the State Plan.

BACKGROUND/ISSUES/ANALYSIS: The FFY 2015-16 PPR is currently being prepared for submission to AIDD by December 31, 2016. Staff is in the process of compiling of hundreds of activity reports for the period of October 1, 2015 through September 30, 2016. This will be the fifth and final year of the 2012-16 5-year strategic State Plan cycle. Early analysis shows that the Council has met and/or exceeded its scheduled activities and deliverables.

Because the Council submitted its 2017-21 5-year State Plan in August 2016 and there were no substantive changes requested by AIDD and/or the State Plan Review Panel, we will not be required to submit a State Plan Amendment Update (SPAU) with this year's PPR. The annual State Plan Amendment Update (and 2-year Work Plan) is part of the Council's yearly contract renewal with AIDD and describes the work proposed for the next FFY. The next SPAU submission will occur when the PPR is due next year on December 31, 2017.

RECOMMENDATION: Approve the PPR in concept and direct staff to present PPR results at the January 2017 Council meeting.

COUNCIL STRATEGIC PLAN OBJECTIVE: All.

ATTACHMENTS: None.

PREPARED: Robin Maitino/Aaron Carruthers

2017 LEGISLATIVE IDEAS

COUNCIL AGENDA ITEM DETAIL SHEET

ISSUE: Council legislative priorities for 2017.

SUMMARY: The 2017-2018 California legislative session begins in January 2017.

BACKGROUND/ISSUES/ANALYSIS: In 2014, the Council approved an official legislative platform, which was updated in 2016. The topic areas included promoting the goals and objectives of our State Plan.

The Legislative and Public Policy Committee (LPPC) is charged with researching and supporting existing legislative proposals that align with these two documents, as well as developing new legislative ideas that correspond with the official platform.

DISCUSSION: On October 28, 2016 the LPPC met to consider potential new legislative proposals for 2017, primarily focusing on bills that SCDD could sponsor. Ideas were solicited from Council members, RACs and SCDD staff. This enabled a broad cross section of issues and concerns from all regions of California to be fairly addressed. Every idea was considered.

From this invitation to submit legislative concepts, roughly ninety suggestions came before the LPPC in that October meeting. The committee examined these to determine the specific problems, what the proposed solutions were, and how those solutions would be funded.

It should be noted that even those ideas the LPPC decided not to move forward on directly are valued by the Council, and many will still be worked on at some level by SCDD. For example, while in 2015-2016 the Council sponsored one bill and co-sponsored another, during that same period SCDD actively supported approximately 33 additional bills and monitored roughly 156 more.

After discussing the perceived strengths, weaknesses, opportunities and threats of each legislative suggestion, the LPPC voted on the following ideas to bring before the Council. While these suggestions are presented here in non-specific form, the LPPC believes these proposals warrant consideration by the full Council for potential legislative implementation in California.

SAFETY NET/ MOBILE CRISIS TEAMS: As people with I/DD are moved into community settings, there needs to be an adequate safety net to deal with the more challenging cases. Mobile crisis teams should be created to allow a consumer to stay in a home when an emergency situation needs to be managed.

MEDIAN RATE REFORM: Rate reimbursement for regional center consumers cannot exceed the median rate for similar service providers in the state or regional center catchment area. This limit shortchanges the consumers who need the most help.

HOUSING: Increase access to affordable and accessible housing. This could include rent control, grant funds to convert vacant buildings to housing, set-asides for residents with I/DD, and other creative methods.

COMPETITIVE INTEGRATED EMPLOYMENT (CIE): Education and financial incentives for businesses to hire people with I/DD.

REGIONAL CENTER TRANSPARENCY: More oversight and transparency regarding services and processes. Reports of negligence/ abuse should have a standardized follow up process. More oversight over Regional Centers as a whole.

TRANSPORTATION: Utilization of private firms. Gig economy accessibility. Elimination of artificial barriers. Increased funding for public transportation. More accessibility and mobility training.

Other significant issues the LPPC devoted considerable time to:

SELF –DETERMINATION: Maintain integrity on Person-Centered Planning.

DENTI-CAL: Higher reimbursement rates and more providers.

REQUIRE SELF-ADVOCACY TRAINING: Early & ongoing as part of the IEP process.

HEALTH CARE: Train doctors to better understand how to care for and communicate with people with I/DD.

DISTRICT ATTORNEYS AND JUDGES: Take IEPs/IPPs into consideration when sentencing.

EQUAL PARENT PARTICIPATION IN SPECIAL EDUCATION: Parents as equal partners with meaningful participation in special education. This includes equal access to information and equality in due process.

ATTORNEY FEE REIMBURSEMENT: In Regional Center cases when a consumer prevails.

RECOMMENDATION: Allow SCDD staff to explore further development of these proposals for possible legislative opportunities.

COUNCIL STRATEGIC PLAN OBJECTIVE: 14.1: Public Policy (plain language version). The Council will tell lawmakers about laws and new ideas for laws that are important to people with developmental disabilities. The Council will help state and local leaders understand the needs of people with developmental disabilities and their families.

ATTACHMENTS: None

MEMBERSHIP COMMITTEE



DRAFT

Membership Committee Meeting Minutes
DATE: October 6, 2016

Attending Members

April Lopez (FA)
David Forderer (SA)
Sandra Smith (FA)
Charles Nutt (SA)

Members Absent

Others Attending

Aaron Carruthers
Gabriel Rogin
Natalie Bocanegra
Wayne Glusker

1. CALL TO ORDER

Chairperson April Lopez called the meeting to order at 12:30 p.m.

2. ESTABLISH QUORUM

Chairperson April Lopez confirmed that quorum has been established for the meeting.

3. WELCOME/INTRODUCTIONS

Committee Members and others introduced themselves.

4. PUBLIC COMMENTS

There were no public comments.

5. APPROVAL OF JULY 19, 2016 MEETING MINUTES

It was moved/seconded (Smith (FA)/Nutt (SA)) to approve the July 19 meeting minutes. The following committee members voted in favor of the motion: Lopez (FA), Forderer (SA), Smith (FA), and Nutt (SA).

6. **DEMOGRAPHIC AND REGIONAL MAPS**

Aaron Carruthers reviewed the Council demographic maps.

7. **APPOINTMENT AND VACANCIES TRACKING FORM**

Aaron Carruthers reviewed the Council Appointment and Vacancies Tracking Form.

Chairperson Lopez commented on the high quality of the recent Council applicants. She stated that one applicant was referred to the Governor for an at-large vacancy and others will be kept on a “short list” for future possible referrals.

8. **REVIEW COUNCIL APPLICANTS**

A. SAN DIEGO

The committee reviewed the application for applicant 231. Applicant 04, previously interviewed on 4/18/2016, will be referred to the Governor’s Office.

B. AT LARGE

The committee reviewed the following applications for the at-large position: 213, 214, 216, 217, 218, 219, 220.

After a thorough review of the applications, it was moved/seconded (Nutt (SA)/Smith (FA)) for the Committee to take the following action:

- Applicant 213 to be considered in the future when the Council’s demographics/composition change.
- The committee asked staff to follow-up on the potential conflict of interest for applicant 214 and if none, this applicant will be considered for a future Council position.
- Applicants 216, 217, 220, 222, 224, 225 will be referred to their respective Regional Advisory Committees for consideration.
- Applicant 219 was reappointed to the Regional Advisory Committee.

The following committee members voted in favor of the motion: Lopez (FA), Forderer (SA), Smith (FA), and Nutt (SA).

Applicant 218 withdrew their application.

Application 228 will be reviewed at the next meeting.

9. RAC ROSTER

Aaron Carruthers reviewed the RAC roster, which requires updating with the committee's most recent appointments from the July meeting.

10. RAC POLICY QUESTIONS

Aaron Carruthers reviewed the RAC Policy Questions.

11. REVIEW REGIONAL ADVISORY COMMITTEE CANDIDATES

A. CENTRAL COAST REGIONAL ADVISORY COMMITTEE

The consolidation of the Silicon Valley/Monterey Bay and Central Coast RAC now represents seven counties and the goal is to have 15 total members, with a two-member representation from each county and one at-large position.

The committee reviewed the following applications for the Central Coast Regional Advisory Committee: 001, 005, 009, 030, 042, 066, 081, 150, 155, 161, 172, 196, 227, 232.

It was moved/seconded (Forderer (SA)/Smith (FA)) to approve applicants 009, 066, 081, 161, 196, 227. The following committee members voted in favor of the motion: Lopez (FA), Forderer (SA), Smith (FA), and Nutt (SA).

To finish appointments and review new applicants, this RAC will be revisited at an upcoming Membership Committee meeting.

12. RAC ATTENDANCE

Aaron Carruthers addressed the following policy question for the committee's consideration: should the committee create and/or adopt attendance rules for RAC meetings?

After much discussion, it was moved/seconded (Lopez (FA)/Nutt (SA)) that if a RAC member has unexcused absences for more than 25% of RAC meetings within a calendar year, the member shall be considered as having ceased to discharge the duties of RAC membership. The Council will retain final authority in the determination of discharging a RAC member.

The following committee members voted in favor of the motion: Lopez (FA), Forderer (SA), Smith (FA), and Nutt (SA).

This recommendation to amend the RAC Policy Questions will move to the Council for consideration.

13. **RAC CONFLICT OF INTEREST**

Aaron Carruthers addressed the following policy question for the committee's consideration: can a regional center board member serve on a Regional Advisory Committee (RAC)?

After much discussion, it was moved/seconded (Forderer (SA)/Smith (FA)) that any member of a Regional Center Governing Board, or a committee of a Regional Center Governing Board (excluding Self-Determination Advisory Committees), shall not be eligible to serve on a SCDD Regional Advisory Committee. Any member of a SCDD Regional Advisory Committee, as of 11/29/16, who is also a member of a Regional Center Governing Board, or committee thereof, shall be allowed to complete their term on the SCDD Regional Advisory Committee.

The following committee members voted in favor of the motion: Lopez (FA), Forderer (SA), Smith (FA), and Nutt (SA).

This recommendation to amend the RAC Policy Questions will move to the Council for consideration.

14. **ADJOURNMENT**

Meeting adjourned at 3:30 p.m.

COUNCIL AGENDA ITEM DETAIL SHEET

ISSUE: Should the Council provide guidance in its RAC Policy Questions document to address whether a Regional Center board member may serve as a member of an SCDD Regional Advisory Committee (RAC)?

SUMMARY: The current written RAC guidance from the Council does not address whether a member of a Regional Center governing board may serve on a RAC, although the Welfare and Institutions Code restricts such membership. Therefore, the Membership Committee is recommending that the Council update the RAC Policy Questions to provide specific guidance on this question.

DISCUSSION:

As currently constituted, RACs are advisory bodies that, at present, do not engage in governmental decision making. Due to their current advisory function, RAC members do not file Form 700 statements nor are their advisory activities generally subject to statutory conflict of interest rules.

Under the Welfare and Institutions Code, RACs and their membership are subject to policies and procedures established by the Council. (Welfare and Institutions Code Section 4544(d)). The Council may determine who may or may not serve on a RAC. The Council currently has a policy establishing the following guidelines:

- RACs should include 9 to 15 members
- RACs should include at least one member from each county in the RACs region
- Providers are not to be more than 25% of total RAC membership
- At least 35% of RAC members shall be self-advocates
- At least 35% of RAC members shall be family advocates
- The remaining 30% shall be self-advocates, family advocates or other

Council policy also addresses governmental decision making and provides:

“While it is not anticipated that RAC members will be making governmental decisions, if that happens and an individual has a conflict, that individual is expected to not be a part of the conversation or decision for that item.”

W & I Code 4626(b)(2) states, “In order to prevent potential conflicts of interest, a member of the governing board or member of the program policy committee of a regional center shall not be . . . an employee or a member of the state council or a state council regional advisory committee.” However, this restriction is not currently addressed in the Council’s RAC Policy Questions document.

RECOMMENDATION: The Membership Committee recommends that the following language be approved by the Council and added to the RAC Policy Questions: “Any member of a Regional Center Governing Board, or a committee of a Regional Center Governing Board (excluding Self-Determination Advisory Committees), shall not be eligible to serve on a SCDD Regional Advisory Committee.”

Any current member of a SCDD Regional Advisory Committee, as of 11/29/16, who is also a member of a Regional Center Governing Board, or committee thereof, shall be allowed to complete their term on the SCDD Regional Advisory Committee, as provided by law.

COUNCIL STRATEGIC PLAN OBJECTIVE: N/A

ATTACHMENTS: RAC Policy Questions

PREPARED BY: Scarlett K. vonThenen, Gabriel Rogin & Legal Counsel Natalie Bocanegra, 11/29/2016

COUNCIL AGENDA ITEM DETAIL SHEET

ISSUE: Should the Council adopt an attendance policy for SCDD Regional Advisory Committees?

SUMMARY: SCDD does not have a policy in place to address members of Regional Advisory Committees (RACs) who are habitually absent. The RAC Policy Questions do not address the issue of attendance.

DISCUSSION: The law establishes RACs as discretionary to SCDD thereby giving the Council the authority to adopt policies and procedures related to attendance if desired. (See Welfare and Institutions Code Section 4544(d)):

SCDD has by-laws in place to address Council Member attendance (Article V, Section 4(g)):

“The member's ceasing to discharge the duties of his/her office for the period of three consecutive meetings, except when prevented by sickness, or when absent from the state with the permission required by law. After three (3) consecutive unexcused absences, a member shall be considered as having ceased to discharge the duties of Council membership. An unexcused absence is an absence of a member when previous notice of absence has not been given to the Council Chair or Committee Chair and to the Executive Director by telephone, email, or mail.”

