PROGRAM DEVELOPMENT/

AD-HOC REVIEW COMMITTEE

(1) Motion Authorizing the Ad-Hoc Committee
(2) August PDC Meeting Minutes
(3) CPDG Cycle 35 Scores
(4) Jay Nolan Community Services Proposal and Score Sheets
(5) May Council Minutes

CALIFORNIA SCDD State Council on Developmental Disabilities

STATE OF CALIFORNIA
Edmund G. Brown Jr.
Governor

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Content of motion and discussion around Ad Hoc PDC Review Committee

ROBIN HANSEN: I WOULD LIKE TO MAKE A MOTION IF THERE ARE ANY VOLUNTEERS ON THE COMMITTEE WHO WANT TO REVIEW THE RECOMMENDATION SO THE PROPOSAL THAT YOU AS THE PROGRAM COMMITTEE ASKED US TO APPROVE, ANYONE THAT WANTS TO VOLUNTEER TO BE PART OF THE COMMITTEE TO REVIEW IT, PARTICULARLY AROUND THE EVALUATION COMPONENT, THE DELIVERABLES, NOT GO BACK TO ALL OF THOSE, BUT TO MAKE SURE AND MAYBE PRESENT THAT THE PROPOSAL ITSELF SO THAT PEOPLE HAVE A BETTER SENSE OF WHAT YOU DECIDED AND THE STRENGTHS AND IF WE CAN MAKE IT EVEN STRONGER THEN I THINK WE WILL FEEL REALLY CONFIDENT THAT WE ARE ALL A PART OF THIS DECISION. THAT IS MY MOTION.

MOLLY KENNEDY: OKAY. YOU WANT US TO THINK ABOUT DOING ANOTHER REVIEW AND IF IS STILL THE ONE WE WANT, WE NEED TO SAY WHY WE WANT IT APPROVED.

ROBIN HANSEN: MY MOTION IS THAT WE RE-REVIEW THE PROPOSAL THAT YOU RECOMMENDED IN TERMS OF JUST GOING THROUGH MAKING SURE THAT THERE ARE NOT ANYMORE RECOMMENDATIONS FOR STRENGTHENING THE EVALUATION COMPONENT AND THE DELIVERABLES SO WE ARE VERY CLEAR THAT WE KNOW AS A GROUP AND AS A VOTING GROUP KIND OF WHAT IT IS THAT WE ARE VOTING ON THAT WE MADE IT AS STRONG AS WE CAN.

LEROY SHIPP: IT HANGS ON DELIVERABLES FROM WHAT I UNDERSTAND BECAUSE OF ALL THAT HAS HAPPENED TODAY.

ROBERTA NEWTON: THE MOTION IS WE, MEANING THE COUNCIL, GO BACK AND REVIEW THE PROPOSAL.

ROBIN HANSEN: THE MOTION IS THAT ANYONE THAT WANTS TO VOLUNTEER TO BE A PART OF AN AD HOC PROGRAM COMMITTEE SUPPORT GROUP TO JUST PROVIDE SUPPORT AND GO THROUGH THE RECOMMENDED PROPOSAL TO JUST CLARIFY THE EVALUATION COMPONENT AND THE DELIVERABLES AND THEN AT THE NEXT STATE COUNCIL MEETING THAT WE TAKE A VOTE ON IT.

MOLLY KENNEDY: OKAY. THAT MAKES SENSE.

ROBIN HANSEN: IT MAY BE THAT WE ARE RECOMMENDING REVITIONDS TO IT TO STRENGTHEN IT. THAT IS MY MOTION.

MOLLY KENNEDY: WE ARE NOT GOING BACK AND EVALUATING ALL OF THEM. OKAY.

MOLLY KENNEDY: I SECOND.

LEROY SHIPP: ANY FURTHER DISCUSSION?

Draft

Program Development Committee (PDC) Meeting Minutes

August 23, 2012

Attending Members	Members Absent	Others Attending
Lisa Cooley (Chair	Jonathan Clarkson	Roberta Newton
Patty O'Brien	Molly Kennedy	Kristie Allensworth
Jennifer Walsh		Michael Brett

1. Call to Order

Lisa Cooley called the meeting to order at 10:24 a.m. and established a quorum.

2. Welcome and Introductions

Members and staff introduced themselves.

3. Public Comments

There were no public comments.

4. Approval of Meeting Minutes

The meeting minutes from May 14, 2012 were voted on as approved by members present

5. 2013 Council Grant Cycle

Roberta Newton, Acting Deputy Director for the State Council, gave an overview of what the Council is looking for in the grants. The RFP put out by the Council called for new and innovative programs focused on transition of youth from high school to employment or to post-secondary education leading to employment. The Council has $360,000.00 available for one or more grants. Committee members reviewed the guiding principles contained in the RFP.

6. Recommendation for Grant(s) to be Awarded for 2013

After thoroughly reviewing the scores of all 33 applicants, it was determined that Jay Nolan Community Services had the highest score overall. It was also the only proposal to receive a score higher than 85 from each scorer. It was moved, seconded and carried unanimously (Walsh/O'Brien) to recommend to the Council that Jay Nolan Community Services be awarded a two year PDF grant in the amount of $359,782 for each year.

Recommendation to Revise Evaluation Sheet

Patty O'Brien, made a motion to revise the evaluation sheet by adding and defining a low, middle, high range on the sheet. She requested that this be brought to the Council for approval.

7. Adjournment

The meeting was adjourned at 2:00 p.m.

CYCLE 35 PROGRAM DEVELOPMENT FUND APPLICATIONS

For Information Only

Applicant(s)	Summary of Proposal	Amount Requested	PDC Score
Jay Nolan Community Services (Mission Hills, CA)	To work with a Youth Target Population and families on innovative strategies to improve transition outcomes for both competitive employment and post-secondary education to advance career development	2013: $359,728 2014: $359,728	469
Tierra del sol Foundation (Sunland, CA)	Expansion of current NEXUS program to "directly deliver proven and effective outcome based, transition-to-career path employment services to 160 youth and their families" in two regional center catchment areas.	2013: $175,000 2014: $146,000	378
The Arc of Los Angeles and Orange Counties (Downey, CA)	In collaboration with others, project will identify youth and young adults interest in employment; provide family information and training; focus on transition activities; job development; and employment services.	2013: $86,240 2014: $86,240	376
Coastline Community College (Fountain Valley, CA)	Expand and enhance the Vocational Program, a transition program for students with intellectual disabilities who desire paid work in the community.	2013: $35,000 2014: $35,000	346
Napa Valley Support Services (Napa, CA)	I TOO (Can Work) will develop needed stamina and soft skills through volunteer resume-building activities and paid work experience for 30 young adults full-time and up to 44 part-time participants.	2013: $153,887 2014: $ 55,309	326
State Center Community College District (Fresno, CA)	To add a third year component to the existing Transition to Independent Living and Education program with focus on work experience, job skills development and job placement.	2013: $247,538	324
Santa Rosa Junior College (Santa Rosa, CA)	Enhance services offered to students enrolled in the College to Career Program at Santa Rosa Junior College by developing strategies, resources and relationships for students to successfully complete Work Experience Courses.	2013: $37,657 2014: $37,907	318

The Janet Pomeroy Center (San Francisco, CA)	Skyline for Success Program (SSP) to teach learning and understanding workplace environments and expectations; assessing personal potential for work and training; understanding wages and the value of work; providing information to parents/caregivers about the impact of work placement; and transitioning youth to integrated and competitive work.	2013: $33,659 2014: $47,414	316
West LA College (Culver City, CA)	College to Careers program to prepare college-aged youth with developmental disabilities for integrated competitive employment.	2013: $32,529	312
Arts and Services for Disabled, Inc. (Long Beach, CA)	To train students attending and transitioning from Long Beach Unified School District into the adult working world through learning the necessary skills to create salable art, art media, radio programming and launch their own micro enterprise business.	2013: $76,321 2014: $76,321	308
Progressive Employment Concepts (Citrus Heights, CA)	Develop and implement a work internship program for youth and young adults with developmental disabilities. The project would be a 7-week revolving internship for up to 6 individuals with a total operating span of 1 year and serving 36 individuals.	2013: $142,047	305
Trancen, Inc./WorkLink (Rockville, MD)	Develop and deliver a series of AimHIRE trainings to raise the bar on employment outcomes.	2013: $53,386 2014: $52,298	305
Home Ownership for Personal Empowerment (HOPE) (Torrance, CA)	The "College to Career (C2C) program is to integrate students with developmental disabilities into all aspects of campus and community living by providing a residential "dorm like" experience while they are attending college." Funds requested are to purchase and rehabilitate property for up to six students.	2013: $49,996	301
Allen, Shea and Associates (Napa, CA)	To place participants in employer paid jobs and non-paid work experience with natural and/or job coaching support; provide training and website information to participants, families and stakeholders to raise expectations on the importance of self-sufficient lives; and collaborate with local, state and federal agencies to identify policies and best practices to promote integrated competitive employment.	2013: $110,119 2014: $110,119	300

North Orange County Community College District (Cypress, CA)	The Student Success Lab (SSL) is intended to give students the support they need to successfully complete postsecondary educational programs and increase their opportunities to become employed in better jobs.	2013: $193,821	298
University of California, Los Angeles Extension (Los Angeles, CA)	In collaboration with Best Buddies California, develop a replicable and sustainable model to provide postsecondary education and employment supports preparing young people with intellectual and developmental disabilities for integrated competitive employment.	2013: $165,946 2014: $170,925	281
Resources for Independent Living (Fresno, CA)	"Successful Education & Employment Design (SEED) is a unique system that incorporates organizational meetings with youth, family and professional advisory groups to design and monitor our service delivery model. "...from this input...mold a service delivery system to provide education and employment through Exceptional Parents Unlimited, Inc. for soft skills and actual job development services."	2013: $309,541	272
San Juan Unified School District (Carmichael, CA)	Action research study to develop and pilot an innovative transition model program for students with developmental disabilities who completed their education in inclusive or mild/moderate programs but need additional transition assessment, instruction and support to acquire competitive employment.	2013: $116,745	271
Goodwill Industries of Southern California (Los Angeles, CA)	Provide outreach, intake/assessment, preparation, job placement and retention/follow-up services.	2013: $152,203 2014: $207,796	266
The Help Group (Sherman Oaks, CA)	To develop specialized micro enterprises within a program setting to allow learning, practice and mastery of skills to make successful transition from school to work.	2013: $168,000 2014: $112,500	265
Alameda County Health Care Services (San Leandro, CA)	In collaboration with the Oakland Unified School District and East Bay Innovations, an innovative, collaborative strategy to counter the underrepresentation of individuals with developmental disabilities in California's workforce by increasing options for youth and young adults to prepare for and obtain integrated competitive employment.	2013: $172,723 2014: $159,450	261

Walden Family Services (San Diego, CA)	Developing community partnerships and outreach; provision of social services and incomes supports; work-readiness training; occupational skills development; job search skills; job placement assistance; ongoing social services and job coach support; up to 12 month of additional skill training; and outcome and data tracking.	2013: $356,432 2014: $356,432	261
United Cerebral Palsy of San Diego (San Diego, CA)	To strengthen and continue College Bound, a week long program in the summer offering individuals with the experience of living and learning on a college campuses.	2013: $62,983 2014: $60,847	252
Alhambra Unified School District (Alhambra, CA)	"To develop and implement a similar, but unique, program to serve our LIFT students"…" preparing them to be successful in non-supported employment in their local community."	2013: $117,561	251
Dale McIntosh Disability Resource Centers (Garden Grove, CA)	Assessment and individual planning to help youth make informed choices; development of a personal plan to obtain employment or enroll in postsecondary education; life skills training and education; preparatory and work based experiences; youth development and youth leadership opportunities.	2013: $177,160 2014: $182,840	249
Lincoln Training Center (South El Monte, CA)	"…to afford opportunities for youth and young adults with disabilities to transition from a special education environment into the workforce."	2013: $342,858	243
El Rancho Unified School District (Pico Rivera, CA)	Employment of a Vocational Specialist to enhance focus on employment, independent living skills and education or job training.	2013: $83,680 2014: 83,680	233
Mobility Management Partners (Camarillo, CA)	To provide individualized Transportation Access Plans and travel training to transition-aged youth; demonstrating and teaching the transportation options in their local community and the job access resources they can travel to using public transportation.	2013: $131,164 2014: $131,164	226
Community Catalysts of California (San Diego, CA)	Develop and implement financial literacy courses tailored to youth and young adults with intellectual and developmental disabilities who are either competitively employed, seeking competitive employment and/or seeking postsecondary education.	2013: $20, 295 2014: $20,295	220

Alchema (Petaluma, CA)	"The Arts and Enterprise Program is designed to develop an innovative transition model to increase the number of youth and young adults with developmental disabilities pursuing the arts as a viable career."	2013: $129,998 2014: $ 56,722	206
Community Life Services (Soquel, CA)	To lead collaboration between school programs, regional center, DOR and traditional employment services through enhanced transition services provided by a Transition Specialist to guide the shift from Workability to real employment.	2013: $46,000	187
ABC Unified School District (Cerritos, CA)	Expansion of the Adult Transition Program to serve additional students and families through social skills, transportation, traits of good employees and job safety training.	2013: $77,872 2014: $85,787	157
Ada's Café (Palo Alto, CA)	For capital expenses and start-up costs of a café employing person with developmental disabilities.	2013: $350,000	146

JAYNOLAN
community services

July 25, 2012

Kristie Allensworth
State Council on Developmental Disabilities
1507 21st Street, Suite 210
Sacramento, CA 94811

RE: Jay Nolan Community Services' Application for Community Program Development Grant Cycle 35

Dear Ms. Allensworth:

It is with pleasure that Jay Nolan Community Services submits the enclosed application for Community Program Development Grant Cycle 35. We are very excited about the possibility of having these wonderful resources to address a critical need in our system-- assisting young people with disabilities to leave school with meaningful employment opportunities. We are submitting a proposed two year project.

