

## Teleconference Meeting Notes June 2, 2016

### Data Sharing Workgroup

#### Short term goals

Follow up with FTB to see if they received DDS's letter -waiver.

The letter is about a waiver to be exempt from meeting HIPPA laws. DDS is asking for information not protected by HIPPA law. Having this exemption is crucial to establishing the data sharing agreement between DDS and FTB.

#### Long-Term goals

- ❖ MOU between DSS and FTB, Information to be provided by DDS:
  - Name
  - Date of Birth
  - Social Security #

DDS has outlined the data needed from FTB. FTB is expected to translate DDS's information request into a data set from FTB. FTB and DDS use different coding languages to identify data. FTB expressed they are willing to work together with DDS to write legislative language.

- ❖ MOU between DDS and SCDD: Currently, SCDD and DDS have an informal agreement to share data for the data dashboard. To ensure the continuation of data sharing between the two agencies, a MOU is needed.
- ❖ MOU between SCDD and California Department of Education (CDE): SCDD does not have a formal agreement with the California Department of Education on data sharing between each other. Currently, DDS asks CDE for the needed data that goes into the data dashboard. By solidifying the MOU, SCDD can receive the CDE information directly.

Information provided by the California Education Department:

Students who have:

- Diploma or GED
- Diploma with an exception or wavier
- Certificate of completion

Population Description

- Intellectual disabilities
- Traumatic Brain Injury
- Autism
- Dropout or aged out

Information provided to DDS from the CDE for the data dashboard is a subcategory titled, "High School Completion." The data dashboard is supposed to be updated every two years (Data used: Cornell University using the American survey and DDS's purchase of service numbers). SCDD is waiting for O-tech to launch the new content management system that will be used by all state agencies. SCDD and UCLA UCEDD are working on a formal website hosting agreement

**Workgroup: Inform and self-advocates and their families about Employment First policy.**

**Short-Term Goals:**

- EFC activities should reflect the SCDD state plan implementation objectives.
- EFC's next steps identify what and how stakeholders need to be engaged.
- EFC identifies existing information on informing families about employment policy.
- The information identified should also offer pathways to Competitive Integrated Employment for self-advocates and their families.

**Long-Term Goals:**

- EFC should produce a training materials for SCDD's regional offices on Employment First Policy
- Work with regional offices that are already focused on employment issues capturing effective local models identified by SCDD's regional offices.

**Examples of Local Models:**

- Silicon Valley Regional Office has a local community collaborative composed of providers, parents and state local agency offices.
- San Diego Regional Office hosted a policy forum on employment. The San Diego Unified School District Superintendent, who is a key stakeholder, attended this event. This person is a key stakeholder engaging local school districts in transition and employment outreach and planning.

**Strategy Suggestion by Dr. Olivia Raynor:**

- Employer to employee engagement is a more effective strategy in opening doors to Competitive Integrated Employment for the I/DD community.
- "Community conversations" engagement model used by CECY with local community members

**Important activities are identified by the Council's State Plan which focuses on Competitive Integrated Employment:**

- ❖ Culturally Competent trainings for self-advocates on Employment First Policy/pathways
- ❖ Accessible language translation of materials in all threshold languages
- ❖ Engagement of employers
- ❖ Reaching out to local employers
- ❖ Engaging the local workforce development boards by region

- ❖ Inform the community of pathways to CIE (newsletters,-using social media, and local people)
- ❖ SCDD regional offices be used as a local internship site working with DOR and DDS 's workability programs

**Workgroup: development of it employment first curriculum/module to be used to train local school district teachers on transition and employment first policy**

**Short-term goal:**

- Identify existing material on transition services to help develop a curriculum/module
- CDE's Dan Boomer will be added to this workgroup to help with the project

**Long-Term Goal**

Developed a SC DD specific training module for regional offices to train and engage local school district personnel.



Employment First Committee  
Workgroup 2: Stakeholder Process  
Denyse Curtright, DDS and Barbara Wheeler, USC UCEDD  
June 10, 2016

The purpose of this workgroup is to make recommendations to EFC regarding the involvement and participation of key stakeholder groups that have a stake in the policies and practices and strategic impact which emanate from this statutory body.