SCDD also has by-laws in place to address Committee Member attendance (Article IX, Section 1(e)):

“A committee member may be removed from the committee by the Council Chair after three (3) consecutive unexcused absences. An unexcused absence is an absence of a member when previous notice of absence has not been given to the Committee Chair or Executive Director or appropriate Deputy Director by telephone, email or mail.”

While the Council has attendance rules that clearly apply to Councilmembers and members of committees listed in the Bylaws, the Council has not taken formal action to require RAC members to also follow such attendance rules.

The Membership Committee previously addressed the issue of RAC member attendance on June 25, 2015, granting a request to remove a RAC member.

However, a formal policy was not adopted at that time. Staff points out that if RAC member attendance is not formally addressed, there is a likelihood of resulting quorum and/or participation issues.

RECOMMENDATION: The Membership Committee recommends that the Council approve the following language to be added to the RAC Policy Questions, “If a member of a RAC has unexcused absences for more than 25% of the RAC meetings within a calendar year, the member shall be considered as having ceased to discharge the duties of RAC membership.”

COUNCIL STRATEGIC PLAN OBJECTIVE: N/A

ATTACHMENTS: RAC Policy Questions

PREPARED BY: Scarlett K. vonThenen, Orange County Regional Office, and Gabriel Rogin 11/29/2016

Policy Questions About the Regional Advisory Committees (RAC)

Key:

Bold= Policy Question

Plain text=Policy Adopted by the Council

Who is eligible to be a RAC member?

RACs should reflect the geographic, ethnic, and language diversity of the state, as described in statutes.

What about prior Area Board members?

Any Area Board member on December 31, 2014 may continue to serve on the RAC for that RO area until his/her term expires.

Who cannot be a member of a RAC?

Sitting SCDD Council members cannot be also be members of the RAC. Councilmembers from a region are required to participate in his or her local RAC.

How many members will the RAC have?

The goal is for each RAC to have 9-15 members, based on need, geographic area covered, or population. The Council's Membership Committee may determine the total number between 9 and 15 based on need and recommendations from the Regional Office and RAC. The RACs that inherited more than 15 members may reach the maximum number through attrition as the initial members terms expire.

Should every county be represented?

The RAC should have at least one member from each county in the RAC's region.

Are there other limitations on membership?

~~Providers are allowed to be members of a RAC. Providers are not to be more than 25% of total RAC membership.~~

What's the self-advocate percentage representation on each RAC?

At least 35% of RAC members shall be self-advocates. At least 35% of RAC members shall be family-advocates. The remaining 30% shall be self-advocates, family advocates, or other.

Will there be term limits?

Each RAC member serves at the pleasure of the Council. Each individual is eligible for two 3-year terms. The term limits begin anew as of January 1, 2015.

"The Council advocates, promotes & implements policies and practices that achieve self-determination, independence, productivity & inclusion in all aspects of community life for Californians with developmental disabilities and their families."

What about conflicts of interest?

While it is not anticipated that RAC members will be making governmental decisions, if that happens and an individual has a conflict, that individual is expected to not be a part of the conversation or decision for that item.

RAC Membership Appointments

- Each RAC and RO can forward names to the SCDD Membership Committee for consideration.
- Each RAC may have its own Membership Committee for purposes of identifying and recruiting potential members and referring them to SCDD Membership Committee for consideration of referral to the SCDD.
- The SCDD Membership Committee will create a standardized application form/process.
- The SCDD Membership Committee makes appointments to the RACs.

What are the officers of the RAC?

RAC members shall elect a Chair and a Vice Chair from among its membership. The role of the Chair and Vice Chair is to run the RAC meetings.

What subcommittees may a RAC have?

A RAC may convene a Membership Committee for the purpose of screening and making recommendations to the Council's Membership Committee on candidates for the RAC.

What is the role of the RAC?

Per statute, the role of the RAC is to:

- Advise SCDD and its RO on local issues and identify and provide input regarding local systemic needs within its communities;
- Provide input and be a source for data for the SCDD to consider in the formulation of the state plan;
- Provide public information programs for consumers, families, professional groups, and the general public to increase professional and public awareness of areas identified within the state plan;
- Engage in other activities as requested by SCDD.

The RAC may make recommendations to the Council. The RAC may not take positions independent of the Council.

FINAL
SCDD Council
Approved March 25, 2015

"The Council advocates, promotes & implements policies and practices that achieve self-determination, independence, productivity & inclusion in all aspects of community life for Californians with developmental disabilities and their families."

**STATEWIDE
SELF-DETERMINATION
COMMITTEE**



DRAFT

Statewide Self-Determination Advisory Committee Meeting Minutes October 27, 2016

Members Present

Ronald Allan (CVRC)
Joyce Clark (SDRC)
Lisa Cooley (ACRC)
Ronda Dever (FNRC)
Richard Dier (NLACRC)
Cheryl Hewitt (SARC)
Vi Ibarra (RCEB)
Sherry Johnson
(SCLARC)
Sonia Jones (NBRC)
Miriam Kang (HRC)
Claire Lazaro (VMRC)
Robert Levy (RCRC)
April Lopez (SCDD
CHAIR)
Judy Mark (WRC)
Howard McBroom (FLRC)
Peter Mendoza (GGRC)
Virgilio Orlina (ELARC)
Maia Pawooskar (IRC)
Bruce Wasson (SGPRC)
Rick Wood (KRC)

Others Attending

Aaron Carruthers
Gabriel Rogin
Mary Ellen Stives
Riana Hardin
Sonya Bingaman
Armando Villegas
Jim Knight
Darlene Kilmartin
Lilly (Cheryl's facilitator)
January Crane
Diana Hernandez
BJ Thompson
Alexander Williams
Tess Franas
Connie Lapin
Jason Lane
Ashley Allen
Sarah Spring
Joseph Hernandez
Sidney Jackson
Robin Maitino

Others Attending (continued)

Jessica Gutierrez
Latrice Simmons
Deborah Simms
Laura Larson
Mark Polit
Louise Sylvester
Darlene Kilmartin
Christine Fitzgerald
Amy Westling

1. **CALL TO ORDER**

Chairperson April Lopez called the meeting to order at 12:15 p.m.

2. **ESTABLISHMENT OF QUORUM**

A quorum was present.

3. **WELCOME AND INTRODUCTIONS**

Chairperson Lopez welcomed everyone. SSDAC members and others attending introduced themselves. Chairperson Lopez explained that travel reimbursement forms and a sample of a new SDAC brochure are at each member's table. The

recent Trailer Bill language underscores the relationship of the local SDAC, the Regional Centers, and the SCDD. Please continue to forward SDAC notes, agendas, packets, flyers, handouts, and training materials to post on the SCDD website.

4. **MARCH AND JUNE MEETING MINUTES**

Minutes from the March 3, 2016 and June 21, 2016 meetings were reviewed.

It was moved/seconded (P. Mendoza)/R. Allen) and carried to approve the March 3 and June 21, 2016 meeting minutes as presented. Members listed above on page one were in favor with the exception of Robert Taylor who abstained.

5. **UPDATE ON SELF-DETERMINATION WAIVER**

a. Feedback on SD Questions

Jim Knight, Department of Developmental Services (DDS), explained that getting approval for a Waiver through the Federal government is a lengthy process. DDS is working on responses to questions asked by the CMS. DDS plans to provide more feedback to CMS by next week. DDS is still waiting on clarification on a few issues, but they want to keep the process moving.

Mr. Knight asked for input from the SSDAC to address three areas of concern highlighted by CMS.

Issue #1: Page 30. The Waiver needs to define and outline the crisis services participants can receive. CMS wants a time limit specified for placement into a crisis facility. They are suggesting 30 days. They also want California to define and describe the parameters of what will be allowed and what measures will be taken to review crisis placements in a facility and how they will be monitored. There are two similar placement types now, one at the Acute Crisis Facilities at Sonoma Developmental Center or Fairview Developmental Center where the maximum time someone can reside there is 1 year (after 6 months an extension is required). The other is a placement in an Institution for Mental Disease with a maximum of 6 months with a review after the first 90 days.

Miriam Kang (HRC SDAC) - Is there discussion of whether the crisis is regarding a child or adult?

Jim Knight (DDS) - It could be any age.

Bruce Wasson (SGPRC SDAC) - How do you answer 16a?

Jim Knight (DDS) - We did answer that one already. Crisis placement is a last resort. Less intrusive options should be tried first.

Peter Mendoza (GGRC SDAC) - Whatever the timelines are, all community supports and options should be exercised first.

Lisa Cooley (ACRC SDAC) - Shouldn't the timelines for crisis intervention be dependent on an individual's diagnosis?

Jim Knight (DDS) – CMS wants “short term” defined. Let's say 180 days is the maximum but if a person needs more, what is the process. If supports and services are not ready for the person to move back to the community, what happens on day 181. We want a safety net.

Cheryl Hewitt (SARC SDAC) - In Santa Clara County if the police are called because of a behavioral issue, the police have to take them to a psychiatric unit at the county hospital. But San Andreas does not have a system set up to deal with I/DD clients and they have been put into the county system and the families are really angry about this.

Jim Knight (DDS) - There are two new models of care: Enhanced Behavioral Supports Home and Community Crisis Facilities. DDS is trying to increase services available for I/DD in crisis situations.

Howard McBroom (FLRC SDAC) - Do you think there should be one specific time limit for everyone or different time limits for people with different problems?

Jim Knight (DDS) - We need to set a maximum. Individual needs will vary but we need a maximum for everyone.

Ronda Dever (FNRC SDAC): What are they asking for?

Jim Knight (DDS) - They suggested 30 days but it seems too short. What is reasonable? For example, what do we do at day 181 when we can't draw Federal money for continued services?

Claire Lazaro (VMRC SDAC) - Do we want 180 days or longer to cover options?

Jim Knight (DDS) - I don't know the right number but we can make a case that 30 days is too short.

Claire Lazaro (VMRC SDAC) - If we do 180 days compared to 1 year what is the chance of CMS accepting it?

Judy Mark (WRC SDAC) - Can you ask the Feds what time line they will approve?

Richard Dier (NLARC SDAC) - I think 180 or 365. Even 30 days may be a budget buster. There would need to be a review of the SDP budget. Is there an opportunity for the consumer to return to traditional services if the crisis placement time is exceeded or is all funding cut off?

Jim Knight (DDS) - Same rules are going to apply in traditional system as in SDP. Programs beyond the limit would not be funded.

Bruce Wasson (SGPRC SDAC) - Why not go for 365 and see what we can get without delaying further – pick longest date so we are worrying about 365 and not 180?

Jim Knight (DDS) - I don't mind asking Feds the question.

Peter Mendoza (GGRC SDAC) - Services are individualized so we make our best effort to keep our people in the community as much as possible. Also, putting on my Olmstead hat we want to assure that no one get lost if they move into a crisis setting. We want to track folks so they get back to the community as fast as possible.

Jim Knight (DDS) - With current timelines comes requirements for reevaluations and routine assessments. These would be a part of that.

Maia Pawooskar (IRC SDAC): If consumer is pregnant and needs an emergency placement, how do we go from 30 to 365 days. We want whole gestation period.

Judy Mark (WRC SDAC) – It is essential for DDS to informally ask CMS what they are looking for before we put it in writing. It could delay the process if we throw in a number without it being approved. The reason we are facing this issue is because of new HCBS Rules requiring people to have full access to the community in the settings where they receive federally funded services. This will

be required by all by March 2019. Those in SDP must abide by the new rules immediately. So, our answer to SDP will affect the answer for all 300,000 I/DD in California's system. We need to get the answer correct and not delay it and go back and forth because we got it wrong. No other states' plans refer to out of home placements in a crisis center. Where they do mention it, they refer to crisis intervention supports in their home. They flood them with behavioral or psychiatric services in the home to prevent them from going to more restrictive setting. I think we need to stick with a pretty low number to get it approved. Usually crises are not sudden. In SDP, we should have a fluid system of PCP. We are not limited to vendored services. I suggest we put in 180 days with exceptions.

April Lopez (SSDAC Chairperson) - Have we spoken to a clinician in a crisis setting so we can give good feedback regarding this?

Jim Knight (DDS) - Yes. To Judy's point, we are looking at what other states have been approved for in their Waivers or Transition Plans. There hasn't been a lot of approval of plans with crisis plans discussed. California may be blazing the trail.

Issue #2: Question 56, page 48. In traditional vendored services, the vendor is required to give a copy of any Special Incident Report (SIR) or abuse/neglect report to the Regional Center. Because providers in SDP are not necessarily vendored, they do not have this obligation. How will reports be provided to the Regional Center so they can monitor them and address issues as needed.

With SDP, there is only one vendored provider and that is the Fiscal Management Service (FMS). The majority of providers won't be vendored and won't have the requirement to report. But the Regional Center needs to have oversight and know what is going on to make sure appropriate service are in place and to manage risk. Even if there are not regulations, providers do fall under "mandated reporter" requirements to report to Adult or Child Protective Services. Should we ask that if providers under SDP make a report, they also give a copy of the report to the Regional Center. The Regional Center needs to be aware of these incidents.

Ronald Allan (CVRC SDAC) – What if I fall and don't get hurt but skin my head. Then my helper comes in and sees me reports to his boss and his boss reports to the Regional Center. I called my counselor and told her that I fell myself. I think the clients should report incidents themselves.

Bruce Wasson (SGPRC SDAC) - If you can add this to FMS without costing more that is a great outcome.

