



**Self-Advocates Pre-Meeting**  
**EMPLOYMENT FIRST COMMITTEE**

**NOTICE/AGENDA**

Posted at [www.scdd.ca.gov](http://www.scdd.ca.gov)

**DATE:** June 16, 2014

**TIME:** 2:00 PM – 4:30 PM

**LOCATION:** State Council on Developmental Disabilities  
1507 21<sup>st</sup> Street, Ste 210  
Sacramento, CA 95811  
(916) 322-8481

*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 Michael Brett at (916) 322-8481 or email [michael.brett@scdd.ca.gov](mailto:michael.brett@scdd.ca.gov). Requests must be received by 5:00 pm June 11, 2014.*

**AGENDA**

	<b>Page</b>
<b>1. CALL TO ORDER</b>	L. Cooley
<b>2. WELCOME/INTRODUCTIONS</b>	L. Cooley
<b>3. ESTABLISH A QUORUM</b>	L. Cooley
<b>4. PUBLIC COMMENTS</b>	

*This item is for members of the public to comment and/or present information to the Council. Each person will be afforded up to three minutes to speak. Written requests, if any, will be considered first. The Council will also provide a public comment period, not to exceed a total of seven minutes, for public comment prior to action on each agenda item.*

- |   |            |          |
|---|------------|----------|
| 5. APPROVAL OF PRE-MEETING NOTES FROM:  | M. Nolan   |          |
| a. September 23, 2013   |            | <b>3</b> |
| b. December 16, 2013  |            | <b>5</b> |
| c. March 10, 2014   |            | <b>7</b> |
| 6. UPDATE ON SELF-ADVOCACY INTERVIEWS AND POSSILBE MEDIA CAPAIGN                | L. Cooley  |          |
| 7. REVIEW OF SELF ADVOCATE EMPLOYMENT FIRST COMMITTEE (EFC) PRE-MEETING PURPOSE | M. Nolan   |          |
| 8. REVIEW OF EFC FLYER  | M. Polit   | <b>9</b> |
| 9. REVIEW OF EFC PACKET   | M. Polit   |          |
| 10. PLAN FOR FUTURE MEETINGS  | M. Nolan   |          |
| 11. ADJOURNMENT   | L. Cooley. |          |



**September 23, 2013**

**State Council on Developmental Disabilities Office**

**Members Present**

Kecia Weller  
Robert Taylor  
Lisa Cooley

**Members Absent**

Cindy White

**Others Attending**

Mark Polit  
Mary Agnes Nolan

**1. CALL TO ORDER**

Kecia Weller called the meeting to order at 1:03 pm.

**2. WELCOME/INTRODUCTIONS**

Members and other attending introduced themselves.

**3. ESTABLISH A QUORUM**

A quorum was established.

**4. PUBLIC COMMENTS**

There was no public comment although Robert did comment on transit issues and the high employment rate in in his local community.

**5. UPDATE ON EMPLOYMENT FIRST LEGISLATION**

Mark Polit provided an update on current Employment First Legislation and advised that on Friday September 20, 2013 at 4:00 pm the bill was handed to the governor and he has until October 13, 2013 to sign or veto it. Members were given Alerts with letter writing samples for Senate Bill 468 on Self-

Determination and Assembly Bill 1041 on Employment First Policy.

## **6. UPDATE ON SELF-ADVOCATE INTERVIEW PROJECT**

Mark Polit advised that once the Self Advocacy Support Grant is approved the contractor will assist the group with the project. There was a brief discussion on the history of the project and the need for qualitative data. Lisa stressed that it needs to be both efficient and effective.

## **7. PREPARE FOR EFC MEETING**

Kecia Weller and Mark Polit reviewed the Employment First Committee packet with members.

## **8. ADJOURNMENT**

Kecia Weller adjourned the meeting at 3:53 pm.



**December 16, 2013**

**Council on Developmental Disabilities Office**

**Members Present**

Kecia Weller  
Rick  
Hodgkins  
Lisa Cooley

**Members Absent**

Robert Taylor

**Others Attending**

Mark Polit  
Mary Agnes  
Nolan  
Sherry  
Beamer

**1. CALL TO ORDER**

Kecia Weller called the meeting to order at 1:03 pm.

**2. WELCOME/INTRODUCTIONS**

Members and others attending introduced themselves. Rick Hodgkins is a new member to the Employment First Committee and is replacing Cindy White from the DDS CAC.

**3. ESTABLISH A QUORUM**

A quorum was established.