Consistent with intent of AB 287 (2009), the State Council on Developmental Disabilities was directed to<sup>1</sup>:

1. Form a standing Employment First Committee.
2. Develop an Employment First Policy.
3. Identify the respective roles and responsibilities of state and local agencies in enhancing integrated and gainful employment opportunities for individuals with developmental disabilities.
4. Identify strategies, best practices, and incentives for increasing integrated employment and gainful employment opportunities for individuals with developmental disabilities, including, but not limited to, ways to improve the transition 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.
5. Identify existing sources of employment data and recommending goals for, and approaches to measuring progress in, increasing integrated employment and gainful employment of individuals with developmental disabilities.
6. Recommend legislative, regulatory, and policy changes for increasing the number of individuals with developmental disabilities in integrated employment, self-employment, and microenterprises, and who earn wages at or above minimum wage, including, but not limited to, recommendations for improving transition planning and services for students with developmental disabilities who are 14 years of age or older.

By July 1, 2011, and annually thereafter, provide a report to the appropriate policy committees of the Legislature and to the Governor describing its work and recommendations.

This workgroup addressed the following questions as follows.

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<sup>1</sup> Numbers added for purposes of this document only.

**A. Who are the key stakeholder groups necessary to address objectives 3-6 above?**

CECY has an exhaustive list of key stakeholder groups (see attachment) which includes 50 members, which should be considered as sources of input to the work of EFC. In Table 1 below, we identified CECY stakeholder groups, the number of representatives from each group and then compared those groups to current EFC members (using the most recent list distributed by SCDD Chair April Lopez (June 9, 2016)).

CECY Organization/Stakeholder	# of Members for each organization	Members of EFC as of SCDD notification (6/9/16)	Members on EFC (6/9/16) but not on CECY
1. DDS	(3)	Denyse Curtwright	
2. Regional Centers	(7)		
3. ARCA	(2)		
4. DOR	(4)	Bill Moore	
5. Employment Development Dept.	(3)		
6. Employment vendors	(2)		
7. CDE	(2)	Dan Boomer	
8. Transition Specialists/Programs (HS)	(3)		
9. SELPAs	(2)		
10. Community Colleges	(2)		
11. FRCs	(3)		
12. SCDD	(5)		Jenny Yang
13. DRC	(2)	Andy Mudryk	
14. The Arc	(1)		
15. CECY Staff & Consultants	(7)		
15. UCLA UCEDD & CECY Director	(1)	Olivia Raynor	
16. USC UCEDD			Barbara

			Wheeler
17. CEDD at UC Davis			Steve Ruder

In April, our workgroup teleconferenced and recommended expanding EFC to include missing stakeholder groups and experts represented on CECY (since CECY was ending). This is even more important now that EFC has been reduced to organizations identified in the law: DDS, DOR, CDE, SCDD, DRC, and the 3 UCEDDs (UC Davis, UCLA, and USC). Given this major change in the composition of EFC, below are stakeholder groups absent in the current EFC but necessary for the work and productivity of EFC. The key is to have “Content Experts and Worker Bees” + “Decision makers” to maximize the productivity of EFC.

1. Content experts from CECY (CECY Consultants, Project Lead, Best practice supported employment vendors (e.g., East Bay Innovations) and experts on making sure currently underserved groups have equal access to this information)
2. Education:
  - a. K-12 School personnel--High school Transition programs (vocational counseling Transition Partnership Projects)
  - b. Selected SELPAs (Special Education Local Planning Areas)
  - c. Community Colleges (Chancellor’s office and select Community colleges, e.g., College 2 Career Coordinator, San Diego Comm. College District)
3. Labor and Workforce Issues: CA Employment Development Department
4. Expand the # of members from a single stakeholder group (as CECY did)--e.g.,
  - a. DOR-- CA CIE Blueprint Committee & Statewide coordinator for Education, cooperative programs and transition services, etc.
  - b. CDE (Consultant,
  - c. Regional Centers (select RCs + ARCA?)
5. Trade Associations (ARCA, CA Disability Services Association, etc.)
6. Family Resource Centers (with expertise in employment and transitional age youth) & Disability-focused and Racial-ethnic focus Parent groups).
7. Self-Advocacy groups

Challenge for EFC and staff: How to facilitate the involvement of these stakeholder groups, which will by necessity include funding in some cases (not necessarily only the responsibility of SCDD) but in many cases may not include financial support.