Cheryl Hewitt (SARC SDAC) - I don't understand how you feel that getting a copy of the paperwork submitted to APS or CPS should go anywhere other than into a confidential file for the consumer. The FMS shouldn't be involved, they should just manage money.

Jim Knight (DDS) – The FMS would not respond to the incident, they would just inform the regional center who would still have a case manager responsible for oversight of services and to see if there is a need to address risk.

Cheryl Hewitt (SARC SDAC) - I don't see how it fits.

Jim Knight (DDS) – The Regional Center will still be involved with the IPP and the Federal government wants to know if the regional center still has the job of being aware of things that could present a risk to the individual in SDP.

Cheryl Hewitt (SARC SDAC) - I don't think the regional center should have it, there is an issue of confidentiality.

Peter Mendoza (GGRC SDAC) - I have no problem with the FMS reporting financial issues but I do have an issue with them reporting issues other than finances. We may not want them to know about other issues. They are not open 24 hours a day. Regional centers are open 24 hours a day. This issue needs to go back for more research. There needs to be agreement between APS and the regional center. Giving the report to the FMS is out of their scope and ability.

Maia Pawooskar (IRC SDAC) - In school we had an issue with privacy and information being shared inappropriately. There were serious violations reported. School staff should receive training on HIPPA violations. Privacy is a serious concern. Information sharing is a violation of your ethics. There should be some oversight entity to ensure that people in SDP can go to if there are violations.

Richard Dier (NLARC SDAC) - I've made dozens of reports to APS and I've never completed a written report. Some providers maybe not even be familiar with the regional center. In every IPP, there should be a plan specific to that consumer to make sure everyone is aware, trained, and maybe have access to

a hotline. Dependence on vendored providers is absent. Some of them may not be aware.

Jim Knight (DDS) - Issues of confidentiality and responsibilities of providers. We'll need to work out these details.

Issue #3: Question 69, page 53. CMS is concerned that there is not a cap on rates. What protection or assistance is in place to help the participant determine a "reasonable" rate? They are concerned that participants might be taken advantage of. There is a limit to the annual budget so people need to negotiate within that amount. What are the supports in place to help negotiate rates?

Bruce Wasson (SGPRC SDAC) – Develop a way to flag vendors who charge too much.

Maia Pawoskar (IRC SDAC) - Currently rates are too low so many providers don't want to provide the service.

Jim Knight (DDS) - Don't want to have the current rate limits in SDP.

Miriam Kang (HRC SDAC) – For example, respite workers are making \$9-10 an hour and if someone says they want to pay \$50 an hour, the FMS has oversight, do they approve the budget?

Jim Knight (DDS) - They approve the budget.

Miriam Kang (HRC SDAC) – For ABA, regional centers pay about \$50 an hour, insurance companies pay \$150. If there are caps, we have a basis to go on.

April Lopez (SSDAC Chair) – Acceptable rates also depends on where people live.

Rick Wood (KRC SDAC) - From experience in the pilot over the years. We need to trust the market. Self Determination is just that, let's not describe caps or minimums. The market takes care of itself. Role of Independent Facilitator is very important, finds services and supports and finds out what the going rates are. I don't mean to minimize role of FMS. We want to limit FMS to financial issues and leave it to the Independent Facilitator to assist the consumer in making the right choices.

April Lopez (SSDAC Chair) – I'm referring to a standard list that exists for everyone as a guide.

Judy Mark (WRC SDAC) – One of the principles of SDP is "Confirming" we can make choices and learn from our mistakes. We made mistakes for our 19-year-old son. There were ineffective therapies, we've learned to assess what will work and not. This question shows me CMS doesn't understand what SD is and they don't understand that people make choices and learn from mistakes and it is a finite budget. I think this is an easy answer.

Peter Mendoza (GGRC SDAC) - When I moved out at 18 I made a lot of mistakes and learned from them. I suggest that it would be stated that people can't charge more for services to people with disabilities than to the general public for the same service. It should be in our SD principles.

Bruce Wasson (SGPRC SDAC) - Any market based system can benefit from a handful of wise restraints. Some clients will have conservators. Have some way to flag outliers for follow up, gives some protection.

Claire Lazaro (VMRC SDAC) - Could we ask for a range of certain services that the regional center pays so consumers would have an idea of average costs. For example, for respite, the range is \$9-25. With that information, then it would be up to the consumer to work out a rate with the provider.

Virgilio Orlina (ELARC SDAC) - Can the consumer choose for the regional center to pay for the rates that he wants?

Judy Mark (WRC SDAC) - Yes, participant decides on the rates, not the regional center

6. **REVIEW & COMMENT ON DDS SD WORKGROUP TRAINING MATERIALS**

Jim Knight (DDS) - Still working on FMS module. And the last module we are working on is Person Centered Planning (PCP). PCP is very important. Hopefully it will be complete within the month. The modules will be able to be used as is or modified and they will be posted on the regional center websites.

April Lopez (SSDAC Chair) - Any questions or concerns on the modules? Start on page 64.

Judy Mark (WRC SDAC) – We want to clarify that the target audience is regional center staff, these are not intended for parents and consumers.

Rick Wood (KRC SDAC) - At our meetings we are not training parents. We are sharing information so they know what is coming. I agree with Judy. The presentation to a parent needs to be a little different than this format.

April Lopez (SSDAC Chair) - First module is Program Services.

Maia Pawooskar (IRC SDAC) – I'm not sure if our regional center is using these materials.

Jim Knight (DDS) - A lot of centers are sharing information and that is good but we are required by law to provide this to the regional centers.

Maia Pawooskar (IRC SDAC) - Sometimes we have heard the SCs may not have received training.

Jim Knight (DDS) - Law requires training to be provided to the regional centers. That is what we will be doing.

Peter Mendoza (GGRC SDAC) - Need these materials quickly so we can share consistent information. Need clear blueprint.

April Lopez (SSDAC Chair) – Is DDS going to do a webinar?

Jim Knight (DDS) - That is still the plan.

Rick Wood (KRC SDAC) - Look at page 66, it says to go to DDS website to find a list of the services. Exposure around the state has not been enough yet. In the end, it is up to us to encourage regional center staff to develop the information to continue outreach about SD, help people understand what will be available under the Waiver.

April Lopez (SSDAC Chair) - 99% of people don't know about how SDP will work or could look.

Rick Wood (KRC SDAC) - It is not as complicated as it seems. Even though we only have 36 participants in the SDP pilot, I don't think they are that different from the rest of the state.

Jim Knight (DDS) – These modules have been through the work groups several times. We are very committed as a department to making this happen. We will get there.

April Lopez (SSDAC Chair) - Do all the case workers know about SDP?

Jim Knight (DDS) - All regional centers are aware. When the Department goes out and provides the training the knowledge level will increase.

April Lopez (SSDAC Chair) - Should we write a letter to the regional centers about training their staff?

Judy Mark (WRC SDAC) – A key piece is the Person-Centered Planning Training Module. A new module on HCBS settings rules is being developed too. This document is not complete and not in 100% final form. You can't do a training without talking about PCP. We are in our 4th month of developing simple language training on Self Determination with pictures and photos and focus grouping it. When we are done, we will share it to be edited and used around the state.

Robert Taylor (RCRC SDAC) - It should be in plain language.

Richard Dier (NLARC SDAC) - I'm curious about how service coordinators are going to be trained. Is it the train the trainer model? What is role of the SDAC in this process?

Jim Knight (DDS) - It will be more of a train the trainer model. Not all regional center staff can or will be trained. Not just DDS. Some people from the pilot or workgroup may come and help with the training.

Richard Dier (NLARC SDAC) – I am hoping the SDAC can have the same training as the service coordinators.

Joyce Clark (SDRC SDAC) - Our SDAC has also discussed our role in this process. Is there a budget for outreach materials for trainings, mailings to consumers, printing documents, and so on?

Jim Knight (DDS) - Work with your regional center to see what support and funding is available. The SD program must be cost neutral so we are working within constraints.

Howard McBroom (FLRC SDAC) - Can we use these materials for trainings?

Judy Mark (WRC SDAC) - We'll need to adapt the materials to take to the community.

Peter Mendoza (GGRC SDAC) – Could you add a Glossary of Terms or an Appendix to the training modules?

Lisa Cooley (ACRC SDAC) – Training modules need to be put in simplified format and common threshold languages of California.

Joyce Clark (SDRC SDAC) - Several different initiatives statewide are working on similar system change processes, is there any coordination among these agencies?

Jim Knight (DDS) – We are trying to coordinate with other initiatives as much as possible.

7. **REVIEW AND COMMENT ON PRE-ENROLLMENT PROCESS**

Jim Knight (DDS) - Page 145. For the first three years of SDP the enrollment is limited to 2,500 statewide. We want them to have an idea of what Self Determination is before they express interest in being selected. So we came up with idea of a Pre-Enrollment meeting. DDS wants to be sure that information provided is consistent. And we want to know who attended meetings. DDS will provide training to regional center staff and will provide a core set of tools for what will be presented at Pre-Enrollment Meetings. The process describes how people express continued interest in Self Determination. Attendance does not guarantee being selected for Self Determination. There will be a random selection from around the state to represent the state at large. The Department will send a letter to everyone who attended a training to let them know they are on the list.

Ronald Allan (CVRC SDAC) - Sometimes people don't pay attention in trainings.
January for Sonja Jones (NBRC SDAC) - One question that keeps coming up.
When does the 3 years start?

Jim Knight (DDS) - 3 years from when the Waiver is approved.

Miriam Kang (HRC SDAC) – Can a person attend a Pre-enrollment training anywhere in CA?

Judy Mark (WRC SDAC) - on Number 3, the meetings are not just led by regional centers. I don't see the SDAC on this list. Regional centers should put on these meetings in partnership with the SDAC. There may be a trust issue with regional center staff. If only regional center staff give the training, they may hear things differently. Spanish or Chinese Language Support Groups could lead the presentation for example. When the regional center is in charge of the meeting, they should be in partnership with the local SDAC.

April Lopez (SSDAC SDAC) - State Council should be listed here because we are already doing outreach.

Ronald Allan (CVRC SDAC) – The chairperson of the SDAC goes with the regional staff to do presentations.

Howard McBroom (FLRC SDAC) – I agree that local SDAC should be involved. We have experience and knowledge and are committed to making Self Determination successful.

Cheryl Hewitt (SARC SDAC) - The problem with my SDAC is that the regional center keeps taking the definition of “advisory” as you can give us advice but we won't do it that way. They are not telling us what they are going to do. The regional center staff did not attend our meeting last Thursday. How is my SDAC supposed to get the word out? We have a Powerpoint that the committee developed and we identified agencies we want to go to but we are not getting assistance from our regional center.

Ronda Dever (FNRC SDAC) - DDS is developing materials for pre-enrollment meeting. Is DDS training the other organizations that can lead the meetings?

Jim Knight (DDS) - Others can get the training from DDS or the regional centers.

Ronda Dever (FNRC SDAC) - When will those materials be available?

Jim Knight (DDS) - In the next couple weeks.

Ronda Dever (FNRC SDAC) - We are not waiting for the Waiver to be approved to start the Pre-Enrollment meetings.

Claire Lazaro (VMRC SDAC) - If we have enough materials can we start now?

Jim Knight (DDS) - We will give the training materials to everyone at the same time so you need to wait for DDS to provide the (official) materials and training of the trainers.

Peter Mendoza (GGRC SDAC) - How will DDS know who attends trainings?

Virgilio Orlina (ELARC SDAC) - Will service providers be a part of the trainings?

Jim Knight (DDS) - Many people will be involved in the trainings.

April Lopez (SSDAC SDAC) - They may be recordings on YouTube and elsewhere online, etc.

Rick Wood (KRC SDAC) - I attended a meeting at the regional center called a Self Determination Orientation, there were very few materials. The goal of pre-enrollment is to get the word out. The program will develop momentum. You don't have to have all the answers. Maybe those who are not regional center staff can do this in a more interesting and compelling way. You don't need to know all the details to be effective in spreading the word.

April Lopez (SSDAC Chair) - Presentations should depend on your audience. I went to a training where the history of the SD pilot was described and people thought this was going to be a pilot still.

Ronda Dever (FNRC SDAC) - What is the process for people to prove they attended or watched a training?

Judy Mark (WRC SDAC) – We need to figure out how to get the training into rural areas and help all people access the technology.

Joyce Clark (SDRC SDAC) - SDACs are ready to be involved in this process.

Bruce Wasson (SGPRC SDAC) – This is the second statewide meeting where Cheryl has described a relationship between her SDAC and regional center. Can we assign Chairperson Lopez or someone to help with the regional center/SDAC relationship?

Jim Knight (DDS) - I will contact Cheryl and we can discuss it further.

Cheryl Hewitt (SARC SDAC) - OK, because it is awful. Everything we want to do is shot down by the RC and they don't attend meetings regularly. Committee wants to meet monthly, the regional center wants to meet every 2 months.

Peter Mendoza (GGRC SDAC) - Even though things are in statute, it is good for DDS to send out "what does advisory mean". We need more support from SCDD and DDS on what regulations mean. Thanks, Chairperson Lopez and Jim Knight for stepping in and helping out. We need help to interpret the nuance of some words.

Maia Pawooskar (IRC SDAC) - We have only one self-advocacy position filled and this person has difficulty attending the meetings. Not sure where the gap is. We do receive excellent support from SCDD. Because of lack of movement of SDP, they started meeting less frequently. Maybe the regional center doesn't want to pay for the travel of members to attend more frequent meetings. Our area is very large. We are working on trainings on Person Centered Planning but it is a challenge. Tamica Fouts-Rachal, SCDD is trying to organize with Rick Wood (KRC SDAC) to come provide a training. We set up an 800 number for people to listen in.