**4. PUBLIC COMMENTS**

There was no public comment.

**5. CAPC SELF-ADVOCACY SUPPORT GRANT**

Sherry Beamer introduced herself and explained that she was at the meeting to get oriented and that she will be helping with materials and support for a committee project. There was

discussion on CAPC Self-Advocacy Support Grant and what services they can offer including leadership coaching. Sherry will work with the Kecia in the future on the Self Advocate pre-meeting agenda and Mark will continue to work with Kecia on the EFC meeting agenda. There was a discussion regarding a meeting evaluation being designed to hand out at the EFC main meeting so EFC self advocate members can review and improve future meetings.

## **6. UPDATE ON SELF-ADVOCACY INTERVIEWS**

Members discussed the original intent and history of the interview project. Sherry will assist Kecia with setting up a meeting with Mark Polit and Olivia Raynor to follow up on the re-development of this project so that advocates are able to obtain qualitative data when it is conducted. Lisa stressed that it needs to be both efficient and effective. The original plan was to do 400 interviews via survey monkey but after receiving feedback from the full EFC it was felt that a better design was needed to be done by people who know how to collect data on how the information should be captured. It was also felt that it was important to get more stories.

## **7. REVIEW OF EFC PACKET**

Mark Polit reviewed the Employment First Committee packet with members.

## **8. ADJOURNMENT**

Kecia Weller adjourned the meeting at 2:59 pm.



Self-Advocates EFC Pre-Meeting **Draft** Notes

March 10, 2014

**State Council on Developmental Disabilities Office**

**Members Present    Members Absent    Others Attending**

Lisa Cooley

Kecia Weller  
Robert Taylor  
Rick Hodgkins

Mark Polit / Phone  
Mary Agnes Nolan

**1. CALL TO ORDER**

Lisa Cooley called the meeting to order at 2:00 pm.

**2. WELCOME/INTRODUCTIONS**

Lisa introduced herself and chaired the meeting on behalf of Kecia. Mary Agnes was also present and Mark participated by phone.

**3. ESTABLISH A QUORUM**

A quorum was not established.

**4. PUBLIC COMMENTS**

There was no public comment.

**5. CAPC SELF-ADVOCACY SUPPORT GRANT**

Sherry Beamer was not in attendance therefore there was no presentation, nor discussion.

**6. UPDATE ON SELF-ADVOCACY INTERVIEWS**

Mark briefly explained that the CECY workgroup is looking to get input from family members and professionals. Olivia might be interested in hearing about voices of students also so Kecia will be checking with someone next week to talk about integrating the interview project with this group. A side benefit could be it gives a group of additional students to interview. They plan to meeting next Wednesday or Thursday.

## **7. IDEA FOR AN EMPLOYMENT FIRST POLICY MEDIA CAMPAIGN**

Lisa discussed her idea for an Employment First Policy Media Campaign. Lisa would like to do something that would be probably called “Put Ability in Disability” where we, not just as members as the Self Advocates of EFC, but we could also ask that same question across the disability community with the help of people from KCRA TV , specifically Edie Lambert-Levine or Kelly Demarco. Lisa would to add this idea to the agenda from the next meeting.

## **8. REVIEW OF EFC PACKET**

Mark Polit reviewed the Employment First Committee packet with Lisa.

## **9. ADJOURNMENT**

Lisa Cooley adjourned the meeting at 2:34 pm.

# California's Employment First Policy

Signed into law on October 9, 2013 by Governor Edmund G. Brown  
The Lanterman Act, Section 4869(a)(1)

"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."

## What Does This Mean?

It is now the state's "highest priority" to make "integrated competitive employment" a real choice for people with developmental disabilities. These are jobs at typical workplaces, working together with people with and without disabilities. These are jobs at or above minimum wage, with the same wages and benefits that someone without a disability would make for the same work. It could also be self-employment. Higher education and vocational training can be used to prepare for a better job.

## Getting Help

Students need to ask the school to prepare them for getting a job in their community making at least minimum wage. Students can ask for integrated work experiences. Those goals should be in the student's Individual Education Program (IEP). People can ask their regional center case manager to put integrated employment supports in the Individual Program Plan (IPP). The case manager can advise people on how to seek employment supports from the Department of Rehabilitation. After leaving school, the regional center can also purchase services which can help people prepare for work, get work, succeed on the job, or start their own small business.