We are always pleased to be partnering with Easter Seals Southern California in this endeavor. Both Easter Seals and Jay Nolan Community Services have a long history in leading efforts to assist people with disabilities to take their rightful place in society. For this project, we also propose to partner with Griffin Hammis Associates, leading experts in customized employment and microenterprise development. All three organizations have a strong commitment to person centered services and **we submit this application to demonstrate that customized employment practices can transform transition services to bring about better employment outcomes for young people coming out of schools.**

We have carefully read and understand all the provisions in this RFP and agree to be bound by them. We fully read and reviewed the terms and conditions as stated in the State Contracting Requirements, attached to the RFP, and, that by submitting a response understand that this document represents the agreement that we will be expected to execute if we are successfully awarded a Cycle 35 CPDG from the SCDD.

Please feel free to contact us if you require anything further. We look forward to hearing from you.

Sincerely,

Jeffrey L. Strully
Executive Director

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Cover Page

Education, Empowerment and Employment for Success

Application

Community Program Development Grant Cycle 35

July 2012

Submitted by:

Jay Nolan Community Services

15501 San Fernando Mission Blvd, Suite 200

P. O. Box 9604

Mission Hills, CA 91346-9604

in collaboration with

Easter Seals Southern California

and

Griffin Hammis and Associates

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Education, Empowerment and Employment for Success

Community Program Development Grant Cycle 36 Application

Jay Nolan Community Services 2012

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Education, Empowerment and Employment for Success

Statement of Purpose/Overall Approach

Although the employment service delivery system has been highly focused on improving school to work strategies, the number of individuals with disabilities graduating from school with jobs continues to be very low. Today only 28% of individuals with disabilities being served by Community Rehabilitation Programs (CRP) are receiving support in integrated employment (Domin & Butterworth, 2012). As reported in the Council's RFP, only (14%) of adults with developmental disabilities in California currently achieve employment following high school.

The Center for Transition to Employment for Youth with Disabilities found that *the top two predictors to students having paid integrated employment after graduation are:*(1) Family members expressing interest in *paid* community employment; and (2) Students experiencing *paid* community employment before leaving school.

California 2012-2016 Council State Plan includes the following Goal #9:**"Working age adults with developmental disabilities have the necessary information, tools and supports to succeed in inclusive and gainful work opportunities."** Jay Nolan Community Services, in partnership with Easter Seals Southern California and Griffin Hammis Associates, proposes to work with individuals from the "Youth Target Population" and families on innovative strategies to significantly improve transition outcomes for both competitive employment and post-secondary education to advance career development. Our 2-year proposal creates sustainable and replicable strategies. Nationally a growing number of CRP's are experiencing improved employment outcomes by working directly with students to attain employment outcomes before graduation or soon after using customized employment strategies.

Jay Nolan Community Services is a highly Person Centered organization that focuses on providing supported employment, along with supported living and an array of other individualized family/children services. Easter Seals Southern California also provides supported employment, customized employment, and an array of services, including working with a number of high schools. Griffin Hammis Associates (GHA) operates an internationally recognized consultancy company with staff and special project consultants located in twenty states. The staff at GHA has been providing direct employment services, managing employment services, training, TA, and systems change projects for a combined 200 + years. GHA maintains critical partnerships with major universities, family groups, advocates, state and federal agencies, rehabilitation training entities, and employs a host of content experts.

We will work with advocacy and parent groups, students, young adult job seekers, and high schools to provide training on customized employment options for high school students and their families. These trainings will focus on the importance of going to work and the essential elements of customized employment and partnering with adult funders and service providers. Careful attention will be given to attract participants from diverse socio economic and cultural backgrounds, particularly those students underrepresented due to perception of employability.

From the trainings, we will recruit job seekers from ages 17-30 and their families who are interested in working towards employment. We will assist these individuals in creating employment teams including the job seeker, and his/her family, friends, the school transition coordinator and DR counselor. One key element of this project is to work with families to support each other on "**Family Directed Discovery**" and to support each other long after the grant is over. A detailed work plan will be followed to measure success both from an outcome basis and to establish new and improved strategies and systems change.

Education, Empowerment and Employment for Success

Proposal Narrative

"Large systems change is a useful way to think, but transforming action is always local, customized, unfolding, and emergent." Community: The Structure of Belonging.

Recently (June 2012) the US Government Accounting Office reported obligating more than 4 Billion dollars in fiscal year 2010 on employment-related supports for people with disabilities, yet employment numbers are not good and employment services are often fragmented. Schools make great efforts to keep up with the requirements for student's academic achievement. However, they are sometimes reluctant to devote funding and time to providing students with work experiences because they see academic and vocational trainings as separate paths (Landmark, Ju and Zhang 2011).

All states must include information on post school outcomes of their former students with disabilities in their State Performance Plan (SPP). Indicator 14# of the SPP is the percent of youth who had Individual Education Plans (IEP) and are no longer in secondary school and who have been competitively employed or in some type of post-secondary school, or both, within one year after leaving high school (20 U.S. C. 1416 a (3) B). Families often report being lost in the adult service system and that they usually get the best information and advice from other parents. Young people with disabilities often report being confused and frustrated returning to the classroom after walking through graduation with their peers. We think it is time to take a more grass roots approach!!

Approach

Customized Employment and Discovering Personal Genius is a highly Person Centered approach to creating economic development models of employment. Time and time again while beginning the Discovery Process, true Personal Genius is sparked by a parent, sibling, aunt, uncle, grandparent etc... This usually is shared something like this "hey I don't know how this becomes a job but did you know my son is really good at (fill in the blank)." Using customized employment strategies **we are not** using typical labor market wage employment strategies of applying for jobs on line, attending multiple interviews, and being compared to other people without disabilities. With customized employment strategies we are discovering an individual's ideal conditions of employment and finding the jobs behind the jobs and using a number of economic development strategies to develop a career. Using customized employment strategies **there are an unlimited number of ways to make a living!!**

What do you propose to do?

- Provide introductory trainings on transition and customized employment strategies for parent and advocacy groups, high school students, recent graduates, families, high school staff, funders and service providers. These trainings will focus on both the *importance* of going to work, and the essential elements of customized employment

strategies, funding and the fact that with the right supports, everyone can work. We will provide this important training to "set the stage for the future," for at least 300 families in Southern California.

- From these trainings we will recruit 60 students and recent graduates still unemployed from ages 17-30 and their families who are interested in working towards employment.
- This project will collaborate with a significant number of participants across a large geographic area with a great deal of organizing/coordinating needed, along with social media that will be required. The project will hire an individual with a developmental disability to play the role of Logistics Coordinator "to ensure our plans, training and materials are user-friendly and meet real, rather than perceived needs of people with disabilities." This position will be maintained once the grant has ended.
- Develop a **"parent to parent"** support group to maximize **social capital** and promote **"Family Directed Discovery"** long after the project is over.
- Assist students and recent graduates in creating employment teams including the individual, and: his/her family, friends, the transition teacher from school, DR counselor, and interested others.
- Train the employment team's on effective transition and customized employment strategies.
- Grant funding will be used to employ, train, and support, a number of well-trained customized employment specialists. These specialists will work with job seekers and their teams to support discovery activities and to identify 3-5 Vocational Themes that fit the individual's Ideal Conditions of Employment. Individuals with disabilities who are already successfully employed and their families will be recruited and hired to assist with training and peer-to-peer support.
- Create individualized employment plans that include: typical wage employment, job carving, resource ownership, business within a business, microenterprise and/or targeted postsecondary education.
- Develop paid industry specific internships for students/job seekers interested in learning skills in specific trades, supported through in kind funds provided by the partnering agencies.
- Implement the plans, including individualized job development, paid industry specific internships, benefits analysis, using Social Security work incentives including PASS, business development and planning, resource development, business start-up and or pursuing targeted post-secondary education.
- Utilize in-kind funds from both partner agencies to create a "Fast Launch Fund" up to $2,500 per interested job seeker, used for communication devices, equipment, paid internships, business startup costs, etc.
- Collaborate with the adult service system to provide extended employment services.
- Introduce the concept of local micro loan programs to new communities to support sustainable self-employment services.
- Develop Community Action Teams made up of employers, community leaders, Vocational Rehabilitation Counselors, transition teachers, and employment specialists who will assist with making connections that lead to competitive employment.
- Develop a Social Media presence; develop & disseminate training materials and an implementation manual for statewide & national distribution and replication.

Minimum Qualifications for Proposers

As previously mentioned, Jay Nolan Community Services (JNCS) is a highly Person Centered organization that continues to use a Circle of Support concept which puts the focus on one person at a time to help accomplish a ""good life." Jay Nolan Community Services is one of a handful of organizations in the United States that has completely eliminated the use of site based services for people with autism and other developmental disabilities. JNCS has a growing supported employment program and also supports consumer owned small businesses. JNCS has developed the Kayne Anderson Microenterprise Foundation Loan fund to support the development of additional consumer owned small businesses. JNCS has the core values and organizational capacity to lead these types of innovative transition strategies.

Work First is the Community Employment Services division of Easter Seals Southern California. Work First is focused on high quality supported employment, customized employment and micro enterprise for the job seekers that they serve. Work First's strategic plan is to expand its support of people working and its capacity in the area of school to work transition, customized employment and micro-enterprise. Work First provides individualized customized employment services over a large geographic area of Southern California that also currently supports two existing consumer owned small businesses.

Dave Hammis and Cary Griffin founded Griffin Hammis and Associates (GHA) in 2000, and as previously mentioned, have grown their consultancy into a multi-state venture with contracts across the United States and abroad. GHA's latest projects include statewide training, technical assistance, and systems change on Customized Employment and Self-Employment development with the state rehabilitation agencies in Texas, Ohio, and Florida, as well as establishing a statewide employment training/technical assistance center for Minnesota. GHA has pioneered Customized Employment (CE), the use of Social Security Work Incentives, Rural Rehabilitation, and Self-Employment in over 200 communities. In such communities, using GHA's competency-based curriculum as the foundation, employment success rates increased from 25% to 150% in target agencies. In addition blended funding use increased, new partnerships with services such as Small Business Development Centers (SBDCs) and Economic Development agencies increased, partnerships with Vocational Rehabilitation and One-Stops improved, linkages with transition programs were augmented, and sustainable innovation grew across disability groups and systems.

GHA team members represent a long tradition of innovation. Team members published the first how-to book on self-employment for people with disabilities, **Making Self-Employment Work for People with Disabilities** (Brookes Publishing, 2003); convened the first national conference on self-employment and disability (1996). GHA founded the first CARF-accredited community rehabilitation program focused on self-employment and the use of Customized Employment approaches (2000) funded primarily via Department of Education and Vocational Rehabilitation service dollars: introduced the concepts of Resource Ownership and Business within-a-business over a dozen years ago; and significantly assisted in the successful establishment of over 500 small businesses across the United States and in several other countries.

GHA associates authored the first book on Customized Employment, **The Job Developer's Handbook: Practical Tactics for Customized Employment** (Brookes Publishing, 2007) and began developing successful PASS plans for job seekers in 1987. GHA staff created the first

U.S. Labor funded cross disability demonstration project on self-employment (in Montana and Wyoming).