Howard McBroom (FLRC SDAC) - We do have the authority to take an active role in the process.

April Lopez (SSDAC Chair) – I will put "what is oversight" on the agenda for the next meeting.

Judy Mark (WRC SDAC) – Self Determination is about self-empowerment. We need to take control over our SDACs and not wait for approval from the regional center. We as chairs have authority and can set up extra meetings, as needed. We should feel empowered. If there is push back, then reach out to Jim Knight or April Lopez (SSDAC Chair) for assistance. We don't ask, we just do things and there has not been a problem. This is a paradigm shift in how we control the future of Self Determination and we have the power to do that.

April Lopez (SSDAC SDAC) - Information about the Statewide SSDAC meetings is going out to ALL SDAC members, not just the chairs and vice-chairs. If there is a problem, let us know.

Miriam Kang (HRC SDAC) - At Harbor Regional Center we have 2 locations and we go back and forth every other month. It helps give opportunity for all to attend.

Joyce Clark (SDRC SDAC) - Training and enrollment process. How are we bringing in the regional center boards, because they establish policy and practice of services?

Jim Knight (DDS) - It is a good point to be sure boards are being informed.

8. **SURVEY LOCAL SELF DETERMINATION ADVISORY COMMITTEE'S OUTREACH EFFORTS AND RESULTS**

Virgilio Orlina - East Los Angeles Regional Center. 11,000 clients, 110 SDP slots. 85 are open, 25 are reserved for current self-determination participants. Those interested, attend public meetings on SDP, signing up at online mail box. In 2015-2016 there were many meetings to the public. POS data meetings and at board meetings. Continue to implement "Let's Learn Together" approach at SDAC meetings. Website pages on SDAC and SDP. Trainings to staff and providers and board of directors. ELARC estimates 75% of clients are familiar with SDP. Gap, people don't want to deal with it until it is available. Resources to reach: English, Chinese, Fiesta Educativa. No Data being collected. Will do more outreach.

Robert Taylor - Redwood Coast Regional Center. 7,032 clients, 56 SDP slots (27 remaining from pilot, so 29 available slots. Not sure how many interested. Meeting monthly to develop outreach plan. 25% are familiar with SDP. Gaps, plans to distribute brochure more widely. Plan to reach others who don't speak English. Inviting bilingual self-determination participants to help with presentations, translations at meetings. No data on effectiveness.

Sherry Johnson – South Los Angeles Regional Center. 13,000 clients, 108 SDP slots. 146 submitted interest cards, they regularly receive monthly minutes and agendas for SDAC. Trying to develop better relationships with family resource centers and other committees and agencies. Had a Person-Centered Planning training by Judy Mark. At Disparity Hearing, there was a brief summary of SDP. Under 25% are familiar. Created a summary flyer, translated into Spanish, created short YouTube video for consumers. There is an SDP link on regional center website. No data effectiveness being collected. There are gaps. Only getting information to the 146 people who expressed interest.

Richard Dier - North Los Angeles Regional Center. 24,000 clients, 174 SDP slots. Tracking people, 100 have submitted names, tracking data on these people. The regional center has done one presentation to every family known to the regional center. Some other group presentations may happen, organizational boards, other family groups. Most of outreach is done by regional center staff, bilingual, getting

information out through website, agendas, notices of meetings. E-blast goes to all on regional center email list about each SDAC meeting. 100 interested people get emailed in English and Spanish. 25% of families have some idea about SDP. Gap - how to reach those who don't know about the regional center and those not getting services. Ask service coordinators about people that don't get any services, where are they? Materials are translated professionally in Spanish, our only other threshold language. Have demographic information on the 100 already. Had trainings on the general SDP areas, looking into more detail in some areas. Difference between PCP and IPP and how they will interface. Many rumors about vendorization.

Rick Wood - Kern Regional Center. 8,000 clients, 103 SDP slots (36 filled already, 67 available). 170 signed interest list. Very spread out geographically. Regular meetings, agendas and minutes posted on regional center website, agency wide orientation in anticipation of formal training. Information shared at IPPs, line item, to discuss upcoming SDP. Report out to Board the substance of the SDAC meetings. Encourage Chairs to go to Board Meetings. Estimate 30% familiar with SDP. Gaps - staff is looking to DDS to provide the training materials. There is a large Spanish speaking population, bilingual manager, directors, and support staff. Not collecting any data.

Ronda Dever - Far Northern Regional Center. 7400 clients, 62 SDP slots. Not tracking interested people. Keeping community informed in process of SDP Waiver, annual publications, public meetings, emails, county meetings in coming months. Self-Directed Life. In trainings talk about HCBS, subminimum wage, etc. Have mailed 100% of clients information about SDP. Bilingual staff and multicultural committee (community members, headed by PTI Rowell). Not collecting data on effectiveness. People frustrated it is so far away. Want suspended services back that were cut in 2009. Reports SDAC and SSDAC information to regional center board.

Ronald Allan, Central Valley Regional Center. # of clients? # of slots? There are 141 on interested list. They are doing community presentations. They made a self-determination skit and presented it in the community and to the Board of Directors of the Regional Center.

Cheryl Hewitt - San Andreas Regional Center. 16,012 clients, 124 SDP slots. Wants regional center to increase participation in the SDAC meetings. Wants DDS to give direction to the regional center about their involvement with SDAC and SDP. Direction in areas: staff training, review of training data, outreach – inform non-

white and diverse communities about SDP, promotion materials, content, help to develop materials. No list being kept. SDAC meets monthly, developed materials. Did SDP conference – 100 people attended. SCDD did several trainings including bilingual presentations. One training offered in Mandarin. SDAC members met at large provider to do trainings. No data on those familiar with SDP. Service Coordinators often don't know about SDP and can't inform families. Outside regional center, such as IHSS, others don't know about SDP or don't understand. Spanish language materials. No data on effectiveness.

Judy Mark, Westside Regional Center. 8600 clients, 67 SDP slots. Not keeping a list, intentionally. 3 parents who helped write the law are from WRC so they have many resources. They have been meeting since 2014, every month, never skipped a month, still have issues to discuss. All agendas will be posted on SCDD website. Don't want people to think that signing up for list means they are on the lottery list. Activities: 20 community trainings in English, Spanish, Japanese, African-American Support Group, Ethiopian Support Group, Family Resource Center. Small geographic base, but very diverse. Regional center made SDAC an official committee of Board of Directors, so she makes official report at every Board meeting. Asked by Chief Counselor to train service coordinators, trained 200 service coordinators, 30-minute training for just the basics. Encourage service coordinators to share information with clients to attend monthly SDAC meetings. Average 50 people attend. All can speak. Everyone sits at the table. Starting January, there will be a check off box to address SDP at every IPP. All consumers will be familiarized with the concept and the fact of the monthly SDAC meetings. Developing plain language training in cooperation with SCDD office. Going through Powerpoint slide by slide to assess its effectiveness. Asking in English and Spanish. Harbor and Westside and South Central have all attended focus groups. Under 50% know about SDP. Goal is 100%. Meeting is right after CAC so many of the CAC members attend. Need to reach families with younger children who may not receive any services. Many materials in Spanish.

Howard McBroom - Frank Lanterman Regional Center. 9,000 clients, 74 SDP slots. Not sure how many are interested. They are spreading the word. Service coordinators are aware. Information is on the regional center website. Several presentations to the regional center. SDAC Chair is also Chair of CAC, found most people didn't know SDP but now they know. Continue efforts to promote it. Gap - working on diversity, working on translation to other languages such as Armenian, Spanish, and Japanese. Information is getting out slowly. Meet bimonthly. Executive director comes to every meeting. Meetings open to all, but not many public attend. 2-4 people drop in.

Joyce Clark - San Diego Regional Center. 25,400 clients, 200 SDP slots. Large and diverse area. Good relationships with SCDD and family support groups. 3rd annual Leading the Charge Conference. HCBS, WIOA, and SDP have been discussed. DD Provider Network, had Catherine Blakemore and Olivia Rainier give presentations. 11/30 is the next Conference. Invited center based and larger programs to begin discussion. No data on who knows. Some members of public attend, asking detailed questions. Communication hasn't been frequent from DDS. Gap - develop materials and strategies in multiple languages. Outreach e-newsletter. At every conference, they are sharing information. Discussed adding a check box on the IPP form, but it hasn't happened yet. Outreach and presentations on PCP. Hosted CalPromise Annual Institute. Mary Ellen Stives, SCDD did a presentation on SDP. Translations at some of the presentations. OCRA working to translate some materials to Spanish.

Miriam Kang - Harbor Regional Center. 12,000 clients, 98 SDP slots. Not tracking interested list. Made flyer, translated into 7 languages, all staff trained, bring it up at every IPP. By next year 100% of families will know about SDP. All support groups at HRC will be trained. Agenda posted on website and get eblast emails. Gap - lack of information to share. Hiring service coordinators who speak Japanese, Korean Arabic, and other languages. SDAC member on board gives update every month.

Maia Pawoskar - Inland Regional Center. 32,300 clients, 244 SDP slots. Interested 269. Autism Society, Special Olympics, church groups, other local groups. Regional center staff attend SDAC meetings. Meets monthly. Posted on website. SCDD sends out eblast. Not large attendance. Encourage participation from all people. Flyer provided to every client during IPP meeting. Regional center will send out flyer in English and Spanish. SCDD very active, offered several trainings. Encouraging regional center to reach out to Fiesta Educativa. SCDD to translate materials into 4 languages. Requested to attend board meetings but their request was turned down. Send minutes from SDAC meetings to board. 800# set up for calling into meetings.

Sonia Jones - North Bay Regional Center. 7,291 clients, 85 SDP slots. 124 interested. 6 months ago, 46 on list. Weekly email blast. Met with every service coordinator, Resource Development and QA units. SCDD Manager Lisa Hooks and Joe Hernandez from Premier doing presentations to the community as well. Reaching out to Spanish community. If interested in SDP, this is written into the IPP. SDAC meets at various times and days to increase attendance. 3 self-advocates on the committee. Two co-chairs who are also self-advocates now.

Video conferencing of all meetings. Updates of SDAC to quarterly report of board. Gaps: Spanish, Asian, African-American communities, Transition aged Youth. No effectiveness data. 10 service coordinators from NBRC showed up today!

Vi Ibarra - East Bay Regional Center. 19,000 clients, 155 SDP slots. No interest list being kept. Monthly meetings with call in number. Agenda and minutes posted on website. Presentations at conferences. Family resource center events. No data on outreach or effectiveness. Working with diversity and equity committee at regional center to address any gaps. Using older information sheets translated into Asian languages and Spanish. Regional center will provide translation.

Bruce Wasson - San Gabriel Pomona Regional Center. 12,600 clients, 103 SDP slots. 249 expressed interested. Bimonthly SDAC meetings. Presentations in Cantonese, Spanish, Mandarin, 12-15 meetings. About 2% familiar level. Efforts to get interested list be more diverse. List is 50% Hispanic, 30% white, and only 3 African-Americans on list. People on SDAC speak other languages so that is helpful.

Lisa Cooley - Alta California Regional Center. 21,000 clients, 174 SDP slots. 2,053 on interested list. Presentations to schools, SELPAs, CAC, People's First, Pacific Islander Aloha Festival, Lanterman50 Celebration, Regional PAC, Supported Life Conference, presentations by SCDD, and others by committee members to various groups. Members actively distributing flyer which is in many threshold languages. SCDD and regional center are collaborating to do more targeted outreach in coming months. Members of SDAC will be invited to participate. Service coordinators have all been informed and share flyer with all clients at IPPs. If interested in learning more about SDP, a box is checked on the SANDIS database. There are plans to address gaps in outreach. Service coordinators speak about 20 languages and some will help with outreach efforts and translation as needed.

Claire Lazaro - Valley Mountain Regional Center. 13,000 clients, 90-100 SDP slots. 4 people on our list. Information on regional center website, flyers distributed. Presentation to 500 self-advocates. Vendors, consumer services, meetings, family resource centers. No data. Gaps - asking community stakeholders to help distribute information. Have "Steps to SDP" emailed and mailed to clients.

Peter Mendoza - Golden Gate Regional Center. 9,000 clients, 72 SDP slots. Good relationship with SCDD, SDAC, and regional center staff. Several presentations. GGRC Self-Advocacy Celebration. Could use more committee members. Would like a best practice list. Want a statewide outreach plan. Will move meeting to 3

different offices so all can participate. Need money for cost of attending meetings.
Translating flyer into variety of languages.

9. **INFORMATION MATERIAL**

Minutes from the DDS Workgroup were provided as informational material in the packet.

10. **PUBLIC COMMENT**

No public comment.

11. **ADJOURN**

The meeting was adjourned at 4:05 p.m.

STATE PLAN COMMITTEE

November 29, 2016

State Plan Committee Report

Starting October 1, 2016, each region began full speed ahead continuing to support their communities. Taking all 6 goals developed for the next 5 years and finding creative and effective ways to implement each, from the grants that have been chosen in the regions, to the trainings and information dissemination. As of the end of October we have been granted our full five-year grant allotment. As SCDD Executive Director Aaron Carruthers stated in his email to us, we presented input from all over the state and with our team effort our 5-year plan was in DC on time and complete. The review was "stellar" according to our TA from ITAC. The only area of concern was out of our control, which was the Governor appointments to vacancies and how long a Councilmember may be in an expired position.

With all that said our State Plan Committee has no upcoming meetings we will continue to "monitor" the activities throughout the state and we will address any gaps in-service through systems change and capacity building as we go through these next five years.