**B. How can EFC disseminate information to key stakeholder groups which is both inclusive and culturally responsive?**

1. Models used by related groups which can be considered:
  - a. Implementation of the Competitive Integrated Employment blueprint, the blueprint for Change (DDS, DOR, and CDE)—Public meetings being held.
  - b. Mass information dissemination and a portal for input from anyone.
    - a. CECY model--E-mail blog process-- CECY digests it and then blasts it out.
    - b. CECY newsletter goes out monthly; Employment First can do it quarterly. Staff needs?
    - c. Electronic Bulletin Board—each person can customize to alert them to what they are interested in. EFC members subscribe and help populate bulletin board. Who else can subscribe?
      - i. Regional office staff
      - ii. Former CECY members (50 members)
      - iii. School personnel
      - iv. FRCs
      - v. Self-Advocacy groups
      - vi. Regional Centers
      - vii. Supported Employment Vendors
    - d. Information dissemination from EFC that is more personal and interactive.
      - i. DOR does periodic conversations with the Director. EFC—Conversations with the Chair, content, experts, and staff?
    - e. Conferences every year—one year in the north; the next year in the south
    - f. Webinars?
2. Accessibility of Information:
  - a. Limited English Proficiency—Information must be translated.
    - i. What Languages?
    - ii. Who will do it?
    - iii. How will it be paid for?
  - b. Should be available at literacy levels which Individuals with ID and parents with low literacy can understand.
    - i. DDS creates two versions for everybody

## EFC Notes- Work Plan Development January 12, 2016

On January 12, 2016, EFC meeting, a group facilitation exercise helped identify the committee's priorities to form a work plan. The work plan created by the EFC members outlines key areas of focus for the committee.

### 1. Data sharing legislation:

Action steps detailed January 12<sup>th</sup> facilitation EFC meeting

1. Finish MOU agreement-follow up with Denise Curtright on the status and the release of the initial data
2. Independent contractors versus independent CIE employment

### 2. Stakeholder Process:

1. Define who the stakeholders are.
2. Utilize asset mapping to accurately reach the I/DD population
3. Develop a method of tracking people reached through outreach efforts.
4. Identify key questions to ask
5. identify ways to gather information
  - a) Surveys
  - b) community forums
6. Develop a communication plan to spread the employment 1<sup>st</sup> policy information
  - a) Utilize focus groups to test message
7. Identify audience "who will read the information" gathered during the process
  - a) Parents
  - b) Providers
  - c) Policymakers
8. Money - budget is needs to be behind outreach efforts
  - a) Utilizing community volunteers in outreach efforts

### 3. Bridge Funding:

- a) State Council's Legislative and Public Policy Committee is currently examining bridge funding issues- and possible legislative recommendations
- b) LPPC and EFC working together in advocacy efforts and testifying before the legislature
- c) More information is needed regarding the governor's budget
- d) How much money is available to be used in addressing the I/DD populations needs?
- e) The revenue from the MCO tax as a possible funding source.
1. Information sharing: helping providers make the transition to competitive integrated employment (CIE)
2. Peer Mentoring
3. Informed the larger audience and providers regarding the state budget process and bridge funding