Cary Griffin senior partner from GHA will serve as a consultant/technical assistance specialist for this project and has assisted in the development of the abstract for this project.

Upon receiving the grant, Corey Smith will join the staff of Jay Nolan Community Services and assume the role of project manager. For the past fifteen years, Mr. Smith has worked with GHA in various capacities. Beginning in the state of Michigan, Mr. Smith worked with GHA on pioneering self-employment outcomes while fully converting two large workshops in a large rural county, and provided leadership in developing school to work transition services. Also in Michigan, Corey worked on one of the country's most successful self-determination projects working with Tom Nerney.

Over the past nine years in Pennsylvania, Corey has worked with GHA both as a CRP director of community employment and as a project consultant/trainer. At Via of the Lehigh Valley in Bethlehem, Pennsylvania, under his leadership the organization has gone from previously developing roughly 10 community employment jobs per year to over 250 over a recent three year period while downsizing the workshop from 220 participants to 60. In Pennsylvania Corey has developed both Customized Wage and Self-Employment outcomes and a self-employment revolving loan fund for individuals with disabilities with the City of Bethlehem.

Over the past four years Corey has developed relationships with numerous high schools where he provides training on transition and customized employment for students, families, teachers and administrators. Corey and his staff are developing a growing number of customized employment outcomes for students **before** graduation or soon after funded by their high schools. Mr. Smith has done work with the Department of Labor Office of Disability Employment Policy as a project consultant, has worked with Virginia Commonwealth and a number of other Universities, CRP's, and families on Customized Employment, transition, blended funding and organizational transformation. Mr. Smith has been a founding board member and past president for both the Michigan and Pennsylvania Association for People in Supported Employment. Mr. Smith has written or co-written a number of articles on Customized Employment strategies for successful Transition, self-employment, social capital, and blended funding.

Ms. Debbie Ball will provide leadership and oversight for Work First Easter Seals Southern California. Debbie is the Regional Vice President for community employment throughout Southern California. Debbie has been providing and managing supported employment services for twenty years. Debbie has added customized employment and self-employment services to the Work First array of services and personally mentors two individuals with developmental disabilities who own small businesses. Concurrently with her position at Easter Seals, Debbie serves as a board member of the National Association for People in Supported Employment APSE and the California state chapter as well as helping develop the California chapter for the Alliance for Full Participation.

Maureen Carasiti will function as the Project Lead for Work First Easter Seals. Maureen has an outstanding background of advocacy including helping to move 168 people from a "campus" into small family homes. Her first job out of college was to assist "Frances" in moving out of Willowbrook. From that day on, she has based her entire career on helping people with disabilities to attain the American dream. She has extensive supported living and independent

living experience and has proven herself to be an outstanding leader in employment. Additionally, Maureen wrote a bill to protect people with disabilities from predators, and has had great success in moving it through legislation.

Customized economic development as an approach to employment

Customized Employment (CE) may be best described as a set of techniques designed to make supported employment more powerful. Whether written in policy or procedure manuals, CE represents a departure from the charitable approaches of job development used in the past. Hearing the phrase "I wish the business would just give them a chance" or entertaining the thought that "employers just need to be educated" signals the use of traditional methods that CE eschews (Callahan, Griffin, and Hammis 2011). By contrast, the Discovery Process hones an individual profile that leads the job search to "where the career makes sense."

The U.S. Department of Labor definition states that: "*Customized employment means individualizing the employment relationship between employees and employers in ways that meet the needs of both. It is based on an individualized determination of the strengths, needs and interests of the person with a disability, and is also designed to meet the specific needs of the employer.*

It may include employment developed through job carving, self-employment or entrepreneurial initiatives, or other restructuring strategies that result in job responsibilities being customized and individually negotiated to fit the needs of individuals with a disability.

*Customized employment assumes the provision of reasonable accommodations and support necessary for the individual to perform the functions of a job that is individually negotiated and developed (*Federal Register, June 26, 2002, Vol. 67. No. 123 pp 43145-43149).

Customized Employment utilizes an individualized approach to employment planning and employment creation-one person at a time. Self-Employment, job creation, and job carving are all facets of employment approaches used in CE. In other words, designing work in terms of the "ideal conditions of employment" reduces the need to create, purchase, or significantly redesign business and work-related supports repeatedly. Discovery or Discovering Personal Genius (DPG) begins with the assumption that **everyone with supports is employable** and is non-exclusionary. Discovery involves observation and exploration through active participation in various, school, community, home, and work settings that match the individual's career interests, support needs, family resources and skills. With Discovery we are attempting to uncover **Vocational Themes**. Vocational Themes are not job descriptions but broader overarching areas of interest, skills, personal attributes, conditions, work culture, providing the best natural fit, that helps discern these logical overarching **Themes,** that gives us a number of ideas to explore for possible career options.

The Discovering Personal Genius(DPG) Stages rely on the following content steps:

1. **Gathering a team** of people. Some team members may only be involved in one or two steps. One person is team leader, ensuring that the process is thorough and well documented.
2. **Explain** customized employment, the DPG process, and vocational profile/discovery staging record to the individual, family and stakeholders. Be clear about tasks &

timelines. Make certain the information you have about the employment seeker is current and complete.

3. **Schedule your first meeting** with the individual and family, if available and desired by the individual, at the persons home. If meeting at home is not an option or the individual does not wish to meet there, find an alternative location.
4. **Tour the neighborhood** around the person's home observing surroundings, safety concerns, business, culture, transportation and services near the person's home.
5. **Meet with the individual** and family for 1 to 2 hours in their home.
   (Practice "Smooth Listening", a guided-conversation method) Discuss:
   a. Daily routines
   b. Chores and other household responsibilities
   c. Activities the individual enjoys and engages in
   d. History of the family/individual, especially as it relates to employment.
      If the person is willing, have him/her show you around the house. Look at how it is organized, what's in it, and what it says about the person. Have him/her demonstrate how to perform chores, engages in activities etc.
      Throughout the visit observe interactions, living context, interests and skills. Ask yourself if any **vocational themes** are beginning to suggest themselves and make note of them. Ask for names and contact information of people who know the person well. Ask permission to interview those individuals.
6. **Interview other people** who know the employment seeker well. This may include family, teachers, neighbors, support providers. Discuss the individual's interest, support needs, successful support and instructional strategies, skills and performance in various activities. Look again for vocational themes in the person's life.
7. From information gathered so far, **identify several activities** that may be in line with her interests. Go with her to these places and activities. Observe to gain additional information about support needs, reactions, attention to natural cues, interests etc. Continue to *identify specific skills and refine the themes.*
8. **Identify activities outside the home, especially in school.** Accompany the person during these activities and observe skills, relationships, support etc.
9. Based on the individual's interests and the themes identified so far, **identify a couple of unfamiliar places and activities** that may be in line with her interests etc. Continue to look for specific skills and refine the themes.
10. **Go to some places of employment** with the person related to the identified themes. Make an appointment with a manager and conduct an **informational interview.** In addition to conducting the interview, ask for a tour and observe the tasks people do. Look for the jobs that are **unique** and/or unexpected. Look for clues about the culture of the workplace and whether this person might fit in. Do several of these interviews. (Note that when using informational interviews during DPG, it is made clear to the employer that no job is being sought, simply career planning information).
    If the interview goes well ask if you can bring the job seeker back for a couple hours to "get their hands dirty," and gain some work experience. Ask the employer if they know other similar places of employment that you might visit.
11. **Return to the individual's home** if needed, to collect any additional information needed, have informal conversation and make more observations.
12. **Review** files, memorabilia and records of past and current activities and services.

13. **Develop the Lists of Twenty;** specifically 20 places of business and in-school departments, where people do jobs related to each of the **Three Vocational Themes** identified, for a total list of 60.
14. **Complete the draft vocational profile (Ohio Discovery Staging Record)** using the information gathered during DPG. Identify the person's ideal conditions for employment including skills, interests, culture, environmental considerations, school-day modifications, preferred or required days and hours of work, supports needed and any other important considerations.
15. **Review** the draft vocational profile with the student, family, friends, teachers, DR counselor, and others involved on the DPG team.
16. Using the DPG Staging Record (vocational profile);**begin job development, or business planning.**
17. For those students interested in attending **postsecondary education** work with individual and team to provide supports and design the educational experiences be they trades school, junior college, or a University to have the **Education experience match what has been learned during Discovery and Lead to gainful employment.**

As noted, most competitive employment models, including to some degree supported employment, often rely on the traditional methods of applying for jobs, interviewing, etc. In a majority of instances, people with disabilities are screened out because an employer unfamiliar with training and supervising workers with disabilities opts for the applicant who appears less cumbersome to accommodate, typically a person without a disability. Customized Employment features a number of newer employment strategies to help a person with a disability to be able to better compete in today's job market.

Resource Ownership- Many Americans attend college. They invest substantial funds to attain a diploma that represents knowledge, skills, tenacity, and their own marketable skills in the workplace. Today, the average bachelor's degree costs over $150,000 and represents a resource that people "give" to employers in return for a paycheck. People with disabilities remain unemployed or underemployed largely because they are seen as not marketable in the workplace. Putting resources in their hands, including specialized skills, tools, and equipment that matches their interests is critical to career development. As with the majority of small business across this country, even though they are responsible for over 70% of all new jobs, they remain under-capitalized, meaning simply that the owners cannot afford investments that would generate additional value added sales Below are a few examples of where resource ownership and Self-Employment have helped a person with a disability become gainfully employed.

A Story: Justin was nearing graduation and began to work with a well-trained customized employment specialist. Justin had received traditional special education services and some typical short term unpaid work experiences. He was a customer of a state vocational rehabilitation counselor wanting to help Justin attain competitive employment. Justin had some pretty typical interests for a person his age and experience including:

- An interest in Computers
- Computer games and surfing the net
- Taking things apart
- Stocking
- Pets

Some of Justin's Ideal Conditions of Employment that were found included:

- Working with a limited number of people without a lot of noise
- Working indoors, away from inconsistent weather elements
- Working with supportive coworkers where his opinions will be listened to and valued.

Justin and his customized employment specialist began to do "informational interviews" based on his vocational themes and ideal conditions of employment. Justin's employment specialist spends a lot of time doing community committee work including the local chamber of commerce. Through the Chamber, the employment specialist became acquainted with a business owner who owns a small information technology (IT) business.

The employment specialist got to know the business owner Rob who became intrigued with the concept of customized employment. Since Justin was interested in computers the employment specialist asked if he could bring Justin over for an informational interview, which was granted. During the informational interview the guys really hit it off. Turned out that both the guys were really into cats and Rob has his cats in the office. The guys talked about computers and Justin was able to show some interest and aptitude. Rob agreed to have Justin come back for a few afternoons to "get his hands dirty," and gain some experience.

We Discovered that Justin had some real "teachable skills," and Rob really liked having Justin around. Although Rob was a one man operation with no intentions of hiring anybody, the issue of Rob hiring Justin came up. Rob did not have enough business to hire any employees. During the informational interview we noticed that Rob didn't have a very good sign for his building and did not have much in the way of marketing. We used some DD council funds to help Rob with a little bit of marketing and bought Justin some computer equipment that he would need to work for Rob (**Resource Ownership**). Rob agreed to hire Justin to work 25 hours a week and trains him on Microsoft Certification strategies to improve his skills.

Another Story: Michael was a special education student who during a recent summer vacation was looking to make the transition to work. While still attending high school, a well-trained Community Rehabilitation Provider (CRP) began the discovery process led by Michael and his customized employment specialist. As part of discovery Michael did an informational interview at a local health club where he really hit it off with the owner. Michael ended up doing an internship with the gym during part of the next semester at school. During the internship,

Michael was able to develop great relationships with the business owner and the rest of the staff members. Everyone loved his cheerful personality and his wonderful sense of humor. Michael was able to perform several tasks including vacuuming the floor, cleaning equipment and mirrors, and a number of office tasks that included organizing. The business owner really wanted to hire Michael but did not have any open positions.

He was however willing to brain storm with the employment specialist on ways he could develop a position for Michael. The business owner shared that he wanted to purchase high end designer towels for his customers but his laundry service would not support cleaning colored towels. The business owner said if he could figure out a way to wash the towels in house he could come up with the needed revenue to hire Michael. Michael's customized employment team quickly went to work. We were able to again use some grant funds to purchase a washer and dryer **(resource ownership)** for Michael, and his parents agreed to hire his uncle to do the needed electrical work at the club and install the washer and dryer. Upon graduation Michael is

gainfully employed and his family, employer and coworkers are all happy that he is working at the club.