To staff and my fellow committee members, job well done. Californians will benefit from the hard work that we will do over the next five years!

Sincerely,

Sandra Smith, Chair
State Plan Committee



2017 – 2021 State Plan

The California State Council on Developmental Disabilities (SCDD) receives funding from the Federal Administration on Intellectual and Developmental Disabilities (AIDD). The State Council supports:

- Self-determination;
- Independence;
- Productivity; and
- Inclusion for all Californians with intellectual and developmental disabilities (I/DD) and their families.

This State Plan has 6 goals and 18 objectives for October 1, 2016 through September 30, 2021. There is 1 headquarters and 12 regional offices that do the work of this State Plan.

You can contact the State Council on Developmental Disabilities (SCDD) by calling one of the numbers listed below:

- (916) 322 – 8481
- Toll Free: (866) 802 – 0514
- TTY: (916) 324 – 8420

Or you can send an email to council@scdd.ca.gov.

Goal #1: Self-Advocacy

Californians with intellectual and developmental disabilities and their families will have increased support to advocate for:

- Self-determination; and
- Inclusion within their communities.

How will the Council achieve the Self-Advocacy goal?

Objective 1:

The Council will increase knowledge about self-determination and person-centered planning by:

- Monitoring; and
- Supporting the Self-Determination Program.

Objective 2:

The Council will support self-advocate leaders in statewide networks through:

- Leadership training for self-advocates; and
- Strengthening self-advocacy organizations.



Goal #2: Employment

Californians with intellectual and developmental disabilities and their families will have increased information on how to get competitive integrated employment.

How will the Council achieve the Employment goal?

Objective 1:

The Council will support strategies that encourage competitive integrated employment of people with intellectual and developmental disabilities.



Objective 2:

The Council will work with federal partners to increase:

- Advocacy; and
- Support of laws and policies that increase competitive integrated employment for people with intellectual and developmental disabilities.

Goal #3: Housing

Californians with intellectual and developmental disabilities and their families will have increased access to housing that is:

- Affordable;
- Accessible; and
- Safe.

How will the Council achieve the Housing goal?

Objective 1:

The Council will work with housing organizations to increase development and availability of community housing for people with intellectual and developmental disabilities.



Objective 2:

The Council will identify and decrease barriers to housing for people with intellectual and developmental disabilities.

Objective 3:

The Council will work with federal partners to increase:

- Advocacy; and
- Support of laws and policies that increase housing for people with intellectual and developmental disabilities.

Goal #4: Health & Safety

Californians with intellectual and developmental disabilities and their families will have more information to access:

- Health Services; and
- Public Safety Services.

How will the Council achieve the Health & Safety goal?

Objective 1:

The Council will work with federal partners to increase information for people with intellectual and developmental disabilities and their families on:

- Availability; and
- Access to health and public safety services.

Objective 2:

The Council will work with federal partners and self-advocates to increase training on disability related issues for:

- Law enforcement;
- Court personnel;
- Healthcare providers; and
- Other care professionals.



Goal #4: Health & Safety (continued)

Objective 3:

The Council will work with federal partners to increase:

- Advocacy; and
- Support of laws and policies that increase access to health and public safety services for people with intellectual and developmental disabilities and their families.

Goal #5: Lifelong Inclusive Education

Californians with intellectual and developmental disabilities and their families will have increased ways to get lifelong inclusive educational services.

How will the Council achieve the Lifelong Inclusive Education goal?

Objective 1:

The Council will work with federal partners to increase information for people with intellectual disabilities and their families on:



- Developmental milestones; and
- Intervention services for families and professionals.

Objective 2:

The Council will work with partners to increase awareness and knowledge for families and self-advocates on:

- Availability; and
- Access to inclusive educational services.

Goal #5: Lifelong Inclusive Education (continued)

Objective 3:

The Council will work with partners to increase knowledge of individualized transition plans that lead to:

- Employment;
- Higher Education; or
- Independent living options.

Objective 4:

The Council will work with federal partners to increase:

- Advocacy; and
- Support of laws or policies that will increase access to quality educational services for people with intellectual and developmental disabilities.

Goal #6: Community Supports

Californians with intellectual and developmental disabilities and their families will have increased access to community-based services.

How will the Council achieve the Community Supports goal?

Objective 1:

The Council will work with federal partners to:

- Reduce barriers; and
- Increase availability of Spanish language materials.

The Council will:

- Translate available California Regional Center Service information; and
- Track statewide service data of Spanish speaking clients.

Objective 2:

The Council will train people with intellectual and developmental disabilities who live in institutions so that they may:

- Move into the community; and
- Increase their ability to self-advocate.



Goal #6: Community Supports (continued)

Objective 3:

The Council will improve services for people with intellectual and developmental disabilities and their families through:

- Outreach;
- Training; and
- Technical assistance.

Training will include service issues within regional centers, education, transportation, public benefits, child care, and recreation.

Objective 4:

The Council will work with federal partners to increase:

- Advocacy; and
- Support of laws and policies that increase access to quality community-based services for people with intellectual and developmental disabilities.

Underlined Words and their Meanings

Advocacy; Advocate; and Self-Advocacy means that you speak up and speak out for your rights and issues.

A **Barrier** is something that stops you from doing something you want. It could include such things as a wall or a policy. Another person can be a barrier as well.

Competitive Integrated Employment means that you have the choice and opportunity to work that includes:

- Coworkers with and without disabilities;
- Competitive wages;
- Standard benefit packages; and
- Opportunity to achieve professional and career advancement.

Developmental Milestones are certain skills that a person develops by a certain age. These skills include:

- Learning;
- Moving; or
- Speaking.

Underlined Words and their Meanings (Continued)

Federal Partners include:

- California Department of Developmental Services;
- Disability Rights California;
- University of California Davis MIND Institute – University Center for Excellence in Developmental Disabilities (UCEDD); and
- University of California Los Angeles Tarjan Center Institute – University Center for Excellence in Developmental Disabilities (UCEDD).

Inclusion means that a person, regardless of their abilities, disabilities, or health care needs, is welcomed and respected in any situation.

Inclusive Education; Inclusive Educational Services means that you can attend a school with other students your age and you are supported to learn, contribute, and participate in all parts of school life.

Independence means that you have the freedom from others to make choices regarding your own life.

Individualized Transition Plan is a written plan that says what a student will need to live, work, and play as an adult.

Intervention Services include speech therapy, occupational therapy, and physical therapy. These services can help development.

Person Centered Planning means that you identify your needs; you learn about available services; and you receive help in planning your services.

Underlined Words and their Meanings (Continued)

Productivity means that you can create meaningful things as part of the community.

Public Safety Services includes, but is not limited to, emergency medical services, fire and rescue services, and police services.

Self Determination Program is a program run by the California Department of Developmental Services (DSS) through the Regional Centers. This program will allow you to have more control in choosing of your services and your supports.

Self-Determination is a combination of attitudes and abilities that lead people to set goals for themselves and to take the initiative to reach these goals –Pacer Center

**LEGISLATIVE AND
PUBLIC POLICY
COMMITTEE**



DRAFT

LPPC Committee Meeting Minutes

DATE: October 28, 2016

Attending Members

Janelle Lewis (FA)
David Forderer (SA)
Lisa Davidson (FA)
Connie Lapin (FA)

Members Absent

April Lopez (FA)
Sandra Aldana (SA)

Others Attending

Bob Giovati
Michael Brett
Sheraden Nicholau
Margaret Johnson
Karen Mulvany
Wayne Glusker

1. CALL TO ORDER

Chairperson Janelle Lewis (FA) called the meeting to order at 10:08 a.m.

2. ESTABLISH QUORUM

A quorum was established.

3. WELCOME/INTRODUCTIONS

Chairperson Lewis (FA), members of the committee, staff, and guests gave introductions.

4. APPROVAL OF August 9, 2016 MINUTES

It was moved/seconded (Lapin)(FA), (Davidson)(FA) and carried to approve the August 9, 2016 meeting minutes with no abstentions or corrections.

(See attendance list for voting members)

5. PUBLIC COMMENTS

Karen Mulvany, who is a member of the Sacramento Regional Advisory Committee, would like a better understanding of how the process works on passing legislation with the legislature. After the meeting, staff offered to talk with Ms. Mulvany regarding this process.

6. NEW BUSINESS

a. Discussion of Proposed 2017 SCDD Legislative Platform

Chairperson Lewis (FA) gave an update on the processing of the platform:

- From the last LPPC Meeting conducted August 9, 2016 the, committee requested it to be sent to the Executive Committee and then to the full Council for approval.
 - Executive Committee reviewed with no changes and then sent it to the full Council for final approval.
 - Full Council approved the platform with minor word changes.
- Next steps are to place it into a professional design/format for distribution.

To view the Council approved Legislative Platform, please go to pages 6 to 17 of the LPPC Packet. Please click on the link below which is located on the SCDD Website:

<http://www.scdd.ca.gov/res/docs/pdf/LPPC/2016/2016%20LPPC%20Packet%2010%2028.pdf>

b. Review of Legislative Priorities from 2015 – 2016

Chairperson Lewis (FA) gave an overview of what took place for the 2015 – 2016 Legislative Priorities. She also requested that Bob Giovati, Deputy Director for Policy and Planning share some of the LPPC's legislative accomplishments with the committee. Some items mentioned:

- Co-sponsored AB488 with DRC which was passed and signed by the Governor.
- Discussed last year's legislative ideas/priorities. Refer to pages 18 – 20 of the LPPC packet. Click on the link below to view these pages which are on the SCDD Website:

<http://www.scdd.ca.gov/res/docs/pdf/LPPC/2016/2016%20LPPC%20Packet%2010%2028.pdf>

- Supported 33 bills.
- Watched between 140 – 160 bills.
- Throughout the year, staff and Council/committee members gave testimony and attended various hearings on bills the Council supported or was monitoring.
- SB 1072: State Council sponsored this bill, authored by Senator Tony Mendoza. SB 1072 was passed and signed into law by the Governor. This important bill is to place alarm/alert systems on school buses.
- Council has markedly elevated its presence and influence at the Capitol.

Committee then held a discussion regarding past/current year's legislative measures.

c. Discussion of Legislative Priorities for 2017 – 2018

Chairperson Lewis (FA) began by stating that the committee is welcome to add additional ideas to those already proposed. The goal was reach consensus on a manageable number of viable bill ideas to take to the full Council at this time.

Chairperson Lewis (FA) then asked Deputy Director Giovati to explain to the committee how staff solicited the legislative ideas to be considered. The following was explained to the committee:

- Received input from Councilmembers, Council staff, and members from the State Council's Regional Advisory Committees.
- Received numerous ideas worthy of consideration. To make these suggestions more manageable for brainstorming, staff created discussion points for the committee to go over.
- These ideas were categorized according to our Legislative Platform and State Plan issue areas.
- The Committee's goal was to come up with approximately 10 potential legislative ideas to bring forward as focus areas at this time.

To view the categorized ideas from around the state, see pages 21 to 25 of the LPPC Packet. Please click on the link below which is located on the SCDD Website:

<http://www.scdd.ca.gov/res/docs/pdf/LPPC/2016/2016%20LPPC%20Packet%2010%2028.pdf>

As a result of this brainstorming session, LPPC reached consensus on the following legislative priority areas:

- **Health and Safety:** Safety Net/Mobile Crisis Team.
- **Self-Determination:** Maintain integrity of process of Person Centered Planning.
- **Median Rates:** End discrimination related to median rates.
- **Housing:** Access to affordable housing/create grant funds/vouchers.
- **CIE:** Incentivize businesses.
- **Regional Centers:** More transparency and accountability.

These additional significant priority areas received much consideration from the LPPC:

- **Denti-Cal:** Higher reimbursement rates and more providers.
- **Transportation:** Use of private firms, more accessibility and mobility training..
- **Require Self Advocacy Training:** Early and ongoing as part of the IEP process.
- **Health Care:** Train doctors for better understanding of care and communication for people with I/DD.
- **District Attorneys and Judges:** Take IEPs/IPPs into consideration when sentencing.
- **Equal Parent Participation in Special Education:** Parents as equal partners with meaningful participation in special education.

- **Attorney Fee Reimbursement:** In Regional Center cases when consumer prevails.

It was moved/seconded (Davidson)(FA), (Forderer)(SA) and carried to take these legislative priorities to the full Council for approval. There were no abstentions.

(See attendance list for voting members)

d. Disparity Issues/Presentation

Sheraden Nicholau, Bay Area Regional Manager, gave a briefing on disparity issues. This briefing can be found in the LPPC Packet on pages 26 to 30. To view these pages, click on the link below which is located on the SCDD Website:

<http://www.scdd.ca.gov/res/docs/pdf/LPPC/2016/2016%20LPPC%20Packet%2010%2028.pdf>

During this briefing the following areas were discussed with committee participation:

- Regional Center Annual Performance Contracts.
- Regional Center Purchase of Service (POS) Expenditure Data.
- One-off and Ongoing Initiatives.
- Department of Developmental Services (DDS) POS Disparity Stakeholder Public Meetings.

Additionally, Ms. Nicholau briefed the committee on three handouts which deal with disparities. These documents are titled as followed:

- *Calendar Year 2017 Performance Contract Guidelines*
- *'Regional Center Purchase of Service Disparity Data – Summary of Regional Centers' Strategic Plan Reports*
- *Statement to Nancy Bargmann, Director, California Department of Developmental Disabilities – Public Meeting on Service Disparities, August 26, 2016*

To view these important documents, please click on the link below which is located on the SCDD Website:

<http://www.scdd.ca.gov/res/docs/Handouts10.28.16.pdf>

7. OLD BUSINESS (Standing Items)

a. IHSS/CMS Updates/Overtime Discussion/DC Closures

Connie Lapin (FA) briefed the committee on the on-going process of IHSS/Overtime. She also briefed that the DC Closure plan gives excellent guidelines for local communities.

b. Self-Determination

1) Statewide SDP Committee

The last Statewide SDP Committee meeting took place on October 27, 2016.

