



**LEGISLATION AND PUBLIC POLICY COMMITTEE (LPPC)
MEETING NOTICE/AGENDA**

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PARTICIPANT CODE:	8610332

DATE: October 28, 2016
TIME: 10:00 a.m. - to 4:00 p.m.
LOCATION: State Council on Developmental Disabilities
1507 21st Street, Suite 210
Sacramento, CA 95811
(916) 322-8481

TELECONFERENCE SITE(S):

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 the meeting, should contact Michael Brett at 916/322-8481 or michael.brett@scdd.ca.gov. Requests must be received by 5:00 pm on October 24, 2016.

AGENDA

PAGE

- | | |
|---------------------------------|----------|
| 1. CALL TO ORDER | J. Lewis |
| 2. ESTABLISH QUORUM | J. Lewis |
| 3. WELCOME/INTRODUCTIONS | J. Lewis |

For additional information regarding this agenda, please contact Michael Brett, 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. **APPROVAL OF August 9, 2016 MINUTES** J. Lewis 3

5. **PUBLIC COMMENTS**

*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.*

6. **NEW BUSINESS**

- a. Discussion of Proposed 2017 SCDD Legislative Platform J. Lewis/All 6
- b. Review of Legislative Priorities from 2015 – 2016 J. Lewis/All 18
- c. Discussion of Legislative Priorities for 2017 - 2018 J. Lewis/All 21
- d. Disparity Issues/Presentation S. Nicholau 26

7. **OLD BUSINESS (Standing Items)**

- a. IHSS/CMS Updates/Overtime Discussion/DC Closures J. Lewis/All
- b. Self-Determination J. Lewis/A. Lopez/C. Lapin/All
 - 1) Statewide SDP Committee

8. **MEMBER REPORTS** Members

This item is for committee members to provide a report on their legislative and/or public policy activities related to the agency or group they represent. Each person will be afforded up to three minutes to speak.

9. **ADJOURN** J. Lewis

5. APPROVAL OF AUGUST 9, 2016 MINUTES



DRAFT

LPPC Committee Meeting Minutes

DATE: August 9, 2016

Attending Members

Janelle Lewis (FA)
April Lopez (FA)
David Forderer (SA)
Lisa Davidson (FA)
Connie Lapin (FA)
Sandra Aldana (SA)

Members Absent

Others Attending

Bob Giovati
Michael Brett
Sheraden Nicholau
Evelyn Abouhassan

1. CALL TO ORDER

Chairperson Janelle Lewis (FA) called the meeting to order at 12:51 p.m.

2. ESTABLISH QUORUM

A quorum was established.

3. WELCOME/INTRODUCTIONS

Members and others introduced themselves as indicated.

4. APPROVAL OF July 14, 2016 MINUTES

It was moved/seconded (Lapin)(FA), (Davidson)(FA) and carried to approve the July 14, 2016 meeting minutes with corrections. There were no abstentions.

(See attendance list for voting members)

Corrections made to the LPPC Packet Meeting Minutes:

- Change first sentence in second bullet to read: "The FDA is reviewing the decision to..." This is from Connie Lapin's (FA) member report located on page 3.

- Add the word “partially” between been and funded. This is located in the third bullet on page 11 of agenda item 8b.
- Change last sentence in second bullet to read: “Self-Determination... to Regional Center consumers/families/providers.” This is on page 12 of agenda item 8c.
- Add the words “and Employment” between Self-Determination and by. This is located in the last bullet on page 12 of agenda item 8c.
- Remove the letter “s” from partners. This is located in fourth statement on page 13 of agenda item 8d.

5. PUBLIC COMMENTS

There were no public comments.

6. NEW BUSINESS

a. Discussion of Proposed 2017 SCDD Legislative Platform

On July 14, 2016, the LPPC committee/staff held an initial discussion on updating the approved 2014 Council legislative platform. After much discussion today, the LPPC recommended various changes to the certain areas of the existing platform. Chairperson Lewis/staff will present these suggested changes to the Executive Committee on August 16, 2016 for review and comment. The proposed revision of the 2014 legislative platform will then be submitted to the full Council for input, discussion, possible additional changes, and ultimate final approval.

It was moved/seconded (Lapin)(FA), (Davidson)(FA) to carry the 2017 Draft legislative platform to the Executive Committee/full Council for consideration. There were no abstentions.