Self –Employment/micro enterprise is the fastest growing employment strategy in America today. Self-Employment is another strategy of customized employment that helps fit an individual's ideal conditions of employment. With self-employment an individual with a disability can maintain higher levels of income while still maintaining Social Security benefits than wage employment.

Another Story: Clint: About three years ago we were contacted by a transition coordinator who was concerned that after graduation Clint might fall through the cracks. Clint had always been motivated to work and for a few years had a job as a greeter at a big box store that ended when the economy slowed. We were asked to help Clint develop some type of career opportunity that met his ideal conditions of employment.

Clint uses a chair, a support dog, and needs help with some personal supports throughout the day. We began the discovery process before Clint graduated and upon his graduation over 300 people showed up for his graduation party. Be at church or anywhere in the community it became pretty clear that Clint was the honorary mayor of his small rural home town (**Social Capital**.) Because Clint lives in a rural community with limited opportunities for traditional wage employment we thought he would be an excellent candidate for customized employment.

We quickly discovered that Clint had great people skills, has good sales skills, and is pretty comfortable learning computer skills. We also discovered that Clint's mobility challenges and lack of public transportation made a home based business preferable for Clint and his family. Clint and his customized employment specialist began to research developing a notary public business that he would run out of his home. We began to do market research by surveying the friends and family who attended Clint's graduation party. Within a week over 200 people responded they were interested in Clint's business idea and would use his Notary services.

As part of discovery, we asked Clint and his mom to research some needed state certifications to become a notary. At our next visit to Clint's home we learned not only with mom's help did he research Notary certifications but he had taken and passed them. Clint and his employment specialist began to write his business plan that was reviewed by the local Small Business Development Center and his Vocational Rehabilitation Counselor. We then helped Clint write a social security Plan for Achieving Self-Support (PASS) to help fund his business start-up. Vocational Rehabilitation has funded some business development and job coaching and follow along job coaching is being funded with state intellectual disability funding. Clint is now in business and making money.

Business within a Business- Similar in nature to Resource Ownership, a business within a business solves numerous support issues for someone whose ideal conditions of employment may be best met in their own enterprise. One of the challenges with self-employment is often the price of rent and available support services. With a business within a business not unlike a fast food chain inside a gas station both business owners can benefit from this type of an arrangement. One example of a business-within-business used in the past involved an individual selling espresso inside of a bakery that benefits both business owners.

Year One Work Plan Chart of Progress (November 1, 2012- October 30, 2013)

Month/ Objective	O	N	D	J	F	M	A	M	J	J	A	S	Comments
1.1													Hire grant staff
1.2													Train grant staff
1.3													Staff ACRE Certification
1.4													Provide ongoing support and training of grant staff
2.1													Announce grant @ training opportunities
2.2													Research existing advocacy and parent groups
2.3													Contact High Schools
2.4													Schedule introduction to transition and CE training
2.5													Provide introduction to transition @ CE training
3.1													Recruit participants
3.2													Recruit participants from diverse socio-economic and cultural diverse groups
4													Develop Employment Teams
5													Develop parent group
6													Train employment teams on CE strategies
7													Develop industry specific internships
8.1													Begin the Discovery process with participants
8.2													Complete Discovery process
8.3													Create employment plans
9.1													Implement employment plans
9.2													Develop wage jobs and begin to develop businesses
9.3													Develop plans for targeted post-secondary education @ provide needed supports
10													Attain necessary support from adult system to maintain successful employment
11													Develop social media
12													Develop and improve ongoing training materials
13													Develop quarterly reports for the Council on progress

Goals, Objectives, Strategies, and Outcomes for Year I

The overarching **goals** of this effort will be:

- To train and demonstrate a set of strategies that increases the number of "Youth/Target Population" students and young adults attaining high quality employment outcomes *before graduation or soon after.*
- To raise the awareness of families concerning employment opportunities for people with developmental disabilities so they have higher expectations of employability and know how to attain necessary supports.
- To give high schools the viable option of developing customized employment outcomes or subcontract to provider organizations that know how.

Objective I: Hire and train staff for the project

Strategy:

- Upon receiving notice of attaining the grant recruit and hire the logistics coordinator and four employment specialists slated to start work on November 1st.
- During the two weeks of November, all grant staff along with all interested others will receive a full week of "Customized Employment Boot Grant Training." This training be for 40 hours and include evening homework, classroom and field based activities. Participants completing the course will receive American College of Rehabilitation Educators Certification (ACRE.) Participants will need to complete at least one Discovery Staging Record and Job Analysis Record to receive certification. Training will be provided by grant consultant Cary Griffin and grant manager Corey Smith. Training will include:

  a) Pre-test on customized employment for ACRE Certification
  b) Introduction to Customized Employment and the Discovery Process
  c) Interest Based Negotiation and Customized Job Development
  d) Social Security Work Incentives and developing PASS Plans
  e) Systematic Instruction and Natural Supports
  f) Business Idea Development and Feasibility Testing; Marketing and Sales Essentials
  g) Quick Launch: Understanding and Writing Microenterprise Plans
  h) Post-test on customized employment for ACRE Certification

Anticipated Outcomes: Twenty five staff from Jay Nolan, Employment First, and interested others will complete ACRE Certified Customized Employment trainings.

Objective 2. Provide introductory training on transition and the elements of customized employment for advocacy groups, parent groups, students, recent graduates, families, high school staff, funders, and service providers for at least 300 participants.

Strategy:

a) Make announcement of the grant via email blast, Social Media, regarding what we are going to do including introductory training.
b) Research existing advocacy and parent groups and make contact.
c) Schedule trainings
d) Contact participating high schools and schedule training
e) Provide Trainings
f) Speak with participants about joining the project

Anticipated Outcome: Over 300 hundred citizens from advocacy and parent groups, along with students, recent graduates, high school staff, funders, and service providers will receive introductory training on transition and customized employment.

Objective 3. Recruit 60 students and unemployed young adults between the ages of 17-30 and their families for the project.

Anticipated Outcomes:

- Sixty participants will be given the opportunity to experience the Discovery process to facilitate paid employment or going onto targeted post-secondary education.
- Of the sixty participants 15 will be from diverse cultural and or socio-economic backgrounds
- Of the sixty participants 15 will be individuals who face barriers to inclusion including puzzling or excessive behaviors that may require augmentative or alternative communication, and assistance technology to fully participate in their communities.

Objective 4. Assist students and recent graduates in creating employment team's including the individual, and his/her family, friends, the transition teacher from school, DR counselor, and interested others.

Strategy:

Work with families and school personnel, to recruit important people to join the employment teams including influential friends, DR counselors, and community leaders.

Anticipated Outcome: All participants will have some form of an employment team to help with the customized employment process.

Objective 5. Develop a parent group that provides support to each other on transition, employment, and helping their children to remain "included," and "embraced," by their communities. Parents often report the problem of social isolation is as important as being employed after graduation.

Strategy:

Train families on **"Family Directed Discovery"** and **"Families Supporting Families."**

Within the first quarter of the grant we will enlist Jay Nolan Executive Director Jeff Strully national inclusive community leader and parent of three children with disabilities and Cary Griffin pre-eminent leader of creative employment options to host full day training for families on the topic of "families supporting families." Throughout the life of project we will hold meetings on the project inviting all participating families to build synergy and supportive relationships between families.

Anticipated Outcome: Families will learn new skills and develop supportive relationships with other families that will continue long after the project is over.

Objective 6. Train the employment teams on customized employment strategies

Strategy:

Train employment teams on the basics of customized employment including, making community connections, enlisting community members in the process, maximizing social capital, approaching prospective employers, timeline's and responsibilities.

Anticipated Outcome: Employment teams will gain a needed knowledge base to help support the development of customized employment outcomes.

Objective 7. Develop paid industry specific internships for students/job seekers interested in learning skills in specific trades.

Strategy:

For student/job seekers who show interest in specific trade jobs develop paid internships funded by Jay Nolan Community Services and Work First Easter Seals Southern California.

Anticipated Outcome: Student/job seekers will gain paid work experience in specific trade jobs that may lead to competitive employment or valuable experience for other employment opportunities.

Objective 8. Create individualized employment plans that include: typical wage employment, job carving, resource ownership, business within a business, microenterprise and support strategies for students entering postsecondary education.

Strategy:

From the lessons learned from the Discovery Process, employment plans will be implemented that fit the individuals and their families.

Anticipated Outcomes: From the original group of 60 we anticipate 55 will reach the status of developing an employment plan or plan to support secondary education.

Objective 9. Implement the employment plans, including individualized job development, benefits analysis, use of Social Security work incentives including PASS, business development and planning, resource development, and business start-up and or pursuing targeted post-secondary education.

Strategy:

Individualized employment plans will be implemented based on the needs and desires of the job seekers and family, support from school and plans for graduation, desired type of work, blended funding strategies including use of the Quick Start fund.

Anticipated Outcomes: From this group of 55, 5 will experience a paid internship, 5 will receive planning for secondary education, 15 will attain typical wage employment, 10 will attain a carve position, 5 will attain a wage position using resource ownership, 3 will begin to develop a micro enterprise including at least one business within a business. Because the grant will be starting two months after the beginning of the fall semester we anticipate some individuals will still be in school and needing continued support from the project. These individuals will continue to receive support from the project in year two.

Objective 10. Each developed employment outcome will receive sustainability planning including funding and follow along support from the adult service system.

Strategy: Throughout the life of the project we will coordinate with the adult system to assure that people have actually applied for social security benefits as needed, use work incentives as deemed appropriate, be actively involved with the California Department of Vocational Rehabilitation, attaining and receiving follow along support from other adult developmental disability funders as necessary.

Anticipated Outcomes: All developed employment outcomes that are deemed to require some form of follow along support will receive support in finding and maintaining this important service.

Objective.11 Develop social media regarding project

Strategy:

Work with the logistics coordinator and project staff on social media (i.e.: website, blog, Facebook). This social media will highlight the project, training dates, materials, good stories, strategies.

Anticipated Outcome: High quality social media information will be available to participants, families, and stakeholders, funders.

Target Population to be addressed

We have a number of target populations that we are planning to address during the life of this project. We are going to do introductory training on transition and customized employment to a minimum of 300 individuals from advocacy, and parent groups, students, high schools, and still unemployed adult job seekers with developmental disabilities. This introductory training will be focused on the entire "**Youth/Target Population**," ages 14 to 30. For those families with children 14-17 we are planning to "set the stage for the future." We will show families that through the implementation of effective transition strategies including customized employment there are an "unlimited number of ways to make a living." Even more important is the message that customized employment is **non-exclusionary.** Often time's years after doing this type of presentation a family will check in regarding their child who is approaching graduation or adulthood and has been deemed unemployable by the adult service system. Families have had the skills and information to appeal the label of being "unemployable" and with help been able to advocate for effective employment outcomes versus job readiness services. In year one, we plan to train at least 300 people on transition and customized employment strategies.

We are keenly aware of the diverse socio-economic and cultural backgrounds of residents of Southern California. We are also aware that in many cultures talking about disability and family roles is a private matter and many of these families will not be interested in attending group meetings. We intend to work with the high schools we will be partnering with to search out these families and speak with them one on one in their native languages.

From the introductory trainings in year one, we intend to recruit 60 students/adult job seekers ages 17-30 and their families for the project. Since customized employment was first designed for those individuals with significant barriers to employment we will focus on recruiting at least 15 of these individuals from minority or diverse cultural backgrounds. We will also be focusing on recruiting at least 15 individuals who face barriers to inclusion including puzzling or excessive behaviors that may require augmentative or alternative communication, and assistive technology to fully participate in their communities.

Identification of the related agencies/organizations the grantee will work collaboratively with and the respective roles of each.

In addition to collaborating with Easter Seals Southern California and Griffin Hammis Associates, the project will partner with a variety of other organizations and services.

San Diego Unified School District (SDUSD):

Point of Transition teachers, coordinators and collaborators will partner on the project to increase the number of high school students who receive training on the value and availability of employment; experience paid work while still in school and ultimately exit with a job or a short term plan for employment. Additionally SDUSD will support this project's efforts to reach out to family members of transition students so that they too can become a part of the employment process. Students, teachers, family and friends, administrators and others will be involved in the development and execution of this project to ensure successful outcomes.