Connie Lapin (FA) attended and briefed the committee that RAC members were given the opportunity to answer questions provided by the State Council.

Discussed Self-Determination funds.

Discussed Person Centered Planning/training.

Mrs. Lapin (FA) also paid compliments to Dr. April Lopez, who is the Chair of the Statewide SDP Committee, Chair of the Council, and member of the LPPC.

8. MEMBER REPORTS

Chairperson Lewis (FA): Briefed the following:

- Mentioned that she and other Councilmembers met to review other State Council State Plans.
- Mentioned participation in disability fairs with FEAT along with explaining the history of FEAT and how FEAT families founded UC Davis Mind Institute.

David Forderer (SA): Briefed the following:

- Was invited to brief the San Jose City Council Human Services Advisory committee on the overview/workings of the State Council/Self-Advocate Advisory Committee. This community was so

impressed that they have asked Mr. Forderer (SA) to be the Self-Advocate for this community with State Council/RAC representation.

- Held a Central Coast RAC meeting on October 24, 2016 with representation from the San Jose City Council Human Services Board.

Mrs. Lapin (FA): Briefed the following:

- HCBS Committee held a teleconference on October 5, 2016 regarding the Person Centered Plan.
- November 2, 2016 there will be a DS Taskforce Workgroup meeting on housing and employment.
- Would like the Council to get a copy of the DS Taskforce Workgroup finalized report on safety nets.

Lisa Davidson (FA): Briefed the following:

- Mentioned a non-profit organization called REACH OUT which deals with housing issues for I/DD. This was created/started by Robert M. Schlesinger who is a self-advocate.

9. ADJOURN

Next meeting will be taking place January 2017. Date is to be determined.

Meeting adjourned at 3:53 p.m.

EMPLOYMENT FIRST COMMITTEE



DRAFT

Employment First Committee (EFC) Meeting Minutes

October 25, 2016

Members Present

Denyse Curtright
Daniel Boomer
Olivia Raynor
Steve Ruder
Jenny Yang (Chair)
Barbara Wheeler
Lana Fraser

Members Absent

Andrew Mudryk

Others Attending

Aaron Carruthers
Bob Giovati
Mary Ellen Stives
Tamica Fooks-Rachal
Michael Brett
Lisa Cooley
Janelle Lewis

1. CALL TO ORDER

Chairperson Jenny Yang (SA) called the meeting to order at 10:01 a.m.

2. ESTABLISH QUORUM

A quorum was established.

3. WELCOME/INTRODUCTIONS

Chairperson Yang (SA), members of the committee, staff, and guests gave introductions.

4. PUBLIC COMMENTS

Janelle Lewis (FA), Councilmember and LPPC Chair, gave public comments dealing with employment/SSI benefits.

Chairperson Yang (SA) has asked staff to hold future EFC meetings on keeping families abreast to employment/SSI benefits.

5. APPROVAL OF JANUARY 12 & JUNE 15, 2016 MINUTES

It was moved/seconded (Raynor), (Fraser) and carried to approve the January 12, 2016 meeting minutes with no abstentions/corrections.

(See attendance list for voting members)

Legend

SA = Self-Advocate

FA = Family Advocate

No action was taken on the June 15, 2016 minutes. Reason: Chairperson Yang (SA) stated there was not a quorum for this meeting and committee was going through a reorganization process.

6. CIE BLUEPRINT UPDATE

Lana Fraser, Department of Rehabilitation, briefed the committee on the CIE Blueprint and mentioned the following:

- Officially, the Draft CIE Blueprint has been approved.
- The CIE Blueprint is being translated into six different languages. Once translation is completed, the blueprint will be posted for public comment in early November 2016.
- Ms. Fraser recommends focusing on section four, Focus for Change, of the draft blueprint. This area deals with the targeted outcome measures. For more details on this blueprint, please refer to pages 16 to 39 of the EFC packet. To view these pages, please click on the link below which is located on the SCDD Website:

http://www.scdd.ca.gov/res/docs/pdf/Employment_First/2016/2016%20EFC%20Packet%2010%2025.pdf

- In December 2016, there will be a Statewide Stakeholder teleconference. A firm date has not been set. DOR will contact the committee for the firm date.

Committee then discussed the document.

7. REVIEW OF CECY/EFC GOALS

Chairperson Yang (SA)/committee discussed the following top three priorities:

- 1.1 Data sharing legislation.
- 1.2 Convene and organize a stakeholder process on measurements and goals.
- 5.1 Inform and train individuals with IDD and their families in the Employment First Policy.

These priorities were approved at the January 12, 2016 committee meeting.

For more information on these priorities, please refer to pages 40 to 44 of the EFC Packet. To view these pages, please click on the link below which is located on the SCDD Website:

http://www.scdd.ca.gov/res/docs/pdf/Employment_First/2016/2016%20EFC%20Packet%2010%2025.pdf

Committee and staff then held a conversation on the above priorities. During this discussion, the following aspects were mentioned:

- WIOA.
- Equity/Minorities.
- Data systems.
- Who are the stakeholders?
- Executive Director Aaron Carruthers discussed that the Council is developing an EFC website within the main SCDD website that will offer a reader service and capability to manipulate raw data so the user can produce a report.
- How to work on these 3 priorities.
- How should the committee filter down the information on Employment First to families/communities?
- To inform individuals/families on Employment First Policy.
- The intent of the Blueprint is to embrace Employment First and to encourage it throughout the state.
- Discussed DRC involvement.
- Workability.
- Discussed the different avenues on data sharing and data collection:
 - DDS Taskforce on disparity/ethnicity issues.
 - CDER data information.
 - Different types of data systems.
 - Retrieving data for future uses.
 - Process of inputting data.
 - Adding additional data elements to the statute. These additional elements can be done through trailer language.
 - Launch the collection device to the Regional Centers by March or April of 2017.
 - Employment measures.
 - Tracking employment events.

Legend

SA = Self-Advocate .

FA = Family Advocate

Chairperson Yang (SA) then asked the committee to break up into groups to go over the *Policy Priority Worksheet*. This worksheet consists of questions to help the committee come up with ideas to work on the 3 priorities. To view these questions, please refer to the link below which is located on the SCDD Website:

http://www.scdd.ca.gov/res/docs/pdf/Employment_First/2016/2016%20Policy%20Priority%20Worksheet.pdf

Committee and staff then read and discussed the results which are as follows: (Please refer to the above link for the actual questions.)

1. Staff and committee agreed that this question should be “yes”.
2. Staff and committee agreed that in order to reach local communities, the EFC should work through the State Council Regional Offices for outreach and trainings on the Blueprint.
3. Staff and committee agreed that it is important to let communities know that the Blueprint is a state priority and to change the public mindset regarding CIE by providing training. It is also important to document CIE in the individual’s IPP.
4. Staff and committee agreed that partnering should take place with DRC/SSAN/other entities in the field. Another important partner is the State Council Regional Offices and their network of providers.
5. Staff and committee agreed that the timeline for a rollout of a training plan would likely be 6 to 12 months after the Blueprint is finalized.
6. To train on the Blueprint and partner with the 12 State Council Regional Offices along with other entities mentioned in question 4.

Chairperson Yang (SA) has requested Regional Office staff to come up with draft training on the Blueprint. This is to be presented to the committee by the next scheduled meeting. Once it has been reviewed by the committee, it will be implemented by the 12 State Council Regional Offices. Staff also mentioned it was the responsibility of Deputy Director of Regional Office Operations Vicki Smith to determine workload levels regarding this or any other assignment for the regional offices.

Committee and staff then held a discussion on the above topics.

Legend

SA = Self-Advocate

FA = Family Advocate

Chairperson Yang (SA) received a consensus from the committee on informing individuals on the training of the Blueprint along with service codes and materials received through the State Plan process.

8. WORKGROUP REORGANIZATION DISCUSSION

Since the committee has been reduced, it has been decided to not have workgroups. The committee itself will function as a workgroup.

9. UPDATE OF MOU BETWEEN FTB/DDS

Denyse Curtright from the Department of Developmental Services briefed the committee on the MOU between Franchise Tax Board (FTB) and DDS. The following aspects were discussed:

- Progress is going well with FTB.
- Received two aggregated reports. One from EDD and the other from FTB which are aggregated by Regional Center. Currently, these two reports are being compared and analyzed. After DOR is briefed on this data, findings will be shared along with how the EFC committee will proceed with this information.
- Ms. Curtright has stated that in order to use this aggregated data; statutory authority is needed.
- It still needs to be determined which data will be beneficial.
- Comparison report should be ready by next committee meeting.

Ms. Curtright then asked committee/staff if there were any questions:

- Bob Giovati, Deputy Director for Policy and Planning, asked who is going to draft the legislative language need to create the statutory authority.
 - Answer: FTB staff will assist with the language. DDS will propose language to FTB who will then give inputs. In turn, DDS would get back with the committee on what is agreeable between DDS and FTB.
- Olivia Raynor, UCLA UCEDD, asked how will this data be useful:
 - Answer: FTB data is obtained by tax filings which will show who does and who does not file taxes in our system.
 - Other items mentioned:

- Earned Income Tax Credit filing process
- Regional Center case manager involvement on filing/not filing taxes.
- Achieving governor attention with cost benefit analysis.

10. DISCUSSION/REVIEW OF 2015 DRAFT EFC REPORT

Chairperson Yang (SA) asked Deputy Director Giovati to give a background of this report. He proceeded to give the committee a brief history of past reports and current research and time of creating/revamping this report.

Committee and staff then held a discussion on the 2015 Draft EFC Report. The following areas were discussed:

- Timeline for turning in the final report to the legislature.
- Committee members can provide input by sending an email to staff. Therefore, staff has been instructed to send an email to the committee members requesting member feedback.
- Organization/format of report.
- Reviewing the 2011 EFC Report for possible types of information/format structure for current and future reports.
- Discussed employment data to go into the report.

To see the 2015 Draft EFC Report, please click on the link below which is located on the SCDD Website:

http://www.scdd.ca.gov/res/docs/pdf/Employment_First/2016/2016%20Draft%202015%20EFC%20Report.pdf

11. MEMBER REPORTS

Committee members asked staff if fellow members could share their ideas/interests regarding their departments. Chairperson Yang (SA) stated that members are more than welcome to share their ideas. For instance, if they would like to discuss future items, please send an email directly to Chairperson Yang (SA) and then she will pass it onto staff for research/processing. Staff stressed that it is important to only send the email directly to her. If sent amongst other committee

members, it would create a serial email which would go against Bagley Keene rules.

Chairperson Yang (SA) asked the committee if they are in agreement for chair/staff to place an agenda item in regards to committee ideas, suggestions, or issues. Committee is in agreement.

12. ADJOURN

Additional Comments: Chairperson Yang (SA) stated that committee recommendations on additional data elements, authors for statutory language on data sharing, Blueprint, and Draft EFC Report need to be added to the next EFC agenda.

The January 2017 meeting date will be determined by a Doodle.

Meeting adjourned at 2:05 p.m.

Legend

SA = Self-Advocate

FA = Family Advocate

EXECUTIVE COMMITTEE



DRAFT

Executive Committee Meeting Minutes

DATE: October 11, 2016

Attending Members

Ning "Jenny" Yang (SA)
David Forderer (SA)
Charles Nutt (SA)
Janelle Lewis (FA)
April Lopez (FA)
Sandra Smith (FA)
Michelle Villados

Members Absent

N/A

Others Attending

Aaron Carruthers
Natalie Bocanegra
Michael McNulty
Wayne Glusker

1. **CALL TO ORDER**

Chairperson Jenny Yang (SA) called the meeting to order at 11:10 AM.

2. **ESTABLISH QUORUM**

A quorum was established.

3. **WELCOME/INTRODUCTIONS**

April Lopez (FA) welcomed new Executive Committee Member Michelle Villados. Michelle Villados then introduced herself and her work at the Office of Civil Rights within the Department of Health Care Services. While she is representing her agency on the Council, she also has a son with a developmental disability.

The remaining Executive Committee Members and others introduced themselves.

4. **PUBLIC COMMENT**

There was no public comment.

5. **APPROVAL OF SEPTEMBER 20, 2016 MINUTES**

Janelle Lewis stated that the previous minutes require self and family advocate designations to be added to the attending/absent Councilmember list.

The motion to approve the minutes with edits was moved/seconded (Smith)(FA), (Nutt)(SA) and carried.

Aye: Yang (SA), Lewis (FA), Nutt (SA), Smith (FA), Forderer (SA)

Abstain: Lopez (FA), Villados (FA)

Legend:

SA = Self-Advocate

FA = Family Advocate

No: None

6. REGIONAL CENTER CONFLICT OF INTEREST WAIVER REQUEST

Tri-Counties Regional Center – Board Member Robyn Adkins

Natalie Bocanegra, legal counsel for SCDD, introduced the Tri-Counties Regional Center’s Conflict of Interest Waiver request for Robyn Adkins. Janelle Lewis and Charles Nutt put forth questions and conversation around family member conflict of interest waivers. Natalie Bocanegra responded that this is a common reason for request and that it is required by DDS. The regulation examines family members’ status in relationship to the regional center board. She continued that members should incorporate three factors into their waiver decisions:

1. Conflict of interest situation
2. Board member recruitment process
3. Mitigation plan

Council staff recommended that this waiver be approved.