(In addition to Mrs. Lapin [FA] and Ms. Davidson [FA], Chairperson Lewis [FA] was available for voting. Others were not in attendance for the motion.)

7. OLD BUSINESS

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

This item was not discussed.

b. Self-Determination

This item was not discussed.

1) Statewide SDP Committee

c. Disparity Issues

This item was not discussed.

8. MEMBER REPORTS

This item was not discussed.

9. MISCELLANEOUS

- Chairperson Lewis, Dr. April Lopez and staff went to the Capitol to educate Legislators and staff on AB 2091 (Lopez) which deals with translation of IEP Documents. Initially, the Council supported this bill. However, as a result of recent amendments, the bill has been placed on suspense with the Council adopting a support if amend position.
- Chairperson Lewis briefed the committee on a letter from Families for Early Autism Treatment. Originally, during the public comment period for the July 2016 Council meeting. The letter was deferred for future consideration by the LPPC.

10. ADJOURN

Meeting adjourned at 4:32 p.m.

Legend:

SA = Self-Advocate

FÁ = Family Advocate

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**6a. DISCUSSION OF
PROPOSED 2017 SCDD
LEGISLATIVE PLATFORM**



LEGISLATIVE
and Public Policy
Platform

Proposed for 2017

About the Council

The federal Developmental Disabilities Assistance and Bill of Rights Act of 2000 establishes State Councils on Developmental Disabilities in each of the 56 states and territories to promote self-determination, independence, productivity, integration, and inclusion in all aspects of community life for people with intellectual and developmental disabilities (I/DD) and their families. The Lanterman Act establishes the California State Council on Developmental Disabilities (Council) to fulfill those obligations through advocacy, capacity building, and systems change.

To that end, the Council develops and implements goals, objectives, and strategies designed to improve and enhance the availability and quality of services and supports.

The Council is comprised of 31 members appointed by the Governor, including individuals with disabilities and their families, and representatives from Disability Rights California, the University Centers for Excellence in Developmental Disabilities, and state agencies.

In addition to the Council's Sacramento headquarters, regional offices support individuals with I/DD and their families through activities such as advocacy training, monitoring, and public information. The Council strives to ensure that appropriate laws, regulations, and policies pertaining to the rights of individuals are observed and protected.

This document conveys the Council's position on major policy issues that affect individuals with I/DD and their families.



Promise of the Lanterman Act

The Lanterman Act promises to honor the needs and choices of individuals with I/DD by establishing an array of quality services throughout the state. Services shall support people to live integrated, productive lives in their home communities, in the least restrictive environment. Access to needed services and supports must not be undermined through categorical service elimination, service caps, means testing, or family cost participation fees and other financial barriers.

California must not impose artificial limitations or reductions in community-based services and supports that would compromise the health and safety of persons with I/DD.



SELF-DETERMINATION

Individuals with I/DD (intellectual and developmental disabilities) and their families must be given the option to control their service dollars and their services through Self-Determination. The person with I/DD is in charge. With the support of those they choose and trust, people with I/DD and their families are best suited to understand their own unique needs, develop their own life goals, and construct those services and supports most appropriate to reach their full potential. The process begins with a Person Centered Plan (PCP). Self-Determination gives individuals the tools and the basic human right to pursue life, liberty, and happiness in the ways that they choose.



EMPLOYMENT

Competitive Integrated Employment (CIE) gives people an opportunity to contribute and be valued. It gives them a chance to build relationships with co-workers, be a part of their communities, and contribute to their local economies. It reduces poverty and reliance on state support and leads to greater self-sufficiency. The Council supports the initiatives of the Workforce Investment Opportunity Act (WIOA), Home and Community-Based Services (HCBS), and California's Employment First law.

CIE is the priority outcome for working age individuals with I/DD, regardless of the severity of their disability. Transition planning should begin as early as possible. Policies and practices must set expectations for employment, promote collaboration between state agencies, and remove barriers to CIE through access to information, benefits counseling, job training, inclusive postsecondary education, and appropriate provider rates that incentivize quality employment outcomes. The Council supports the phasing out and elimination of subminimum wage and segregated employment for all individuals with I/DD.

EQUITY

Disparities in services can result in severe health, economic, and quality of life consequences. Accordingly, services and supports must be distributed equitably so that individual needs are met in a culturally appropriate and linguistically competent manner, regardless of race, ethnicity, or income.