Los Angeles Unified School District (LAUSD)

As with San Diego Unified School District, Point of Transition teachers, coordinators and collaborators will partner on the project to increase the number of high school students who receive training on the value and availability of employment; experience paid work while still in school and ultimately exit with a job or a short term plan for employment. Additionally SDUSD will support this project's efforts to reach out to family members of transition students so that they too can become a part of the employment process. Students, teachers, family and friends, administrators and others will be involved in the development and execution of this project to ensure successful outcomes.

People First

Local People First members will provide avenues of dissemination, collaborate on meeting locations, etc., recommend people for Logistics Coordinator position, who will in turn review this project's planning assumptions and deliverables for accessibility, clarity and cultural sensitivity.

Autism Society

The Autism Society is committed to improving outcomes for people with disabilities, especially those who will soon be exiting high school. The partnership on this project will provide access to parents facing the transition dilemma, assist in the dissemination of information, allow time for project awardees to speak to parents and teens about employment and supply additional data and resources that they have designed through the years.

California Department of Rehabilitation (DOR)

DOR is a critical partner in this project, as in some cases funding may be needed for uniforms, accommodations, destination training, on the job – or off the job support, and other key pieces to ensure success. DOR will be included on the front end so that they are well versed in the intent of this project and can designate a person in each area as a point of contact. Additional collaboration includes mutual goals such as teaching the value and importance of employment and natural supports as well as providing services in fully accessible areas within each target community.

Regional Centers and Department of Developmental Services (DDS)

DDS, through the local Regional Centers, will act as case managers for students exiting high school and will be an integral part of the team helping these students to find and maintain employment. In some cases, funding for services may be sought from Regional Centers. Local Regional Center counselors can provide access to mailings, parent groups, meeting spaces, and advisory groups to help increase the number of teens with disabilities who are employed.

An outcome-orientated evaluation plan for Year 1 (Deliverables) that is consistent with the goals and objectives of the project

We will evaluate the success of our project by the accomplishment of the following deliverables:

1. Provide Customized Employment ACRE boot camp training for 25 staff and interested others.
2. Build relationships with advocacy and parent groups and high schools. Provide introduction immersion training on transition and customized employment to a minimum 300 families in Southern California.
3. Recruit 60 participants who we will help develop employment teams to support the development of customized employment outcomes and targeted secondary education.
4. Develop "Family Directed Discovery" strategies and "Parent to Parent" groups to maximize social capital, also focused on maintaining these relationships to promote sustainability long after the grant is over.
5. Train 60 teams on the customized employment strategies
6. Develop a "Fast Launch Fund" for $20,000 to develop paid industry specific internships for students/jobseekers, and to fund communication devices, resource ownership/equipment, and business startup costs. The "Fast Launch Fund" will be funded by the partnering organizations.
7. Develop 55 employment plans for participants that are based on what we have learned during the discovery process.
8. Implement employment plans and develop 5 internships, 15 typical wage positions, 10 carved jobs, 5 examples of resource ownership positions, 3 small businesses, 5 individuals receiving training and support on targeted post-secondary education.
9. Develop follow along support services for all employed participants with the adult service system.
10. Develop at least two Plans for Achieving Self Support (PASS)
11. Develop social media to highlight the project

Outcome-orientated evaluation plan for Year 2 (Deliverables) that is consistent with the goals and objectives of the project

If we are funded for a second year of this comprehensive project, we will evaluate the success of the project by accomplishing the following deliverables:

1. Work with an additional 40 students and recent graduates and their teams on the discovery process.
2. Work with participants to develop 20 additional typical wage jobs
3. Assist in the development of 15 additional carved jobs and 4 additional examples of resource ownership.
4. Continue to work with families and teams from year one for those individuals who still are in school and /or require support in attaining employment.
5. Continue to provide support for those individuals who are in the process of developing a business.
6. Now that the project has gained traction we will develop Community Action Teams for

and with both partnering organizations. The Community Action Teams will be made up of supportive business owners, community leaders, board members, vocational rehabilitation DOR staff, grant staff and employment specialists.
7. Develop relationships with six additional high schools for the project.
8. Provide training on transition and customized employment for an additional 200 parents highlighting the successes from year one.
9. Develop one additional revolving loan fund to support the development of self-employment options.
10. Develop sustainability plans with families and school districts where the high schools are providing customized employment services before graduation (through contracts with adult providers or other means).
11. Develop 3-5 additional funding sources to help sustain the efforts attained during the first two years of the grant.
12. Present findings from the grant at 3 state or national employment conferences.
13. Work with schools to incorporate this model into their system.

A data collection and reporting system. Non-confidential individualized data along with overall data regarding the status and outcomes of the project shall be made available to the Council

We will collect data and report on the project's progress with the following activities:

- Beginning with the Boot Camp, Customized Employment staff training satisfaction surveys will be collected on the value of the training and reported to the council on a quarterly basis. Feedback from these trainings will be used to improve what is being taught and its effectiveness.
- We will also be collecting data on the number of families and teams trained on transition and customized employment along with their feedback.
- The number of people from diverse cultures and with significant challenges to integration served and attaining gainful employment.
- The number of families participating in the "**Parent to Parent"** groups.**"**
- We will collect quantitative and qualitative data on participants going through the discovery process, attending paid internships, jobs developed, good stories, hours worked, wages earned, business plans written, resource ownership, businesses started.
- Number of high schools and staff participating and roles.
- Number of vocational rehabilitation staff participating and roles.
- Other blended funding sources we are able to use and amounts for employment etc... Along with any other information that people might want to know.

We will provide all required reports for the project including quarterly reports using DD Suite. We will also provide a final report in the required format within 45 days after contract completion. We will include camera ready or master copies of any materials which are created for the project.

Program Design &Sustainability

This project seeks to demonstrate a radically different way to look at transition particularly between the ages of 17-21. Our school systems spend countless dollars on assessing people's deficits and inventing "simulated' ways to prepare people for jobs that typically do not exist in today's economy.

Our program design is built for sustainability of higher quality employment outcomes to *frequently* occur *before* graduation. These outcomes will help school districts to improve their scores for indicator 14 and will cause more of the adult system funding to be spent on employment to maintain these positions versus "job readiness." Through **'Family Directed Discovery"** and **"Parent to Parent"** support and communication, future families will begin to expect these type of outcomes for their children. Enlisting the greater community into the employment process will help us to use the "social capital" of families, friends, community leaders, that they did not even know that they had. The agencies involved in this grant have committed to continuing the Parent Support Groups beyond the life of the grant using other sources of funding.

These types of changes have already begun to occur in other communities and states. The state of Maryland has now committed to using vocational rehabilitation funding for community rehabilitation programs to work with students to attain employment outcomes before graduation.

Providing transition and customized employment trainings to families between the ages of "14-17" will increase awareness of the need to start early, the need to advocate for paid employment in integrated community settings before graduation. Based on the expectations of better informed parents will increase the number of young people deem "employable" by the adult system.

Two influential adult service providers are going to be well trained and able to provide this service for other students and young adults in future years. Almost all resources of the grant will be used in the field teaching others how to perform the discovery process, blend funding, and develop employment outcomes. GHA will provide extensive materials in hard copy, alternative formats, and on CD for all trainings and as resource references. We will also post materials on the project social media outlets. Materials include sample business plans, sample PASS Plans, Discovery forms, reading, etc. The grant manager and coordinators will maintain regular phone and email contact with staff, families, and teams regarding employment development issues; assists with SSA Work Incentives applications (e. g. PASS, Subsidy) to bring in additional funding and support options.

Both Jay Nolan Community Services and Easter Seals Southern California have regional center vendored programs that can provide customized employment services to individuals who are eligible for these services. The project will work with the school systems to enlarge their capacity

to provide these services or to contract with adult service providers such as JNCS and Easter Seals to provide the services for them.

We will be focusing on the system change elements that are needed to sustain customized employment as an option in the future. We will be facilitating dialogue between schools systems, Department of Rehabilitation, Regional Centers, and adult service providers to find ways to work together to sustain better outcomes for students exiting high school.

The materials created for the project will be available on Jay Nolan Community Services' website. We will be presenting the outcomes from the project at local and national conferences. We will continue to present informational sessions for families and young people with disabilities on employment options after high school.

Letters of Support and Collaboration

Letters of Support:

1. Los Angeles Unified School District, District Office for Transition Services
2. San Diego Unified School District , TRACE Transition Program
3. Autism Society of Los Angeles
4. Tim Lulejian, person supported by Easter Seals to start his own business
5. SoCal APSE

Letters of Collaboration:

1. Easter Seals Southern California
2. Griffin Hammis Associates

LOS ANGELES UNIFIED SCHOOL DISTRICT
Administrative Offices
Los Angeles Unified School District SELPA/
Division of Special Education
DISTRICT OFFICE OF TRANSITION SERVICES
333 S. Beaudry Avenue, 17th Floor
Los Angeles, California 90017

JOHN E. DEASY, Ph.D.
Superintendent of Schools
SHARYN HOWELL
Executive Director
GERI FUCHIGAMI
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AARON JEFFERY
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July 10, 2012

Kristie Allensworth
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1507 21st Street, Suite 210
Sacramento, CA 94811

RE: Jay Nolan Community Services' Grant Proposal for Community Program Development Grant Cycle 35

Dear Ms. Allensworth:

We are pleased to support the proposal being submitted by Jay Nolan Community Services for the Community Program Development Grant Cycle 35 to increase employment and post-secondary education outcomes for young people with disabilities who are transitioning out of high school. Providing our students with a good start in their adult life is a critical part of our transition services. We welcome the resources and trainings that this grant will provide to the young people in our transition services programs, their families, as well as our teachers.

We know that Jay Nolan Community Services has a long and valued history of providing services and supports to children and adults with autism and other disabilities. We will work with them in implementing this grant.

Please feel free to contact us if you need further information on this grant.

Sincerely,

Aaron Jeffery, Coordinator, District Transition Services
Division of Special Education
333 S. Beaudry Ave. Floor 17
Los Angeles, Ca. 90017

(213) 241-8050

"The teachers, administrators, and staff of the Los Angeles Unified School District believe in the equal worth and dignity of all students and are committed to educate all students to their maximum potential."

San Diego Unified
SCHOOL DISTRICT

TRACE Mission Valley
2555 Camino Del Rio South, San Diego, Ca. 92108

Bob Morris Ed.D.
Principal / TRACE
Phone – (619) 574-1073 x2126
Fax - (619) 574-1075
bmorris@sandi.net

TO: Easter Seals

TRACE is San Diego Unified School District's transition program for students with disabilities. We have partnered with Easter Seals for over 7 years to implement seamless transitions from school to adult supports for over 40 students.

Vocational training and employment opportunities are a high priority for every student in TRACE. We believe that every student benefits from vocational experiences, regardless of support needs. Our partnership with Easter Seals has assisted to continue this priority after leaving school.

We support Easter Seals in their efforts to secure this grant to improve employment outcomes for transition students. We all know that employment for persons with disabilities is a national priority and research has shown the multiple benefits.

We look forward to determining how we might assist Easter Seals to create positive outcomes and better futures for the individuals they support.

Thank you.

Jerry Wechsler
Teacher / TRACE
San Diego Unified School District
(619) 281-1614

AUTISM SOCIETY of Los Angeles

Improving the Lives of All Affected by Autism

July 17, 2012

Kristie Allensworth
State Council on Developmental Disabilities
1507 21st. Street, Suite 200
Sacramento, CA 95811

RE: Letter of Support for Jay Nolan Community Services Community Program Development Grant Application

Dear Ms. Allensworth:

The Autism Society of Los Angeles is pleased to support the grant application being submitted by Jay Nolan Community Services in collaboration with Easter Seal Society of Southern California for your Community Program Development Grant Cycle 35. As an advocacy organization for individuals on the Autism Spectrum and their families, we know that one of the most stressful times in their lives is the transition from school to adult life. We support these two organizations' efforts to increase the number of people who leave school with meaningful employment or further education opportunities in place.

Both of these organizations have a long and valued history of serving people with disabilities in Southern California. We are excited to see what they will do with such an important project in helping our schools find better alternatives for young people coming out of school.

Please feel free to contact me at (562) 804-5556 if you need further information from us. We hope you will see fit to fund this important project.

Sincerely,

Emily D. Iland

Emily Iland, M.A.
President, Autism Society of Los Angeles

8939 S. Sepulveda Blvd, Suite 110-788 Los Angeles, CA 90045
Phone: (562)804-5556 Fax: (562)425-4940
E-mail: aslamail@autismla.org Website www.autismla.org

July 17, 2012

I would like to thank Easter Seals and those who helped me, Amber, Dee, Martin, Hope and others. Having their support in helping me start a flower business. It has changed my life so that I feel better about myself and that I can accomplish as much as anyone else if I work hard and earn some money. I feel proud of myself that I can do it.