Motion to approve the waiver was moved/seconded (Nutt)(SA)/(Forderer)(SA) and carried unanimously.

AYE: Yang (SA), Forderer (SA), Nutt (SA), Lewis (FA), Lopez (FA), Smith (FA), Villados (FA)

NO: None

For additional information on this waiver, please see the link below. Waiver materials can be found on pages 9 – 20 of this Executive Committee Packet.

<http://www.scdd.ca.gov/res/docs/pdf/ExecutiveCommittee/2016/Exec%20Packet%2010.11.16.pdf>

7. CLOSED SESSION – PERSONNEL

Committee entered into closed session at 11:28 AM.

No reportable action was taken in closed session.

8. RECONVENE OPEN SESSION

Open session reconvened at 3:07 PM

9. ADJOURNMENT

Meeting adjourned at 3:08 PM by Jenny Yang (SA).

Council Report for FY 15-16
Expenditures through
September-16

FEDERAL GRANT (BSG)
Based on Federal Fiscal Year

	Annual Grant Award	Monthly Expenditure	Year-To-Date Expenditure	Balance	YTD Surplus/Deficit
Personal Services & Benefits	\$ 4,841,674	\$ 371,217	\$ 5,020,542	\$ -178,868	\$ -178,868
Operating Expenses	\$ 1,701,706	\$ 113,617	\$ 1,463,468	\$ 238,238	\$ 238,238
Grants / Special Items	\$ -	\$ -	\$ -	\$ -	\$ -
Total	\$ 6,543,380	\$ 484,834	\$ 6,484,010	\$ 59,370	\$ 59,370

* One-Time Reallotment - \$139,290

QUALITY ASSESSMENT (QA)
Based on State Fiscal Year

	Annual Budget	Monthly Expenditure	Year-To-Date Expenditure	Balance
Personal Services & Benefits	\$ 1,743,876	\$ 127,966	\$ 388,500	\$ 1,355,376
Operating Expenses	\$ 759,234	\$ 37,596	\$ 73,465	\$ 685,769
Total	\$ 2,503,110	\$ 165,562	\$ 461,965	\$ 2,041,145

CRA/VAS
Based on State Fiscal Year

	Annual Budget	Monthly Expenditure	Year-To-Date Expenditure	Balance
Personal Services & Benefits	\$ 1,219,055	\$ 94,652	\$ 287,308	\$ 931,747
Operating Expenses	\$ 557,945	\$ 17,901	\$ 35,156	\$ 522,789
Total	\$ 1,777,000	\$ 112,553	\$ 322,464	\$ 1,454,536

Updated 11/16/16

SELF-ADVOCATES ADVISORY COMMITTEE



**SELF-ADVOCATES ADVISORY COMMITTEE MEETING
NOTICE /AGENDA**

Posted on www.scdd.ca.gov

THE PUBLIC MAY LISTEN IN BY CALLING:	1-800-839-9416
PARTICIPANT CODE:	2982825

DATE: Monday, November 28, 2016

TIME: 1:00 p.m. – 5:00 p.m.

LOCATION: Crowne Plaza
5321 Date Ave
Sacramento, CA 95841
Phone: (916) 338-5800

Pursuant to Government code Sections 11123.1 and 11125(f), individuals with disabilities who require accessible alternative formats of the agenda and related meeting materials and/or auxiliary aids/services to participate in this meeting should contact Riana Hardin by email at Riana.Hardin@scdd.ca.gov or by phone at (916) 322-8481. Requests must be received by 5:00 pm, November 21, 2016

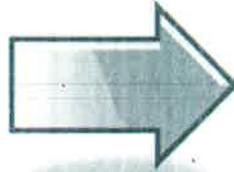
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|---------------------------------|--------------------|
| 1. CALL TO ORDER | D. FORDERER |
| 2. WELCOME/INTRODUCTIONS | D. FORDERER |
| 3. ESTABLISH QUORUM | D. FORDERER |

For additional information regarding this agenda, please contact Riana Hardin, 1507 21st Street, Ste. 210, Sacramento, CA 95811, (916) 322-8481. Documents for an agenda item should be turned into SCDD no later than 12:00 p.m. the day before the meeting to give members time to review the material. The fax number is (916) 443-4957.

4. PUBLIC COMMENTS	D. FORDERER	
<i>This item is for members of the public only to provide comments and/or present information to the Committee on matters not on the agenda. Each person will be afforded up to three minutes to speak. Written requests, if any, will be considered first.</i>		
5. APPROVAL OF September 21, 2016 MINUTES	D. FORDERER	3
6. Competitive Integrated Employment Blueprint Department of Developmental Services	D. Curtright	8
7. Active Shooter Project GET SAFE	David Monderine	9
8. SSAN (Statewide Self-Advocacy Network) REPORT	D. FORDERER	15
9. REVIEW COUNCIL PACKET	A. CARRUTHERS	
10. ROLL OF SAAC WITHIN COUNCIL STRUCTURE	A. CARRUTHERS	
11. EFC (Employment First Committee) REPORT	N. YANG	17
12. ADMINISTRATIVE REPORT	C. NUTT	
13. VOTING Follow-Up	ALL	24
14. Topics for On Going Discussion	ALL	
Access Transportation, Voting, Emergency Preparedness, Employment		
15. MEMBER REPORTS	ALL	
16. TOPICS FOR FUTURE DISCUSSION	D. FORDERER	
17. ADJOURN	D. FORDERER	

**STATEWIDE
SELF-ADVOCACY
NETWORK REPORT**



Report from SSAN/SAAC to SCDD by David Forderer **Highlights from the SSAN and SAAC Activities**

SSAN is scheduled to meet on December 7th and 8th at the Crown Plaza Hotel in Sacramento. Here is a summary on their recent activity:

- The new State Plan for SCDD makes a commitment to promote leadership and cross-disability leadership coalitions. With that in mind, SSAN is considering inviting the following community groups to join their network:
 - Area on Aging
 - Community Colleges
 - Deaf and Blind Community
 - Mental Health Community
 - Multiple Sclerosis
 - Veterans Services
 - Independent Living Centers
- SSAN is working on finalizing an ABLE Act presentation to help inform members of their communities about the ABLE Act
- SSAN is working on improving relations between first responders and the I/DD community across the state and also concerned about issues such as Self-Determination, participation in the legislative process and access to employment.

SAAC has been hard at work gathering information and networking with different agencies around Emergency Preparedness, active shooter training, voting access and community participation.

- At the September SAAC meeting, Councilmembers received a briefing from Vance Taylor of Cal OES on the revised State Emergency Plan.
- Members discussed voting access issues for individuals with intellectual and developmental disabilities.
- Members are working on a project to draft a letter to the Secretary of State to address concerns regarding voting access for people with disabilities.
- At the November SAAC meeting, Councilmembers will be hearing from Denyse Curtright from DDS on the Competitive Integrated Employment Blueprint.
- At the November SAAC meeting, Councilmembers will receive a training from GET SAFE Active Shooter Project in an effort to strengthen our knowledge on how to react in times of crisis.

This report was generated by staff at the request of David Forderer.

- The next SSAN meeting is on December 7th and 8th 2016 in Sacramento

INFORMATIONAL MATERIALS



Cal OES

**GOVERNOR'S OFFICE
OF EMERGENCY SERVICES**

ACTIVE SHOOTER AWARENESS GUIDANCE

**September 2016
Cal OES Law Enforcement Division**

www.caloes.ca.gov

Latest Update includes Access and Functional Needs (AFN) Considerations

ABOUT THIS UPDATE

On December 2, 2015, terrorists attacked the Inland Regional Center in San Bernardino, California. Because the center serves individuals with intellectual and developmental disabilities, initial reports indicated the attack was an assault on the disabled. Though it was later learned not to be the case; the thought of an attack on individuals with disabilities raised serious concerns. Paramount among those concerns was the general recognition that there was a lack of guidance and training regarding the access and functional needs (AFN) considerations associated with an active shooter attack. To address this important issue, the California Governor's Office of Emergency Services' (Cal OES) Office of Access and Functional Needs (OAFN) spearheaded the development of active shooter awareness guidance.

The guidance, which is the first-of-its-kind, was created by bringing together a work group consisting of representatives from law enforcement, the California State Council on Developmental Disabilities, emergency managers, the California Specialized Training Institute and other disability stakeholders.

The guidance informs the following three audiences regarding how to promote the safety and security of individuals with disabilities and persons with an AFN during an active shooter attack:

1. Workforce management

Workforce management has a primary responsibility for the safety and security of their staff. As individuals with disabilities and AFN are employed throughout the workforce, management needs to understand how best to integrate their needs into emergency planning, such as evacuation procedures and crisis communication during an active shooter attack.

2. Individuals with disabilities and access and functional needs (AFN)

The current mantra taught for personal protection during an active shooter attack is "Run, Hide, Fight". While reasonable and appropriate, each of those steps has AFN-related implications. Persons with disabilities and AFN should ensure their individual needs are integrated into their organization's emergency evacuation plan, develop a "buddy system" for assistance evacuating or concealing themselves to avoid an attacker and think creatively about how to use personal assistive devices (e.g., canes, crutches, wheelchairs) as weapons if needed during an active shooter attack.

3. Law enforcement/first responders

Law enforcement and first responders called upon to respond to an active shooter incident may encounter individuals with disabilities or persons with AFN among the survivors. These persons may not be able to hear, physically comply with or cognitively understand direct commands. Law enforcement and first responders need to be informed regarding what to expect and how to communicate effectively with individuals with disabilities and AFN during and after an active shooter event.

This updated version of the Active Shooter Guidance includes AFN considerations that will yield a safer, more resilient whole community.

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PROFILE OF AN ACTIVE SHOOTER

An active shooter is an individual actively engaged in killing or attempting to kill people in a confined and populated area. In most cases, active shooters use firearms(s) and there is no pattern or method to their selection of victims.

Active shooter situations are unpredictable and evolve quickly. Typically, the immediate deployment of law enforcement is required to stop the shooting and mitigate harm to victims. Other times, individuals at the site of an attack take action to mitigate the threat (though this is advised only as a last resort).

THE ACTIVE SHOOTER ENVIRONMENT

The active shooter environment is complex and dynamic. Individuals threatened by an active shooter(s) have to function with little to no warning in a manner that promotes safety and security for themselves and possibly others. This can be extraordinarily challenging without prior training and preparation. Active shooter environments have the potential to push individuals to their physical, emotional and mental limits and can create intense feelings such as fear, panic, disbelief, grief and anger.

The human response to danger evokes a wide array of reactions commonly understood as “Fight, Flight or Fight”. A person may be frightened to such a degree that they are frozen and unable to move, others immediately take flight in order to get away from danger or hide, and others may instinctually fight back by confronting the active shooter. It is possible for any one individual to experience all of these reactions over the course of an incident and there is no right or wrong instinct.

Sensory considerations are also relevant as individuals may be dealing with blaring fire or security alarms, flashing lights, water from sprinkler systems, the sounds of gunfire and screaming associated with an active shooter environment.

Understanding the realities of the active shooter environment before an event is important because it enables individuals to prepare themselves in advance to react decisively and thoughtfully. Doing so not only increases their chances for survival; it increases the likelihood that persons who are able to do so will be empowered to assist those around them either through a “buddy system” or less formally as needed.

TAKING ACTION IN AN ACTIVE SHOOTER SITUATION

When an Active Shooter is in the vicinity, individuals should quickly determine the most reasonable way to protect their own life. Typically, the best response to an active shooter situation will be for individuals to either: Run (Evacuate); Hide; or Fight (Take action against the active shooter within their ability).

1. Run (evacuate)

The absolute best, most ideal response to an active shooter situation will be to evacuate the premises and get out of harm's way or get to a safe location. While evacuation sounds like a simple or straightforward approach to ensuring personal safety, doing so under the duress and chaos of an active shooter situation can be difficult. It is important to plan ahead to increase the likelihood that people will be able to use their best judgment, assess an accessible escape path and attempt to evacuate the premises.

Everyone should understand when evacuating during an active shooter scenario, individuals need to:

- Evacuate regardless of whether others agree to follow;
- Leave all non-lifesaving belongings behind;
- Help others escape, (if possible use "buddy system");
- Prevent individuals from entering an area where the active shooter may be;
- Keep their hands visible;
- Follow the instructions of any law enforcement or first responders; and
- Not attempt to move wounded people.

Workplace management

Managers have the primary responsibility for ensuring their staff is prepared to evacuate places of work during emergencies. Management is responsible for:

- **Evacuation planning.** Management needs to ensure that the workplace has emergency preparedness and/or evacuation plans. Plans should define how staff will evacuate quickly, effectively and safely. Plans need to be communicated to all staff and practiced/exercised regularly (including tabletop exercises and physical drills). Management needs to ensure that staff members are familiar with evacuation/exit routes from all areas of the building (i.e. each floor of a multi-story building, including common

areas). Plans should integrate accommodations for individuals with disabilities or persons with access and functional needs. Accommodations could include assistive devices, evacuation chairs and keeping aisles clear of clutter or items that may impede evacuees from leaving the premises.