TRANSPORTATION

Access to transportation is essential to the education, employment, and inclusion of individuals with disabilities. Individuals with I/DD must be a part of transportation planning and policymaking to assure their needs and perspectives are heard and addressed. Mobility training must be a standard program among transportation providers to increase the use of available transportation and reduce reliance on more costly segregated systems. Barriers between geographic areas and transportation systems must be broken down so people with I/DD can travel as easily as anyone else.

HEALTH CARE

California has an obligation to assure that individuals with I/DD have continuity of quality care, a full continuum of health care and wellness services, and access to plain language information and supports to make informed decisions about their health care options.

California has an obligation to support timely, efficient health and dental care for individuals with I/DD. This includes informed consent, prevention of overmedication and an adequate network of health professionals. It also includes people with multiple health care needs, those who require routine preventative care, mental and/or behavioral health treatment, dental care, durable medical equipment, and those with reproductive health issues.

Service system complexities must be reduced. Individuals must be reimbursed for insurance co-pays, co-insurance, and deductibles when their health insurance covers therapies that are on their Individual Program Plans (IPPs).



EDUCATION

Schools must implement the Individuals with Disabilities Education Act (IDEA), as well as state laws and regulations, to provide students with I/DD with free appropriate public education (FAPE) and prepare them for post-secondary education, employment, and living in their communities. Students with disabilities will be educated alongside their non-disabled peers in the least restrictive environment. Transition planning should be considered part of the IPP process. School districts and other educational agencies need to be held accountable for implementing the letter and the intent of all state and federal laws, and parents and students must have equal participation in the Individual Education Plan (IEP) process, including the ability to give informed consent. Transparency is paramount. The Council opposes all forms of seclusion and restraint techniques.

HOUSING

People with I/DD must be involved in policy and decision making related to housing. Community integrated living options for individuals with I/DD must be increased and enhanced through access to housing subsidy programs and community education and integration to reduce discrimination. Permanent, affordable, accessible, and sustained housing options must be continually developed to meet both current and future needs.

SELF-ADVOCACY

Individuals with I/DD must be supported to exert maximum control over their lives. They must be provided the opportunity and support to assume their rightful leadership in the service system and society, including voting and other civic responsibilities. Self-advocates must have access to training, plain language materials, and policy making opportunities.

COMMUNITY PARTICIPATION

Individuals with I/DD must have access to and be supported to participate in their communities, with their non-disabled peers, through opportunities such as education, employment, recreation, organizational affiliations, spiritual development, and civic responsibilities.

TRANSITION TO ADULT LIFE

All services, including education, rehabilitation, and regional center services, must support students to transition to competitive integrated employment or post-secondary educational opportunities that will lead to meaningful employment. Transition services must be considered at the earliest possible opportunity and across the lifespan. Adults with I/DD must have access to meaningful activities of their choice with the appropriate services and supports.



RATES FOR SERVICES

The state must restore rates to adequately support the availability of quality services for people with all disabilities in all the systems that serve them. A planned and systematic approach to rate adjustments must prioritize and incentivize services and supports that best promote self-determination, independence, employment, and inclusion in all aspects of community life.

HEALTH AND SAFETY

All people have a right to be safe. People with I/DD need emergency preparedness training. Individuals with I/DD experience a much greater rate of victimization and a far lower rate of prosecution for crimes against them. The same level of due process protections must be provided to all people. Individuals with I/DD should be trained in personal safety, how to protect themselves against becoming victims of crime, and how their participation in identification and prosecution can make a difference. In addition, too many interactions between law enforcement and people with I/DD end in avoidable tragedy. Law enforcement personnel, first responders, and the judicial system must be trained in how to work with people with I/DD who they interact with during the course of their duties, including those who are victims of crimes.



QUALITY OF SERVICES AND SUPPORTS

The State of California must ensure that funding is used to achieve positive outcomes for individuals with I/DD and their families. An adequate safety net must be in place to address medical, psychiatric, behavioral, residential, staffing, equipment, or other needs when those services or supports fail, are interrupted, are not available, or additional services and supports are necessary for urgent or immediate need. The state must streamline burdensome and duplicative regulations and processes that do not lead to positive outcomes for people with I/DD and their families. Quality assessment and oversight must be provided by the state; it must measure what matters, be administered in a culturally competent manner, and the results made public and used to improve the system of services and supports.