You can go out in the business world and do anything you want to do. It has made me feel like a business man and be my own boss. It's good to get out in the world and meet new people and learn new things. My business has come a long way and I've been able to earn money. I hope to have my flower business for a long time.

I hope I can help other students get excited about working with the support that Easter Seals has given me. I will always be grateful. Easter Seals is the best!!

Sincerely,

Tim Lulejian

479 Balboa Ct.
San Dimas, CA 91773

July 26, 2012

RE: Support Letter for: Education, Empowerment and Employment

To Whom It May Concern:

SoCal APSE strongly supports the proposal submitted by Jay Nolan Community Services in partnership with Easter Seals of Southern California and Griffin-Hammis Associates to significantly increase employment outcomes for youth and young adults with disabilities to work in competitive, integrated settings and earn equitable wages.

All three organizations submitting this collaborative proposal are APSE members and have proven track records in the provision of customized approaches resulting in successful employment outcomes.

APSE is a national membership organization that provides information, resources, and training to assist disability service providers in their objective to help people with disabilities to seek and obtain integrated employment. APSE also strives to provide advocacy and public policy support for citizens with disabilities to be employed at businesses in their communities. The following are the goals of APSE:

- Promote employment opportunities for all people, through local, regional, and national networks
- Help establish and expand equitable employment opportunities for individuals with disabilities
- Advocate with federal, state, and local policy makers to increase funding for integrated employment
- Raise awareness within the business community as to the benefits of hiring individuals with disabilities
- Advocate for social change to help those with severe disabilities achieve a lifestyle that approximates that of individuals without disabilities

Two years ago, a group comprised of both individuals and organizations in Southern California came together in a commitment to this aim and formed a state APSE chapter. The name of our APSE chapter is SoCal APSE and our board developed the following:

Employment Definition
Regardless of the severity of disability, and assistance required, employment means earning a living wage in a job of a person's choosing, based on the individual's talents, skills and abilities.

Value Statements

1. *Individual skills, talents and abilities drive unique and creative employment opportunities.*
2. *Employment offers ordinary opportunities for integration and interaction with coworkers without disabilities, as well as customers and the general public.*
3. *Wages and benefits are comparable to coworkers.*

Given the Goals, mission and values of APSE and SoCal APSE, we have a vested interest in ensuring that people with disabilities have the necessary information, tools and individualized support needed to obtain and maintain employment that is commensurate with each individual's skills and abilities.

On behalf of the SoCal APSE board and membership, I appreciate the opportunity to provide this letter of support.

Sincerely,

Becky Tschirgi, SoCal APSE President
becky.tschirgi@yahoo.com
(818) 419-9965

Creating solutions, changing lives.

Services for children and adults with disabilities in Southern

July 21, 2012

California State Council on Developmental Disabilities
1507 21st St.
Sacramento, CA 94811

To Whom it May Concern:

Easter Seals Southern California is pleased to partner with Jay Nolan Community Services in response the SCDD cycle 35 grant related to successful outcomes for transitioning high school students.

Collectively, we have worked hard to create an approach that will have immediate results, create long term sustainability and be easy to replicate throughout California and the nation. The approaches cited within our response to this RFP represent a collection of best practices from around the world, seamlessly braided together to create truly life changing outcomes.

Both Jay Nolan and Easter Seals have committed significant in-kind funds to this project with the intent that it not only 'fill the need' but also create an innovative model that will ensure kids exiting high school will expect - and attain - employment early in their lives.

As evidenced in the accompanying letters of support, both Easter Seals and Jay Nolan have partners within major school districts, with other service providers, with advocacy groups and with individuals who are successfully working through the customized employment approach.

Thank you for having the vision to take on this critical need, and for the opportunity to collaborate on this venture.

Sincerely,

Debbie Ball
Vice President, Employment Services
Easter Seals Southern California

GRIFFIN-HAMMIS ASSOCIATES, LLC

Date: July 24, 2012

To: Jeff Strully, Executive Director, Jay Nolan Community Services
Debbie Ball, Regional Vice President, Easter Seal Southern California

From: Cary Griffin, Senior Partner

Re: California DD Council Innovative Transition Strategies Proposal

Thanks again for inviting us to assist with the development of this proposal to the California DD Council to foster the demonstration and adoption of customized employment strategies for transition aged youth. I am especially impressed by the commitment your organizations show to the inclusion of families and the self-directedness of employment supports by youth.

As you know, Griffin-Hammis Associates has a long history of working with Councils nationally and currently has half a dozen State DD Council projects in progress ranging from microenterprise development in Appalachia, developing self-employment capacity across Kansas, bringing CE processes to cities across Pennsylvania, and showcasing social and economic leveraging as an employment strategy in Florida's rural communities. The proposed project builds on the essential elements of family support, consumer self-direction, amalgamating funding sources, and using a variety of CE options, including Discovery, the development of Vocational Themes, Resource Ownership and self employment to address the high unemployment rates for youth with serious disabilities.

GHA stands ready to develop and refine materials, assist in national dissemination of best practices, provide classroom as well as on-line synchronous and asynchronous competency-based training, to offer nationally recognized certification of professional staff, and to provide extensive technical assistance as needed. Our long-standing partnerships with both Jay Nolan and Easter Seals, and our past work with various Regional Centers, provider agencies, and schools provides the foundation we will build upon to make certain this project is successful. Thanks again for this opportunity to work with your progressive and person-centered organizations.

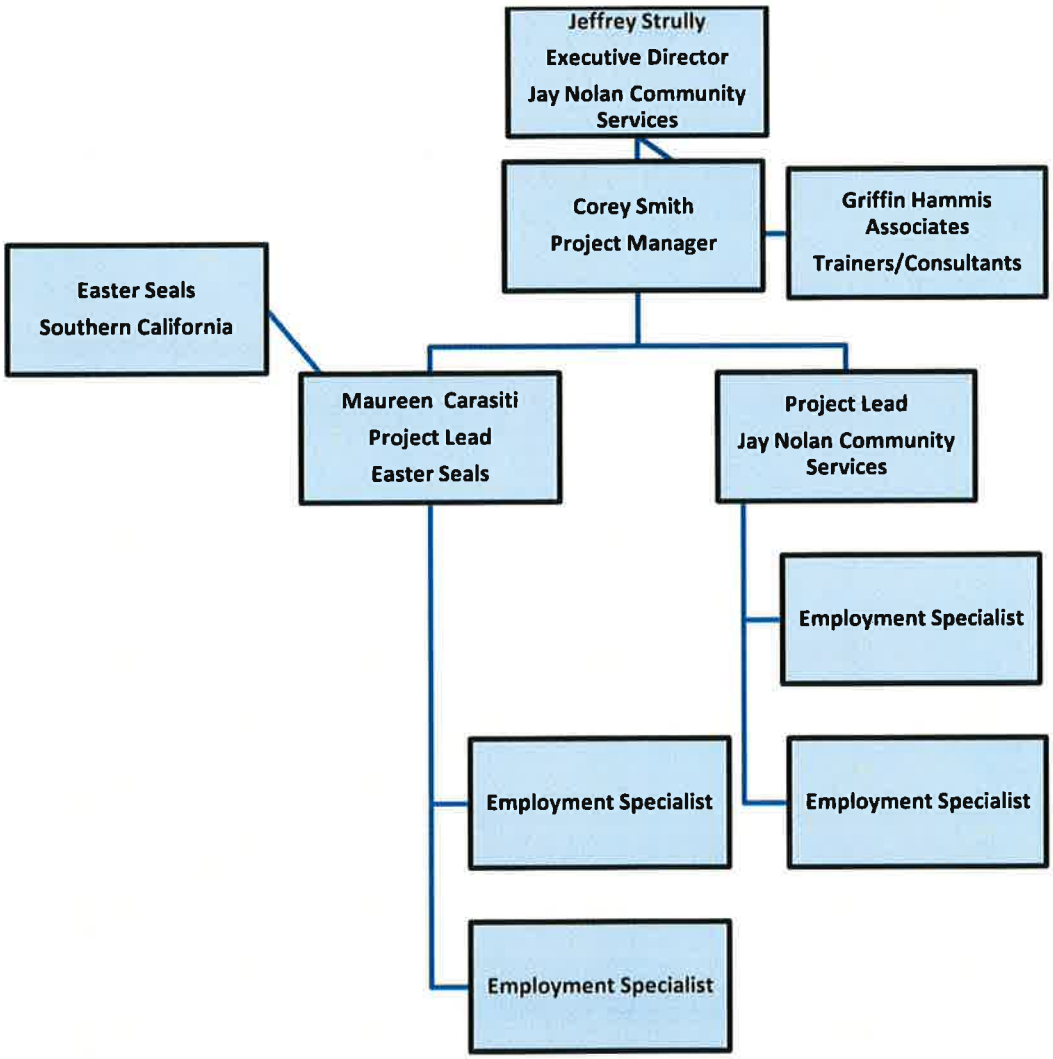
Cary Griffin, Senior Partner
Griffin-Hammis Associates, LLC
5582 Klements Lane
Florence, MT 59833
(406) 360-2430

Dave Hammis, Senior Partner
Griffin-Hammis Associates, LLC
202 Stanley St.
Middletown, OH 45042
(513) 424-6198

Organizational Chart

Education, Empowerment and Employment for Success

Jay Nolan Community Services



Curriculum Vitae

Corey Smith, Project Manager

Maureen Carasiti, Project Lead, Easter Seals

Duty Statements

Project Lead

Employment Specialist

Logistics Coordinator

Corey J. Smith
1730 Red Bud Road
Quakertown PA
(215) 538-1730

Education: Masters of Administrative Science
Central Michigan University
Grand Rapids Michigan, May 2004

Bachelors of Science
Western Michigan University
Kalamazoo Michigan, December 1982
Behavioral Psychology

Certified Social Security Benefits Planning Assistance and Outreach Specialist, University of Missouri-Columbia 2002

Organizations and Honors:

- Via 2008 Management Leadership Award for advancing Customized Employment and expanding braided funding options for employment
- Department of Labor Office of Disability Employment Policy: USA Start –Up for Self-Employment and Disability Mentor
- RCEP Region III VCU CRP Mentor
- T-TAP CRP Mentor assigned to CRP organizations interested in moving consumers from workshops to community employment settings, and attaining significant organizational change.
- Pennsylvania Association of Supported Employment (APSE) Board President
- PA Office of Developmental Programs Employment Quality Improvement Committee
- Past President and founding board member of Michigan Association for People in Supported Employment (MIAPSE)
- ARC Award (Kalamazoo MI) for systems change and employment outcomes 1991
- Michigan Springboard Award (ACCMHS) for advancement of Self-Determination by the Michigan DD Council 1998
- ARC Career Achievement Award 1988 for leadership in developing and delivering best practice services

Professional Experience:

Via of the Lehigh Valley (Via), Bethlehem Pennsylvania:
January 2004-present

Director of Employment Services- In this position we are doing an aggressive workshop conversion for over 220 people. (As of November 2008 over 80 % complete) Leading a dynamic team in completing a major workshop conversion, and a significant amount of school to work transition. Developing Customized Employment and Self-Employment outcome, as realistic employment outcomes.
Developing new jobs for roughly 80 new candidates per year.

Griffin Hammis Associates Project Consultant
2009-present
With GHA I provide consultation, training, and development, where ever and whenever called upon. Recent projects included a 15 month consulting relationship with a provider organization in Youngstown Ohio that was quite successful. Currently scheduled to work in this capacity in New Jersey starting 10/2012 dependent upon the project being funded.

Allegan County Community Mental Health (Career Concepts):
8/12/1993- 8/04/2004
Director of Employment Services- Career Concepts is the employment services division of (ACCMHS). In this position we helped develop and maintain community jobs and small businesses for 190 DD/MH consumers. We also fully converted two large workshops. Allegan is a large Rural County and we put almost everybody to work in the community with no other workshops in the area. In this position, I was responsible for managing all employment operations and a two million dollar budget. This included developing new models of employment (customized employment, self-employment), and helping advance one of the country's most effective self-determination initiatives. I was also in charge of all consumer run services for people with mental health issues. This included changing a drop in center into an employment support program/self-employment incubator. Developing peer case manager positions including staff training and writing Pass's for vehicles, computers, etc...