- The buddy system. Management (and/or evacuation lead personnel) should coordinate closely with staff to understand and include the assistance/accommodation that may be needed by individuals with disabilities or access and functional needs during an active shooter situation. Establishing a “buddy system” whereby disabled and non-disabled colleagues work together to ensure the safe evacuation of all workers is an integral step in the process of planning to survive an active shooter attack.
- **Situational awareness.** Management need to ensure that everyone is accounted for inside and outside of the workplace at all times. This includes visitors, teleworkers, employees working in the community, etc. Management should ensure staff members are trained to update their calendars and keep supervisors aware of time away from the workplace (paid time off, jury duty, illness, etc.). Management should work to identify accommodation needs and incorporate those needs into emergency plans.
- **Cross-training.** Management should implement cross-training as part of the organization’s emergency management process to ensure as many employees as possible are familiar with and trained on evacuation procedures. This should include the evacuation lead personnel, floor wardens, the facilities team, and property management.

Individuals with a disability or an access and functional need (AFN). Individuals with a disability or an AFN have the most awareness of their specific evacuation needs. As such, it is the responsibility of the individual (assisted as appropriate by his or her representative, behavioral therapist or personal care assistant) to:

- Inform management regarding any gaps or needs for accommodations that exist in their organization’s emergency preparedness or evacuation plans;
- Inform management when individual is expected to be away or out of the office for extended time to ensure the individual is accounted for during safety checks and roll calls;
- Establish a “buddy system” with coworkers. “Buddies” should educate partners concerning the respective physical, psychological and communi-

cation assistance needed to increase their safety during an active shooter attack. A back-up buddy system is also recommended;

- Have an escape route and safety plan in mind specific to their respective needs; and
- Practice escape routes and safety plan by locating exits and locking offices and conference rooms before and during drills and exercises.

Law enforcement/first responders. When law enforcement arrives on scene, their primary responsibility will be to eliminate the threat. Once the active shooter has been neutralized, they will facilitate the evacuation of survivors and treatment of the injured with first responders. During the post-shooting evacuation, law enforcement/first responders should be sure to:

- Take AFN considerations into account when entering the building. This means understanding that depending on any one individual's disability or AFN they may not understand or be able to follow commands to show their hands, to get on the ground or to move as directed. Individuals may exhibit behaviors that are counter-intuitive due to their disability or AFN, such as putting on headphones or laughing as a means of coping with the stress of the environment;
- Remember that individuals who may approach law enforcement for assistance could be unable to hear, have limited understanding of the circumstances, or require escorting;
- Ask individuals if they have a disability or AFN that they should be aware of and how they can assist them or accommodate their needs during evacuation;
- Give concrete, plain directions; and
- Use visual or gestural cues to assist individuals with disabilities and AFN during evacuation.

2. Hide

When evacuating the premises is not possible, individuals in an active shooter situation should hide for safety. Because active shooter situations typically last no longer than 10 – 15 minutes, hiding from the attacker(s) is a highly effective method for promoting individual security. Understanding that, depending on where people may be during an attack, there may or may not be many places to hide. Everyone should consider the following when thinking about potential areas for concealment:

- Hiding places should be out of the active shooter's view;
- An ideal hiding place will not trap the individual or restrict individual's options for movement; and
- The area should provide protection if shots are fired in individual's direction.

To minimize the chances of an individual's hiding place being found:

- Silence cell phones (turn off vibrate);
- Turn off any source of noise (i.e., computers, radios, televisions, assistive devices);
- Pull down shades or window coverings;
- Hide behind large or hard items (i.e., cabinets, desks); and
- Remain quiet.

To prevent an active shooter from entering an individual's hiding place:

- Lock the door;
- Turn off lights; and
- Blockade the door with heavy furniture.

Workplace management. Management should integrate hiding within their active shooter training protocols and provide explanation and demonstration to staff. Training should reiterate that being able to effectively conceal oneself could prevent injury or death during an active shooter situation. Management can create "safe rooms", train staff to identify potential weapons in those areas and encourage them to think creatively regarding concealment. The concealment protocols should be included in the emergency preparedness plan.

Individuals with a disability or an access and functional need (AFN). Depending on

their specific disability or AFN, it may be difficult for some individuals to hide. For example, individuals who use wheelchairs may find it challenging or impossible to hide under a desk or in a closet. Because each individual knows what will or will not work for them, persons with a disability or an AFN (assisted as appropriate, if needed, by their representative, behavioral therapist or personal care assistant) should:

- Plan ahead by identifying potential areas to hide throughout their workplace prior to an incident occurring;
- Coordinate with management and colleagues/"buddies" ahead of time regarding the type of assistance they can provide to help with concealment;
- Use assistive devices or durable medical equipment to secure hiding spot (such as parking and locking heavy wheelchairs in front of a door);
- Practice self-soothing techniques to remain calm and collected; and
- Look for improvised weapons that can be used aggressively within individual's ability.

Law enforcement/first responders. When it is time for individuals to vacate their places of concealment, law enforcement/first responders need to provide loud, clear, plain, concrete instruction announcing it is safe for persons to make their presence known. In doing so, they should consider that:

- Some individuals with a disability or an AFN may not be able to hear or understand verbal instructions;
- Depending on their disability or AFN, some individuals may require physical assistance to exit their place of hiding or being unconcealed;
- Law enforcement/emergency medical services (EMS) should always ask individuals with a disability or an AFN if they need assistance and seek instruction before grabbing or physically moving them; and
- Law enforcement/EMS should avoid separating individuals with a disability or an AFN from their personal care assistant, service animal, durable medical equipment, or assistive device(s).

3. Fight (taking action against the active shooter)

When evacuating the premises is not possible, hiding is not an option and an individual's life is in imminent danger, the last resort should be to disrupt and/or incapacitate the active shooter(s). Individuals choosing to take action and fight need to commit and act as aggressively as possible against the active shooter(s). This action should be decisive, without hesitation and encompass the following:

- Improvising weapons from nearby items (e.g. fire extinguisher);
- Yelling and throwing items;
- Fighting as best they can within their ability; and
- Having a "Not Today" attitude (deciding that today is not the day they are going to die).

Workplace management. When training staff on active shooter situations, it is important that management underscore the importance of thinking creatively and being committed when physically taking action against an active shooter.

Individuals with a disability or an access and functional need (AFN). Individuals with varying physical, emotional or developmental capabilities may be limited, completely or partially, in the degree to which they are able to fight an active shooter. However, individuals with a disability or AFN should consider using durable medical equipment or assistive devices as improvised weapons with which to attack an active shooter. For example, using a power chair to ram an active shooter; using a cane as a bat; or hitting an active shooter with a cast.

Law enforcement/first responders. Law enforcement and first responders entering an active shooter environment should take note to ensure they do not confuse someone taking action against an active shooter with an assailant.

When Law Enforcement Arrives

Law enforcement's role is to stop the active shooter as soon as possible, which means officers will proceed directly to the area in which the last shots were heard without stopping to help injured persons.

Officers will usually arrive in teams of four and may wear regular patrol uniforms or external bulletproof vests, Kevlar helmets and other tactical equipment. They may be armed with rifles, shotguns and handguns. Officers will shout commands, provide non-verbal instruction and may push individuals to the ground for their safety.

Individuals in an active shooter situation can assist law enforcement during their response by doing the following:

- Putting down any items in their hands (e.g., cell phone, bags, jackets);
- If possible, immediately raising their hands and spreading fingers;
- Keeping hands visible at all times;
- Avoiding quick movements toward officers, such as holding on to them for safety;
- Avoiding pointing, screaming and/or yelling; and
- Avoiding asking officers for help or directions.

To avoid causing additional fear, stress or emotional strain; it is critical for individuals with a disability or AFN and their support or buddy system partner(s) to be aware of how law enforcement will respond to an active shooter incident. Ensuring everyone understands this is a collaborative process between workplace management, individuals with a disability or an access and functional need and law enforcement.

Workplace management. In training, it is important for management to explain to staff how law enforcement will respond to an active shooter incident. As a part of the explanation, management should indicate that during a response:

- There may be loud noises such as bangs, yelling and sirens;
- There may be officers in military-style gear;
- There may be smoke that obstructs vision or irritates the eyes and throat; and
- Individuals may be pushed to the ground by law enforcement for their safety.

Individuals with a disability or an access and functional need (AFN). Individuals with a disability or an AFN need to understand the importance of:

- Remaining calm;
- Staying put until cleared by law enforcement;
- Utilizing self-soothing techniques (if needed);
- Following officers' instructions; and
- Using a "Buddy System" if helpful.

Law enforcement/first responders. The more information responders have prior to entering an active shooter situation, the better. Situational awareness can be difficult to gather, but details matter – especially as they relate to who is inside the building. Knowing ahead of time whether there are individuals with a disability or an AFN on site and what type of disability or AFN they have can help officers ensure a safe and effective response.

Communication with Law Enforcement

Workplace management. Individuals with a disability or an access and functional need and law enforcement need to communicate before, during and after an active shooter attack. As part of being proactive with their emergency preparedness plan, property management or facilities managers should communicate their emergency plans with first responders and law enforcement regularly. Law enforcement should reach out to learn about the disability and AFN-related needs within the communities they serve. Management should institute a “roll call” system into their emergency preparedness plan as a means to accounting for all staff once they have reached a safe location or assembly point.

Individuals with a disability or an access and functional need (AFN). Individuals need to know that, once they have reached a safe location, they will be held in that area by law enforcement until the situation is under control and all witnesses have been identified and interviewed. As such, no one should leave until law enforcement authorities have instructed them to do so.

Law enforcement and workplace management should also work together to help ensure everyone understands that, when possible, persons in an active shooter incident should communicate the following information to 911 operators:

Location of the active shooter(s);

- Number of shooters, if more than one;
- Physical description of shooter(s);
- Number and type of weapons held by the shooter(s);
- Number of potential victims at the location; and
- Identify any AFN needs and locations.

Communicating Effectively during an Active Shooter Situation

When communicating with individuals with a disability or AFN during active shooter situations, it is important to always ask the person how you can best assist. Asking the individual before assisting maintains their safety, independence, and health, as they are the expert when it comes to their individual needs. Active shooter situations are rapid, complex events and becoming familiar with tips for effective communication can help ensure a safer and more effective response.

The following section outlines tips for communicating effectively with individuals with a disability or AFN. The tips are adapted and modified from the Texas Center for Disability Studies.

Blind/Low Vision

- Announce your presence, speak out, state the nature of the emergency, and then enter the area.
- Avoid shouting and speak directly to the individual.
- Offer assistance but allow the individual to explain what help is needed and avoid grabbing or attempting to guide them without first asking permission.
- When assisting, offer the individual your arm. As you walk, advise them of any obstacles (i.e. stairs, doorways, narrow passages, ramps, etc.).
- If leading more than one individual, ask them to help guide the person behind them.
- Once you have reached a safe location, provide a brief orientation of where the individual is located and ask if any further assistance is needed.

Cognitive Disabilities

Signs to look for that may indicate elevated stress levels:

- Fleeting eye contact;
- Repetitive or self-stimulating behaviors (rocking, hand-flapping; repeating words/sounds/phrases, wiggling fingers in front of the eyes, twirling/spinning, and/or jumping);
- Self-injurious behaviors (slapping, head banging, biting, hair pulling);
- Fear/panic;

- Non-responsiveness;
- Aggression;
- Running away; and
- Covering ears or screeching.

To enhance communication during times of elevated stress:

- Make eye contact;
- Be patient;
- Speak slowly, use plain and concrete language;
- Give one-step direction – wait two seconds and repeat;
- Be mindful of your body language (non-verbal cues);
- Do not touch; and
- Model the expected response (hands up, fingers apart, etc.).

Deaf or Hard of Hearing

- If possible, flick the lights when entering an area or room to get the individual's attention.
- Establish eye contact with the individual, not with the interpreter or “buddy”, if one is present.
- Use facial expressions and have gestures as visual cues.
- Keep your face visible at all times and keep instructions in the present tense using basic vocabulary.
- Once individual is in a safe location, offer pencil and paper for written communication if no interpreter or “buddy” is present.

Mental/Behavioral Health

- Speak slowly and in a calm tone.
- Keep communication straightforward, clear and brief.
- If the person exhibits confusion, avoid giving multiple commands. Instead, ask or state one command at a time.
- Try to avoid interrupting a person who may be disoriented; just let them know that you have to move quickly.
- Have a forward leaning body position to show interest and concern.

Service Animals

- Evacuate the owner and the animal together. Avoid separating them whenever possible.
- If an animal is wearing a harness or vest, it is on duty. If you are asked to take the animal while assisting the individual, hold the leash and not the harness (if applicable).
- Service animals are not registered and there is no proof that the animal is a service animal. If the person tells you it is a service animal, treat it as such. However, if the animal is out of control or presents a threat to the individual or others, remove it from the scene.
- The animal may not be specially trained as a service animal. People with psychiatric and emotional disabilities may have a companion animal. Be understanding and treat the animal as a service animal.

Physical Disabilities

- Ask the individual how you can help before beginning any assistance.
- Ask the individual if he/she is able to stand or walk with or without the use of a mobility device.
- If the conversation will take more than a few minutes, sit or kneel to speak to the person at eye level.

Pregnant Women

- If the pregnant woman is otherwise healthy, she can be included in evacuation plans.
- Be as calming as possible as expectant mothers may become anxious during emergencies.
- Provide reassurance of assistance and meeting identified needs.
- Provide fluids once she has arrived to a safe location.

FUTURE ACTIVE SHOOTER AWARENESS TRAINING



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2017 MEETING DATES

2017 Meeting Dates

Month	Self-Advocates Advisory Committee	Council Meeting	Location
January	23	24	Crowne Plaza Hotel Sacramento
March	20	21	Crowne Plaza Hotel Sacramento
May	24	25	Crowne Plaza Hotel Sacramento
July	24	25	Crowne Plaza Hotel Sacramento
September	18	19	Crowne Plaza Hotel Sacramento
November	13	14	Crowne Plaza Hotel Sacramento