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Counties Served: Imperial, San Diego

Main Office (Headquarters)

1507 21st Street, Suite 210

Sacramento, CA 95811

(916) 322 8481

(866) 802-0514

TTY (916) 324-8420



**6b. REVIEW OF
LEGISLATIVE PRIORITIES
FROM 2015 - 2016**

Employment

7% I/DD Workforce Bill for State Contracts. In 2013, the federal government set new guidelines for hiring regarding government contracts, which took effect in 2014. Contractors are now evaluated against the goal of hiring 7% persons with disabilities.

Incentivize Competitive Integrated Employment by Increasing the Rate for Individual Placements in Supported Employment Programs. The Supported Employment rates are specified in statute, so any changes to them would need to be done through the legislative process or through Trailer Bill Language associated with the Budget.

Stopping New Placement of Individuals with I/DD in Sheltered Work. Establishing Bridge Funding (Transition Funding) for Sheltered Work Facilities to Transition Into Competitive Integrated Employment. SCDD already supports phasing out sheltered workshops. It's important to ensure there is sufficient funding to help transition programs create vocational support options for individuals who otherwise would have been attending workshops.

Tax Benefits for Employing People with I/DD. Rates of employment for people with intellectual and developmental disabilities are abysmally low. Many individuals who are employed are working minimal hours at substandard pay. Offering tax benefits to hire people with I/DD is one method to create more quality job opportunities.

Increase Incentives/Grants to Businesses that Make Reasonable Accommodations to Hire Individuals with I/DD. In the past, the relationship between the business community and I/DD community has at times been strained. In certain circumstances, the only memorable encounter a business owner may have had with a disabled person might have been negative, such as an access-related lawsuit. Businesses need to know that employees with I/DD can be valuable assets to their bottom line. Efforts should be made to help businesses welcome and accommodate I/DD employees.

Public Safety

Self Advocates Train Police - "Ethan Saylor Bill". Ethan Saylor was a Maryland resident with Down Syndrome. After watching a movie in a theatre one evening, Ethan wanted to see it again, but theater staff insisted he buy another ticket. A discussion ensued, and when things escalated, officers were called in, restraining Ethan, who died as a result. The officers involved were cleared of any wrongdoing." We are aware of and troubled by the death of Ethan Saylor," Governor O'Malley's office said.

In Maryland, this bill establishes the Ethan Saylor Alliance for Self-Advocates as Educators within the Department of Disabilities (MDOD). The purpose of the alliance is to advance the "community inclusion" of individuals with intellectual

disabilities and developmental disabilities by preparing and supporting self-advocates to play a central role in educating others, particularly law enforcement, about appropriate and effective interactions with individuals with intellectual disabilities and developmental disabilities. (Source: Department of Legislative Services, Maryland General Assembly, 2015 Session).

Elder/Dependent Abuse Registry. Under a similar structure to Megan's Law, such a registry would be intended to prevent facility-hopping of suspected and/or convicted offenders, facilitate a 'background' process on those being considered for positions as IHSS caregivers, allow law enforcement to track movements of those convicted of crimes involving criminal acts against an elder/dependent adult, encourage the use of such a registry in negotiating voluntary plea bargains, and allow the judiciary the enhancement of such a registry for sentencing purposes.

Plain Language Miranda Rights. The United States Supreme Court ruled (*Miranda v. Arizona* in 1966) that detained suspects must be told of their constitutional right to an attorney and against self-incrimination prior to being questioned by police. While most of us are familiar with Miranda Rights from popular television shows ("You have the right to remain silent"), the meaning of the actual words used in the warning can be confusing for some people.

Housing

Affordable and Accessible Housing. Lack of affordable and accessible housing is a huge problem within the disability community throughout California. Rents and mortgages are astronomically high, many homes and apartments are not conducive to people with disabilities, and many people with I/DD are on fixed incomes. Efforts must be made to increase the amount of I/DD-friendly housing stock available. In addition, our federal partner DRC wants to increase the number of Certified Access Specialist (CASp) Program Inspectors. SCDD hopes to partner with DRC to possibly co-sponsor a bill in this issue area.

Transportation

Improving Transportation in Paratransit Services for People with I/DD Across Counties in California. California provides door to door ride service options for people with disabilities. In compliance with the Americans with Disabilities Act every state is required to have a form of curb to curb/door to door ride service for people with disabilities who cannot use public transportation. Ride service rules differ from state to state and county to county in California.