MRC Industries Kalamazoo, Michigan
Supported Employment Manager
2/2/1987- 8/1/1993
In this position I was responsible for managing the supported employment department that grew from zero to 86 people working in its first 16 months before the rest of the state had a total of six people working in the community. I also was responsible for several grants. (See grant activity)

Grant Activity
(Throughout my career I have either written or managed a significant number of grants that were used to effect systems change and improved employment outcomes.)

- Below is a list of some of these grant initiatives:
- City of Bethlehem Community and Economic Development Self-Employment grant and Revolving Loan Fund
- PA Office of Developmental Programs Customized Employment Start up
- NISH Customized Employment Grant- This grant was to provide Customized Employment services
- Pennsylvania OMR Employment Pilot- This grant is to provide a stimulus package to advance school to work transition.

- Michigan Department of Career Development/Rehabilitation Services Innovation grant- This was a large Innovation and Expansion grant used to establish self-employment as a viable service option in our county and for consumers in the state of Michigan.
- RSA Supported-Self Employment RESEED grant- through the University of Montana- This grant also helped us establish self-employment options and establish flexible funding options, PASS, revolving loan fund, Medicaid, VR, etc…
- Michigan State University Rural Supported Employment Best Practice Grant: This grant was used to stimulate our successful workshop conversion.
- VR/DD Council Natural Supports grants: These large grants helped advance two organizations I worked for to learn and use natural supports technology in supported employment.
- Michigan DD Council Challenge Grant- With this grant we developed 50 jobs for people in workshop and day activity programs with IQ's in the severe range of MR and work rates below 20 % of norm. This grant won several awards.

Maureen A. Carasiti

16154 Oak Springs Drive
Ramona, CA 92065
(760) 525-4249 – Cell
Carasiti@cox.net

Work Experience

November, 2011-Present **WorkFirst ~ A Division of Easter Seals**
Escondido, CA
Director

- Direction and Leadership for all WorkFirst operations, services and staff
- Work in cooperation on strategic planning and implementation of key initiatives
- Coordination and oversight of Supported Employment, Direct Placement and Ticket to Work programs funded through the CA Department of Rehabilitation and CA Department of Developmental Services
- Facilitate and support associates with Discovery, Job Matching and Analysis Processes
- Support coordination of microenterprise opportunities
- Ensure compliance with local, state and federal laws and regulatory procedures
- Networking/Collaborating within local and state committee work groups

September, 2008 – November, 2011 **Developmental Services Continuum**
Lemon Grove, CA
Associate Director

- Leadership and oversight for DSC operations
- Fund development – grant review and preparation, developing and maintaining donor relationships, funding source identification, coordinatin fundraising activities
- Marketing – development of website, brochures, publications and other marketing media
- Human resources services – recruiting, performance management and review, orientation, employee relations, ensuring agency alignment with regulatory requirements and labor laws
- Assist in development, management and review of annual budget
- Provide public awareness by representing DSC in the community
- Grassroots advocacy initiatives

February, 2007 – July, 2008 **Noah Homes, Inc.**
Spring Valley, CA
Executive Director

- Provide leadership and oversight for Noah Homes operations, services,

residents and staff

- Ensure provision of services to residents
- Comply with local, state and federal laws and regulations
- Develop annual appeal and participate in all fundraising events
- Prepare and submit grant proposals
- Work in cooperation with administrative team to prepare comprehensive annual budget and review salaries
- Provide public awareness by representing Noah Homes in the community
- Build and maintain effective relationships with volunteers
- Serve as an advocate on issues impacting the quality of life for people wi developmental disabilities

1999-2007 **Home of Guiding Hands**
Lakeside, CA
Coordinator of Program Services

- Monitor and assess the delivery of program services in 27 residential homes to ensure compliance with State and Federal licensing requireme by the Department of

  Health Services and Community Care Licensing
- Supervise and train Qualified Mental Retardation Professionals and CCL Administrators
- Participate in long range planning and budget coordination
- Develop and review agency policies and procedures
- Organize orientation for all agency employees
- Coordinate the Human Rights Committee
- Participate as a member of the HGH Board Committee for Program Services
- Coordinate staff and volunteer recognition events

1994-1999 **Home of Guiding Hands**
Lakeside, CA
Staff Development Coordinator/HR Generalist

- Coordinate facility orientation for new employees and ensured compliance with state

  and federal regulations for ongoing employee training
- Coordinate and facilitated management training
- Educate staff in areas including client rights, abuse prevention, program implementation,

  centered planning, leadership and advocacy
- Assess the training needs within the organization
- Training and tool development
- Develop performance appraisal systems
- Research and developed personnel policies and procedures
- Participate in the development of the employee newsletter

1990-1997 **Home of Guiding Hands**
Lakeside, CA
Qualified Mental Retardation Professional

Consumer Services: ensured compliance with federal and state regulatory

	requirements, maintained consumer schedules, chaired Interdisciplinary Team meetings, coordinated services for consumers, coordinated services with day programs to ensure consistency, designed training programs to foster independence, assisted consumers in determining their needs, strengths, interests hopes and dreams. *Staff Supervision /Training/Operational Responsibilities:* provided direct supervisi of contact staff, provided ongoing training, ensured compliance with state and federal requirements regarding programming and documentation, coordinated sta scheduling , completed performance appraisals, responsible for house budget.
Education	2004 - 2007 **University of San Diego** Sa Diego, California M.A. Non-Profit Leadership (GPA 3.95) 1985-1987 **Long Island University** Southampton, New York B.A. Education Graduated with Honors 1983-1985 **Suffolk Community College** Selden, New York Associates in Arts and Science Phi Alpha Sigma Honor Society Graduated with Honors
Professional Involvement	• Developmental Disability Provider Network – DDPN Vice President (7/20 present) • APSE Member (12/2011) • DDPN Annual Legislative Forum ~Co-Chair (9/2010-present) • San Diego Regional Center Legislation Committee Member (1/2009-present) • University of San Diego – Guest Lecturer in Advocacy/Lobbying Class (F -2010, 2009, 2008) • Special Needs Trust Foundation Board Member (9/2008-11/2011) • California Coalition For Compassionate Care Member (9/2008-11/2011) • East County Chamber of Commerce Leadership Program (Graduating Class – June, 2009) • Adult Residential Facility Administrator Certification (2007) • San Diego Regional Center Vendor Advisory Committee (2007) • Co-founder of The REACH Project – Sponsors for Assembly Bill 1192 an Assembly Bill 416 • National QMRP Conference Presenter (1999 and 2005) • United Way – Organized the campaign at HGH. Received an "Excellenc in Giving, Galaxy of Stars Award" for outstanding, comprehensive and innovative campaign coordination. • *E.R.I.K.* Project - Bereavement Support through *Education, Resources,*

	Implementation and *Knowledge*. Advisory Board Member and Conferenc Presenter. • Person Centered Planning Training Committee Member - participated wit San Diego Regional Center and like service agencies to develop person centered planning training materials that were utilized in conferences within the service field. • Board Leadership Training Committee Member –participated in the development of training curriculum which focused on board responsibilitie and governance. Provided instruction for individuals with developmental disabilities through involvement with People First. • Seminar by the Bay Planning Committee Member (2002 and 2003)
Publications	Pat Libby & Associates, (2012) The Lobbying Strategy Handbook –Ten Steps to Advancing Any Cause Effectively Thousand Oaks CA: SAGE Publishing Authored Chapters 8 & 9 – Pages 165-220

References will be furnished upon request.

Duty Statement Project Lead
Community Program Development Grant Cycle 35
Education, Empowerment and Employment for Success

Qualifications:

- BA in social service field or commensurate experience
- Well trained and effective in the concepts and practices of person centered planning/thinking and self-determination.
- Well trained in the areas of school to work transition, blended funding, and customized employment.

Job Responsibilities:

- Work with students/job seekers and their families to develop employment teams.
- Work with students/job seekers on the Discovery Process and developing 3-5 vocational themes.
- Supervise employment specialists in working through the Discovery process and developing vocational themes.
- Work with students/job seekers to develop CE employment plans.
- Work with teams and others to negotiate carved wage jobs.
- Work with job seekers on market research for self-employment options.
- Work with job seekers on developing business plans.
- Learn and use work incentives including PASS.
- Supervise customized employment specialists to attain mastery on all areas of CE.
- Effectively liaison with students/job seeker, schools, DOR, families, on effective team processes.
- Work with teams to find additional blended funding for employment outcomes as needed.
- Schedule effective staffing patterns to attain desired outcomes.

Duty Statement Customized Employment Specialist

Community Program Development Grant Cycle 35

Education, Empowerment and Employment for Success

Qualifications:

- Trained and effective in the practices of person centered thinking and self-determination

Job Duties

- Work with students and job seekers completing the Discovery process and developing 3-5 themes.
- Develop informational interview opportunities for job seekers
- Conduct informational interviews with job seekers and business owners
- Effectively work with job seekers and develop employment plans based on the lessons learned during the Discovery process.
- Effectively develop the list of 20 places a person might make money based on vocational themes and investigate.
- Effectively liaison with high schools, students, families, employers on scheduling.
- Develop typical wage jobs
- Develop customized job carving wage positions.
- Effectively negotiate customized wage positions and the use of resource ownership.
- Assist with market research and planning for self-employment options for employment.
- Learn how to effectively use Social Security Work Incentives.

Duty Statement Logistics Coordinator

Community Program Development Grant Cycle 35

Education, Empowerment and Employment for Success

Qualifications:

- Experience living with a disability

Job Duties

- Assist the Project Staff to manage the everyday logistics of the project
- Schedule and organize events
- Prepare and manage documents related to project
- Prepare and coordinate training materials
- Coordinate communications
- Manage social media
- Other tasks as assigned

Cost Proposal Worksheet

Line Item	2013	Other Costs	$2,014	Other Costs	Total
A. Personnel Services					
Project Manager (1)					
30 hr/wk @$38.75/hr	$60,060		$60,060		$120,120
Project Leads (2)					
40/wk @ $16/hr	$66,976		$66,976		$133,952
Employment Specialists (4)					
40/wk @$14/hr	$116,480		$116,480		$232,960
Logistics Coordinator (1)					
25 hr/wk @ $10.5/hr	$13,650		$13,650		$27,300
Benefits @ 25% of salaries	$64,292		$64,292		$128,583
B. Consultant/Subcontractors					
Griffin Hammis Assoc. Trainers					
12 days @ $1500/day	$18,000		$18,000		$36,000
Travel costs		$3,000		$3,000	$6,000
Co-trainers (people w/disabilities who are working and family members) $100/session-10 people	$1,000		$1,000		
C. Travel Costs					
7 staff/200mi/mo each @ 55.5¢/mile	$9,324		$9,324		$18,648
D. Operating Costs					
Release time for teachers to attend training (pay for subs, travel costs, etc.)	$10,000		$10,000		$20,000
Materials and supplies (notebooks, training manuals, copying, training supplies, mailings, advertising, etc.)		$8,000		$8,000	$16,000
Quick Start Operating Expenses for Individual Work Plans		$20,000		$20,000	$40,000
Rent, utilities, office equipment, communications ($2500/mo)		$30,000		$30,000	$60,000
E. Administrative Overhead					
Administrative personnel (Exec. Dir, Area Directors, Accounting, HR, etc.) at Jay Nolan Com Svs. and Easter Seals; overall general operating costs at both agencies at 12% project costs		$50,494		$50,134	$100,628
TOTAL CONTRACT	**$359,782**		**$359,782**		
Total In Kind Match		**$111,494**		**$111,134**	
% of In Kind Match		31%		31%	

Previous Grants Received in the Past Two Years

Education, Empowerment and Employment for Success

Jay Nolan Community Services

Community Program Development Grant Cycle 35

- Communication Enhancement Project, California Communication Access Foundation, Shelley Bergum, (510) 268-4754, $42,100
- Camperships, McCormick Foundation, LA Times Family Fund $12,000 for camperships for low income children or those on MediCal, TANF or in Foster Care in 2010, 2011, 2012. Molly Baltman, Program Officer, Communities 312-445-5000
- Camperships, Autism Speaks - $5,000 for camperships for children with autism - 2011. Serina Selkin, Grants Manager (917) 475-5059
- Kayne Anderson Micro Enterprise Grant - May 2012 - Megan Wade, Kayne Anderson (323) 422-4721; $30,000
- The Real Economic Impact (REI) (Division of National Disability Institute) income tax prep grant -$3,000; Thomas Cavagnero, SR tax consultant, (213) 576-3647; Michael Roush MA National program Director for Real Impact Tour, (727) 278-1352.
- State Council on Developmental Disabilities - Event sponsorship towards parents/self-advocates travel/lunch; $999; Kristie Allensworth, (916) 322-8777.