## Getting Work

It can be a lot of work to get a job. But with the right help, people can get a job and get paid well. People usually try out jobs or volunteer to see what they like. A person has to find out: What am I good at? What do I like to do? What kind of workplace will I do well in?



**MORE INFORMATION** on the Employment First Policy can be found on the website of the State Council on Developmental Disabilities at [www.scdd.ca.gov/efp](http://www.scdd.ca.gov/efp). This site also has an FAQ on Employment First, information on best practices, examples of people with good jobs, and information on how well California is doing making employment a real option for people with developmental disabilities.

**FOR MORE INFORMATION ON YOUR OWN OPTIONS**, contact your school or regional center and ask what they can do to support you or your family member to work, earn, and contribute.



"Having this job makes me successful because I have learned a lot of things. This job makes me happy because even though I'm the person that I am, they accept me here for who I am and they give me support."

~ Seleste  
Lawrence Berkeley  
National Laboratory



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*The Employment First Policy will re-focus developmental services towards giving people a chance for jobs in their community that pay at least minimum wage; a chance to contribute and be valued at a work site; a chance to make friends with co-workers and be more a part of their communities; a chance to earn money to improve their quality of life; a chance for a life of greater dignity.*

### What the Employment First Policy Means to *Families*

With the right supports, children with developmental disabilities can grow up to get an integrated job, full-time or part-time, that pays at least minimum wage. With proper planning, public benefits can be protected (see [www.db101.org](http://www.db101.org)). People with severe disabilities can work, make money, contribute, carry responsibilities, meet people and make friends through their work, and be part of the economic life of their communities - as we all expect to do. Just like for children without disabilities, families can talk about work and career around the dinner table, give their children responsibilities at home to develop a work ethic, help their children explore their interests, and make sure schools are doing their job to prepare students for work or for higher education. Schools should start preparing students for transition to work no later than 14-16 years of age. Preparing for and experiencing work should be a part of a student's IEP and IPP. Families can use their social and professional networks to help their working age children find work, just like they do with their children without disabilities.

### What the Employment First Policy Tells *Regional Centers*

The first option to consider in the IPP is integrated, competitive employment. Regional centers must inform people that integrated work at regular pay is a real option and give people information on services to get employment. This is an opportunity for regional centers and providers to find ways to support people with developmental disabilities who want to work. All across California and in other states, there are great examples (see [www.scdd.ca.gov/efp](http://www.scdd.ca.gov/efp)) of providers giving people the supports they need to succeed. Those good examples must be spread so everyone will be able to choose employment first.

### What Employment First Policy Tells *Schools*

More people with developmental disabilities will be asking for an education that prepares them for integrated, competitive employment. All across California and in other states, there are great examples (see [www.scdd.ca.gov/efp](http://www.scdd.ca.gov/efp)) of preparing students with developmental disabilities for work, providing work experiences, and helping them make a smooth transition to a regular job or to post-secondary education. These best practices must be spread so that every student will have those options.



(5) Employment First Committee

The Employment First Committee is responsible for ensuring the development of an Employment First Policy which has the intended outcome of significantly increasing the number of individuals with developmental disabilities who engage in integrated, competitive employment. The Committee shall:

[a] Be composed of a representative from each of the following:

- (1) The Department of Developmental Services
- (2) The Department of Rehabilitation
- (3) The California Department of Education
- (4) One from each of the three University Centers of Excellence in California
- (5) Disability Rights California
- (6) Employment Development Department
- (7) Family Resource Center Network
- (8) Association of Regional Center Agencies
- (9) Service Employees International Union
- (10) The ARC
- (11) Four self-advocates
- (12) Four family advocates
- (13) Such others as deemed needed to implement the responsibilities of the Council.

[b] Identify the respective roles and responsibilities of state and local agencies in enhancing integrated, competitive employment for people with developmental disabilities.

[c] Identify strategies, best practices, and incentives for increasing integrated, competitive employment opportunities for people with developmental disabilities, including, but not limited to, ways to improve the transitional planning process for students 14 years of age or older, and to develop partnerships with, and increase participation by, public and private employers and job developers.

- [d] Identify existing sources of employment data and recommend goals for, and approaches to measuring progress in, increasing integrated, competitive employment for persons with developmental disabilities.
- [e] Recommend legislative, regulatory, and policy changes for increasing the number of individuals with developmental disabilities in integrated, competitive employment, self-employment, and microenterprises and who earn wages at or above minimum wage.
- [f] Provide an annual report to the Governor and Legislature by July 1 of each year that describes the work and recommendations of the Committee.