Miscellaneous

Whistle Blower Protection for Regional Center (RC) Clients. Both SCDD volunteers and staff have heard from RC clients who report being afraid to speak up about problems with their regional center out of fear they could lose valuable RC services.

Address the Barrier in the Trailer Bill Language Prohibiting Regional Center Day Services for Students 18 to 22 Years Old. Regional centers cannot provide funding for services as an alternative to services that should be available through the schools or DOR. It's important to delineate where the responsibilities of each agency begin and end. The goal of the regional centers (and arguably this statutory limitation) is not to avoid funding services for individuals but rather to ensure that generic resources (schools, DOR, etc.) are being accessed to the maximum extent possible.

Recommendation: That the Council support the aforementioned legislative bill ideas, with the goal that staff explore finding authors for those offering the greatest potential.

**6c. DISCUSSION OF
LEGISLATIVE PRIORITIES
FOR 2017 - 2018**



State Council on Developmental Disabilities

• website • www.sccd.ca.gov • email • council@sccd.ca.gov

1507 21st Street, Suite 210
Sacramento, CA 95811



STATE OF CALIFORNIA

Edmund G. Brown Jr.
Governor

(916) 322-8481
(916) 443-4957 fax
(916) 324-8420 TTY

LPPC Potential Legislative Ideas for 2017-2018

Education

When parents of a disabled child and a local school district reach an impasse over the IEP, the school district should have the burden of proof

Cameras in classrooms

Employment

Mandatory inspections for bias at worksites

Abolish sub-minimum wage

Strengthen transition programs through adequate funding

Increase funding and incentives to enhance CIE

Regulatory fix to allow adult transition students the ability to continue receiving on the job training and work experience at for-profit employers (FLSA Rule 71), which could include expanding the definition of internships to allow certain exclusions

SCDD and regional centers should partner to create curriculum and resources for people with I/DD under WIOA and CIE

SCDD and regional centers should be involved in the development of the MOUs between WIOA and CIE, ensuring a complete portrait of services

Employer incentives to hire people with I/DD with some type of liability coverage

Formal and Informal Supports

Reinstate services cut in 2009

Increase the amount of internships with incentives for employers to provide transportation

"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."

Database of employers and the needs of employers

Health Care

Training for medical professionals to effectively serve with people with I/DD

Increase reimbursement rates for DentiCal dentists

Statewide expansion of teledentistry

Curriculum for treating patients with I/DD for all medical providers

Raise Medi-Cal rates

Health and Safety

Ensure in-home respite workers are permitted to deliver emergency medication

Housing

Establish rent control policies in each county

Create grant funds to renovate vacant buildings and create housing

Vacant developmental centers should be repurposed for mixed income housing

Set-asides for people with I/DD

Ban developers from buying out of their requirement for affordable housing or paying those fees in installments

Legal

DAs and judges should take IEPs into consideration when sentencing

Remove the marriage penalty from the law

Quality of Services and Supports

Let families tap webinars in lieu of in-person training or meetings at regional center office

Clarify that out of home respite may occur in a camp location

Create more oversight of services

Create a standardized system for seeing that regional centers follow up on reports of negligence and abuse

Gives RACs oversight over the regional centers

Rates for Services

End median rates discrimination against more disabled consumers

Make all expenses associated with creating a Special Needs Trust tax deductible

Allow for recouping of expert witness fees if you prevail in a civil action

Self-Advocacy

Require self-advocacy training through early education

Less restrictive alternative to conservatorship/guardianship, possible pilot study

Self-Determination

Propose legislation to develop an 'Amazon' of services that includes 'Yelp' reviews

Financial management services should not come out of the individual's budget

Transportation

More funding for public transportation

Accessible public transportation

Wheelchair accessible taxi, Uber, Lyft

Additional Input for Consideration:

Community Participation

- Increase the amount of minorities who participate
- Volunteer network to offer support for ride to get to events (non-profits, church groups)
- Support monitoring programs that are geared toward community inclusion

Education

- Note: Say Segregation instead of Seclusion
- Monitoring and accountability mechanisms put in place
- Process in navigating the Special Education system
- Focus on compliance with existing laws and regulations
- Support legislation and regulations that foster parental involvement and notification
- Accountability within the school districts for employment goals in the IEP
- Make sure employment goals are in the IEP
- Employment based curriculum
- Funding for better supports for students in higher education