4. Inform individuals with intellectual and developmental disabilities (I/DD) and their families about employment 1<sup>st</sup> and benefits planning.
  - a) Support the data dashboard with success stories, best practices, resources and training materials
    1. Information gathering on benefits planning-gathered by SCDD staff info shared with families
    2. The data dashboard in English and in Spanish
    3. Working with CECY "outreachers group" on effective methods to outreach to committee members
    4. Utilizing CECY's handouts as information condensers for community outreach
    5. Work with the State Council's regional offices' to identify information sharing events and train local communities on employment 1<sup>st</sup> Policy.
      - Employment Fairs
        - a) Local nonprofits or community-based organizations which have direct contact with diverse populations
        - b) PSA's-Radio Ads
        - c) Outreach to Group Care Homes
        - d) Local school districts and teachers who serve students in special education
- 5 Transition And Self -Advocacy Curriculum Development led by Regional Office's RAC's for self-advocates training on special education and employment 1<sup>st</sup> policy.
  - a) Work with local school districts and teachers who serve the I/DD population
  - b) Put together existing information on transition from SCDD's regional offices and other agency partners
  - c) After the information gathering phase is completed, put together a curriculum for self-advocacy regarding employment 1<sup>st</sup> policy and transition issues

Additional notes for meeting from EFC staff:

Different members of the EFC committee volunteered to be leads to address the newly defined EFC priorities. Informal workgroups were set up to work on the priorities outlined by the EFC. The work would take place between EFC's next meeting dates. After a discussion the committee decided to bring together two priorities. The Informing consumers and families about employment 1<sup>st</sup> policy and benefits planning priority were combined into one goal, creating 5 key priorities for the work plan in 2016.

Working groups:

- 1) **Data Sharing Agreement- MOU**  
Group Leads: Denise Curtright DDS and Nelly Nieblas SCDD staff
- 2) **Stakeholder Process**  
Group Leads: Denise Curtright and Barbara Wheeler

- 3) **Bridge Funding** for employer providers to change to competitive integrated employment (CIE) services.  
Group Leads: Connie Lapin and Andrew Mudryk from DRC/SCDD staff
- 4) **Informed consumers and families on the Employment 1<sup>st</sup> policy**  
Group Members: Lisa Cooley Olivia Raynor Connie Lapin Vanda Yang Bill Moore.

Group Leads: Lisa Cooley and Rick Hodgkins

Top Priorities for EFC in 2016

1<sup>st</sup> - **1.1 Data Sharing Legislation:**

2<sup>nd</sup> - **5.1 Inform/Train Consumers and Families on EF Policy**

3<sup>rd</sup> - **1.2 Stakeholder Process**

EFC committee staff has offered to be the coordinating person for all group leads and track progress on each priority



## Next Steps for EFC Priorities -Term and Short-Term Goals

* a measurable outcomes -for work plan activities	Possible Activity	Lead person	Short-Term Goal	Long-Term Goal	Resources Available (agencies or programs already doing similar work)	Estimated Deadline
<b>Data Sharing</b>		Denise Cartwright/EFC staff				
MOU with FTB						
MOU with SCDD and DDS						
MOU with SCDD and CDE						
<b>Workgroup Stakeholder Process</b>		Denyse Cartwright and Dr. Barbara Wheeler				
How will EFC and staff engage stakeholders?						

## Next Steps for EFC Priorities -T term and Short-Term Goals

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<p>How can EFC disseminate information to key stakeholder groups which are both inclusive and culturally responsive?</p>						
<p><b>Workgroup: Inform self-advocates and their families about Employment First policy.</b></p>		<p><b>Dr. Olivia Raynor and</b></p>				

## Next Steps for EFC Priorities -Term and Short-Term Goals

<p>EFC activities should reflect the SC DD state plan implementation objectives.</p> <ol style="list-style-type: none"> <li>1) Identify what and how stakeholders need to be engaged C</li> <li>2) Identifies existing information on informing families</li> <li>3) The information identified should also offer pathways to Competitive Integrated Employment self-advocates and their families</li> </ol>						
<p><b>Develop a module/curriculum on EFC for self-advocates and their families to be used in local school districts t</b></p>						
<p>Identify existing material on transition services to help develop a curriculum/module</p>						
<p>Developed a SC DD specific training module for regional offices to train and engage local school district personnel.</p>						
<p><b>Bridge Funding Workgroup</b> (No Information EFC Staff must developed during the meeting )</p>						