Employment

- Communicate with transition staff at schools
- Support legislation and regulations that support the funding of meaningful day activities, even if they are not CIE
- Public entities educate employers on I/DD
- Better coordination between CDE and DDS to ensure job security and successful transition to CIE

Equity

- Monitoring so that services are equal
- DDS/Regional Centers move to internet based or webinar communication (Skype, etc.) so parents can easily access information and attend meetings

Healthcare

- Database to access doctors, specialists
- Need provider pool with 'Yelp' option
- Medical records connected (EMR)
- Support legislation and regulations around coordinated care models, precision medicine initiatives, and better preventative care for people with I/DD
- Support expanding provider networks
- Accessible dental care for everyone
- Follow up on Little Hoover Commission recommendations for fixing DentiCal
- Increased telemedicine opportunities
- Better methods of communication with doctors

Health and Safety

- Emergency medications to be given during respite
- Medical respite providers

Housing

- SLS rates are bound by the state median rate, the higher the need of consumer the likely it is to meet the median rate – can be discriminatory
- Innovative ideas – private/public partnerships for new housing options, tax incentives
- SCDD should get more involved with affordable housing groups
- State request from Federal Gov't. more Section 8 Housing vouchers
- ABLE regulations in place so funds to supplement Section 8 vouchers
- HUD stakeholder meetings to determine rent and payment standards

Self-Advocacy

- Support related to travel locally and throughout California
- Encourage youth to self-advocate
- Increase web-based self-advocacy
- Link self-advocacy and self-determination to apply to people with I/DD who are unjustly incarcerated

Self-Determination

- S-D Advisory Committee at the Regional Center with monitoring of S-D
- FMS oversight for efficiency and consistency
- Support the fact that choice is key

Transition to Adult Life

- Transition Fairs
- Schools with robust transition programs
- At 18 students should be able to graduate out of the education system and receive generic services funded by the regional center
- Implement transition plans
- College/Career readiness programs
- Scholarship funding information for students/families
- More focus on preparing students for transition
- Quality transition services with Person Centered Planning

Transportation

- RT Connect Card system to use for public transportation
- Statewide transportation system that is inter-jurisdictional

6d. DISPARITY ISSUES/PRESENTATION

Purchase of Service (POS) Disparity Overview & Update

Legislative and Public Policy Committee

October 2016

Overview

Annually, there are two reporting processes that address issues of purchase of service (POS) disparity and diversity within regional center services. The Department of Developmental Services (DDS) reviews and approves regional center Annual Performance Contracts and Purchase of Service (POS) Expenditure Data.

1. Regional Center Annual Performance Contracts:

Featuring quantitative measures of the individual regional center and compares against the statewide average. These contracts are required to be posted on each regional center's website. Examples of measures include:

- **Public Policy:** The type of residential setting people-served are living in, % of caseloads in Developmental Centers (DCs), home settings, and group homes, etc.
- **Compliance Measures:** Everything from accuracy of POS projections, intake and assessment timelines, and Individual Program Plan (IPP) development
- **Local Performance Contract:** (also using data from National Core Indicators data (NCI), Employment Development Department (EDD) and Client Development Evaluation Report (CDER) stats around income earned, paid work, access to medical care, etc.

2. Regional Center Purchase of Service (POS) Expenditure Data:

DDS and regional centers annually collaborate to compile data, in a uniform manner, relating to purchase of service authorization, utilization, and expenditure by each regional center with respect consumer's *age, ethnicity, primary language, residence, and disability*. (W & I Code 4519.5). Data reported also includes those who have been determined to be eligible for regional center services but are *not receiving purchase of service funds*.



Purpose for these reports includes:

- Noting changes in the populations in both our community and in the state
- Looking at current trends and changes to understand and be responsive to meet both existing and emerging needs within communities
- Identifying how to meet the needs of consumers and families in a way that is responsive to diverse cultural and linguistic needs
- Sharing information and holding community discussions about the data and what is needed to reduce any disparities
- Identifying barriers to equitable access to services and supports among consumers and develop recommendations to help reduce disparities in purchase of service expenditures
- Encouraging the development and expansion of culturally appropriate services, service delivery, and service coordination
- Identifying best practices to reduce disparity and promote equity

DDS reports the status of efforts to satisfy the requirements during the fiscal year's legislative budget subcommittee hearing process.

One-off and Ongoing Initiatives

In addition to these two reporting processes, each regional center, in partnership with their community stakeholders and individuals-served, engages in their own one-off and ongoing disparity analysis and reduction efforts. Some examples include:

- Public Committees (Diversity and Equity)
- Provider outreach and provider education
- Family outreach (at cultural events, faith-based events, neighborhood events, though local medical community)
- Improved SANDIS documentation
- Improved website UX
- Outreach and family trainings offered with childcare and/or featuring meals
- Outreach and family trainings offered at more convenient days and times for working families (e.g. weekends, weekday evenings, etc.)
- Resource / vendor manuals in plain language and threshold languages
- Coffee socials for families to meet with regional center staff
- Summer festivals and vendor fairs
- Regional center staff serving on community committees
- Increased diversity on the regional center boards



Updates

Department of Developmental Services (DDS) POS Disparity Stakeholder Public Meetings:

DDS hosted four meetings, in August 2016, throughout the state to discuss and develop strategies for addressing disparities in purchase of service (POS), to consult with stakeholders. Discussions included identifying cultural barriers and challenges in obtaining regional center services and areas that need clarification for people to understand to service delivery system, and recommendations to promote equity and reduce disparities in the purchase of these services.

Common Themes:

- POS disparities are reflected between ethnic groups and also in primary language groups. There are limitations in the data collected and what it tells us about disparity in POS authorizations and expenditures. For example:
 - Those living outside of the home will utilize more services than those in the house
 - Adults will tend to have more expenses than children, of whom a majority live at home and utilize school district and insurance funded services and supports
 - Services like IHSS are not accounted for
 - Socio-economic and educational background, availability of services in a given geo area, and other potentially contributing actors are not collected or cross-referenced in disparity data
- Distrust of institutions and systems
- Fear of the system reporting immigration / residency status to immigration authorities
- Cultural expectations around who should care for loved ones with disabilities as children and adults
- The impact of FY 2009 service cuts, such as restrictions for Respite, transportation, applied behavioral analysis (ABA), recreation, summer camps. These substantially affected minority populations
 - With these cuts, it was expected that \$20 million would be saved, statewide. The actual savings were closer to approximately \$80 million
- Utilization of services for children under 3 years of age has decreased
- Language clearly has a significant impact on POS expenditures in all age categories
- Median rates has had a damaging effect on attracting new providers to meet family and individual service needs
- Self-Determination will likely prove to be a mechanism for increased access to culturally and linguistically congruent services



DDS requested feedback via an online survey: www.surveymonkey.com/r/dds-pos

Request for Proposals: Reduction of Disparities in POS Funding Opportunity, per ABX2 1:

FY 2016-2017's budget secured \$11 million earmarked for DDS to address POS disparity, statewide. September 8th 2016 was the deadline for regional centers to submit proposals to DDS for disparity reduction plans. Criteria included:

- Proposals must be consistent with feedback from the public meetings with stakeholders regarding POS disparity data
- The funds awarded can be utilized for three fiscal years, but plan/contracts must be in place by the end of FY 2016-2017

A sampling of regional center proposals for disparity reduction includes:

- Hiring bilingual/bicultural staff (incentivizing, differentials in pay, + additional recruitment efforts)
- Cultural competency training for regional center staff
- Statewide disparity research project: to further analyze the POS expenditure data, cross-reference with other factors
- Translation coordination (with contracted providers)
- Expanded navigator programs for families/individuals / Online portals for service info and access
- Additional transition services (to support transition from school-aged services to adult services)
- Early childhood outreach and screening programs
- Satellite offices
- Equity / Diversity Task Forces
- Start up funds for adult services program that meet needs of particular ethnic and language communities
- Development of consumer/family mentorship program
- Development of support groups and counseling groups
- Increase service info / resource info translated into plain language
- Increase service info / resource info translated into threshold languages
- Greater use of info graphics in material
- Cultural and language-specific events hosted by regional centers



- Promotora Project model to address communication needs of underserved communities. Promotora has been proven to be effective among immigrant families and English-as-a-second-language (ESL) families
- Automated message systems, enabling families receive messages from their regional center in their native language

Coming soon / Next Steps

- The posting of DDS's summary report, compiling feedback from the four public hearings on POS disparity
- The selection of regional center disparity reduction projects for DDS funding through ABX2 1 funds