State Council on Developmental Disabilities –RFP CPDG Cycle 35 2013

ATTACHMENT 1

Attachment Checklist

	Attachment #	Attachment Name/Description
✓	Attachment 1	Required Attachment Check List
✓	Attachment 2	Proposal/Proposer Certification Sheet
✓	Attachment 3	Cost Proposal Worksheet
✓	Attachment 4	Payee Data Record (STD 204) The Payee Data Record can be found on the Internet at www.documents.dgs.ca.gov/osp/pdf/std204.pdf.
✓	Attachment 5	Contractor Certification Clauses (CCC). The CCC can be found on the Internet at www.ols.dgs.ca.gov/Standard+Language.

ATTACHMENT 2

Proposer Certification Sheet

1. Company Name Jay Nolan Community Services	2. Telephone Number (818) 361-6400	2a. Fax Number (818) 365-0522
3. Address 15501 San Fernando Mission Blvd. #200 P.O. Box 9604 Mission Hills, CA 91346-9604		
Indicate your organization type: 4. ☐ Sole Proprietorship	5. ☐ Partnership	6. ☒ Corporation
Indicate the applicable employee and/or corporation number: 7. Federal Employee ID No. (FEIN) 51-0179153	8. California Corporation No. C0759908	
9. Indicate applicable license and/or certification information: N/A		
10. Proposer's Name (Print) Jeffrey L. Strully	11. Title Executive Director	
12. **Signature**	13. Date July 25, 2012	
14. Are you certified with the Department of General Services, Office of Small Business Certification and Resources (OSBCR) as: a. California Small Business Enterprise Yes ☐ No ☒ If yes, enter certification number:	b. Disabled Veteran Business Enterprise Yes ☐ No ☒ If yes, enter your service code below:	
NOTE: A copy of your Certification is required to be included if either of the above items is checked Date application was submitted to OSBCR, if an application is pending:		

ATTACHMENT 3: Cost Proposal Worksheet

Line Item	2013	Other Costs	$2,014	Other Costs	Total
A. Personnel Services					
Project Manager (1)					
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7 staff/200mi/mo each @ 55.5¢/mile	$9,324		$9,324		$18,648
D. Operating Costs					
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Rent, utilities, office equipment, communications ($2500/mo)		$30,000		$30,000	$60,000
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Administrative personnel (Exec. Dir, Area Directors, Accounting, HR, etc.) at Jay Nolan Com Svs. and Easter Seals; overall general operating costs at both agencies at 12% project costs		$50,494		$50,134	$100,628
TOTAL CONTRACT	**$359,782**		**$359,782**		
Total In Kind Match		**$111,494**		**$111,134**	
% of In Kind Match		31%		31%	

ATTACHMENT 4: Payee Data Record

STATE OF CALIFORNIA-DEPARTMENT OF FINANCE

PAYEE DATA RECORD

(Required when receiving payment from the State of California in lieu of IRS W-9)

STD. 204 (Rev. 6-2003)

1

INSTRUCTIONS: Complete all information on this form. Sign, date, and return to the State agency (department/office) address shown at the bottom of this page. Prompt return of this fully completed form will prevent delays when processing payments. Information provided in this form will be used by State agencies to prepare Information Returns (1099). See reverse side for more information and Privacy Statement.

NOTE: Governmental entities, federal, State, and local (including school districts), are not required to submit this form.

2

PAYEE'S LEGAL BUSINESS NAME (Type or Print)
Jay Nolan Community Services

SOLE PROPRIETOR – ENTER NAME AS SHOWN ON SSN (Last, First, M.I.)

E-MAIL ADDRESS
Jeff@jaynolan.org

MAILING ADDRESS
P. O. Box 9604

BUSINESS ADDRESS
15501 San Fernando Mission Blvd, Suite 200

CITY, STATE, ZIP CODE
Mission Hills, CA 91346-9604

CITY, STATE, ZIP CODE
Mission Hills, CA 91346-9604

3

PAYEE ENTITY TYPE

CHECK ONE BOX ONLY

ENTER FEDERAL EMPLOYER IDENTIFICATION NUMBER (FEIN): 5 1 - 0 1 7 9 1 5 3

☐ **PARTNERSHIP**

☐ **ESTATE OR TRUST**

CORPORATION:
- ☐ **MEDICAL** (e.g., dentistry, psychotherapy, chiropractic, etc.)
- ☐ **LEGAL** (e.g., attorney services)
- ☑ **EXEMPT** (nonprofit)
- ☐ **ALL OTHERS**

☐ **INDIVIDUAL OR SOLE PROPRIETOR ENTER SOCIAL SECURITY NUMBER:** ___ - __ - ____

(SSN required by authority of California Revenue and Tax Code Section 18646)

NOTE: Payment will not be processed without an accompanying taxpayer I.D. number.

4

PAYEE RESIDENCY STATUS

☑ California resident - Qualified to do business in California or maintains a permanent place of business in California.

☐ California nonresident (see reverse side) - Payments to nonresidents for services may be subject to State income tax withholding.
- ☐ No services performed in California.
- ☐ Copy of Franchise Tax Board waiver of State withholding attached.

5

I hereby certify under penalty of perjury that the information provided on this document is true and correct. Should my residency status change, I will promptly notify the State agency below.

AUTHORIZED PAYEE REPRESENTATIVE'S NAME (Type or Print)
Jeffrey L. Strully

TITLE
Executive Director

SIGNATURE

DATE
07/25/2012

TELEPHONE
(818) 361-6400

6

Please return completed form to:

Department/Office: _____

Unit/Section: _____

Mailing Address: _____

City/State/Zip: _____

Telephone: (___) _____ **Fax:** (___) _____

E-mail Address: _____

ATTACHMENT 5: Contractor Certification Clauses (CCC)

CCC-307

CERTIFICATION

I, the official named below, CERTIFY UNDER PENALTY OF PERJURY that I am duly authorized to legally bind the prospective Contractor to the clause(s) listed below. This certification is made under the laws of the State of California.

Contractor/Bidder Firm Name (Printed) *Jay Nolan Community Services*	*Federal ID Number* *51-0179153*
By (Authorized Signature)	
Printed Name and Title of Person Signing *Jeffrey L. Strully, Executive Director*	
Date Executed *July 25, 2012*	*Executed in the County of* *Los Angeles*

CONTRACTOR CERTIFICATION CLAUSES

1. STATEMENT OF COMPLIANCE: Contractor has, unless exempted, complied with the nondiscrimination program requirements. (Gov. Code §12990 (a-f) and CCR, Title 2, Section 8103) (Not applicable to public entities.)

2. DRUG-FREE WORKPLACE REQUIREMENTS: Contractor will comply with the requirements of the Drug-Free Workplace Act of 1990 and will provide a drug-free workplace by taking the following actions:

a. Publish a statement notifying employees that unlawful manufacture, distribution, dispensation, possession or use of a controlled substance is prohibited and specifying actions to be taken against employees for violations.

b. Establish a Drug-Free Awareness Program to inform employees about:

1) the dangers of drug abuse in the workplace;
2) the person's or organization's policy of maintaining a drug-free workplace;
3) any available counseling, rehabilitation and employee assistance programs; and,
4) penalties that may be imposed upon employees for drug abuse violations.

c. Every employee who works on the proposed Agreement will:

1) receive a copy of the company's drug-free workplace policy statement; and,
2) agree to abide by the terms of the company's statement as a condition of employment on the Agreement.

Failure to comply with these requirements may result in suspension of payments under the Agreement or termination of the Agreement or both and Contractor may be ineligible for award of any future State agreements if the department determines that any of the following has occurred: the Contractor has made false certification, or violated the

certification by failing to carry out the requirements as noted above. (Gov. Code §8350 et seq.)

3. NATIONAL LABOR RELATIONS BOARD CERTIFICATION: Contractor certifies that no more than one (1) final unappealable finding of contempt of court by a Federal court has been issued against Contractor within the immediately preceding two-year period because of Contractor's failure to comply with an order of a Federal court, which orders Contractor to comply with an order of the National Labor Relations Board. (Pub. Contract Code §10296) (Not applicable to public entities.)

4. CONTRACTS FOR LEGAL SERVICES $50,000 OR MORE- PRO BONO REQUIREMENT: Contractor hereby certifies that contractor will comply with the requirements of Section 6072 of the Business and Professions Code, effective January 1, 2003.

Contractor agrees to make a good faith effort to provide a minimum number of hours of pro bono legal services during each year of the contract equal to the lessor of 30 multiplied by the number of full time attorneys in the firm's offices in the State, with the number of hours prorated on an actual day basis for any contract period of less than a full year or 10% of its contract with the State.

Failure to make a good faith effort may be cause for non-renewal of a state contract for legal services, and may be taken into account when determining the award of future contracts with the State for legal services.

5. EXPATRIATE CORPORATIONS: Contractor hereby declares that it is not an expatriate corporation or subsidiary of an expatriate corporation within the meaning of Public Contract Code Section 10286 and 10286.1, and is eligible to contract with the State of California.

6. SWEATFREE CODE OF CONDUCT:

a. All Contractors contracting for the procurement or laundering of apparel, garments or corresponding accessories, or the procurement of equipment, materials, or supplies, other than procurement related to a public works contract, declare under penalty of perjury that no apparel, garments or corresponding accessories, equipment, materials, or supplies furnished to the state pursuant to the contract have been laundered or produced in whole or in part by sweatshop labor, forced labor, convict labor, indentured labor under penal sanction, abusive forms of child labor or exploitation of children in sweatshop labor, or with the benefit of sweatshop labor, forced labor, convict labor, indentured labor under penal sanction, abusive forms of child labor or exploitation of children in sweatshop labor. The contractor further declares under penalty of perjury that they adhere to the Sweatfree Code of Conduct as set forth on the California Department of Industrial Relations website located at www.dir.ca.gov, and Public Contract Code Section 6108.

b. The contractor agrees to cooperate fully in providing reasonable access to the contractor's records, documents, agents or employees, or premises if reasonably required by authorized officials of the contracting agency, the Department of Industrial Relations,

or the Department of Justice to determine the contractor's compliance with the requirements under paragraph (a).

7. DOMESTIC PARTNERS: For contracts over $100,000 executed or amended after January 1, 2007, the contractor certifies that contractor is in compliance with Public Contract Code section 10295.3.

DOING BUSINESS WITH THE STATE OF CALIFORNIA

The following laws apply to persons or entities doing business with the State of California.

1. CONFLICT OF INTEREST: Contractor needs to be aware of the following provisions regarding current or former state employees. If Contractor has any questions on the status of any person rendering services or involved with the Agreement, the awarding agency must be contacted immediately for clarification.

Current State Employees (Pub. Contract Code §10410):

1). No officer or employee shall engage in any employment, activity or enterprise from which the officer or employee receives compensation or has a financial interest and which is sponsored or funded by any state agency, unless the employment, activity or enterprise is required as a condition of regular state employment.

2). No officer or employee shall contract on his or her own behalf as an independent contractor with any state agency to provide goods or services.

Former State Employees (Pub. Contract Code §10411):

1). For the two-year period from the date he or she left state employment, no former state officer or employee may enter into a contract in which he or she engaged in any of the negotiations, transactions, planning, arrangements or any part of the decision-making process relevant to the contract while employed in any capacity by any state agency.

2). For the twelve-month period from the date he or she left state employment, no former state officer or employee may enter into a contract with any state agency if he or she was employed by that state agency in a policy-making position in the same general subject area as the proposed contract within the 12-month period prior to his or her leaving state service.

If Contractor violates any provisions of above paragraphs, such action by Contractor shall render this Agreement void. (Pub. Contract Code §10420)

Members of boards and commissions are exempt from this section if they do not receive payment other than payment of each meeting of the board or commission, payment for preparatory time and payment for per diem. (Pub. Contract Code §10430 (e))

2. LABOR CODE/WORKERS' COMPENSATION: Contractor needs to be aware of the provisions which require every employer to be insured against liability for Worker's Compensation or to undertake self-insurance in accordance with the provisions, and Contractor affirms to comply with such provisions before commencing the performance of the work of this Agreement. (Labor Code Section 3700)

3. AMERICANS WITH DISABILITIES ACT: Contractor assures the State that it complies with the Americans with Disabilities Act (ADA) of 1990, which prohibits discrimination on the basis of disability, as well as all applicable regulations and guidelines issued pursuant to the ADA. (42 U.S.C. 12101 et seq.)

4. CONTRACTOR NAME CHANGE: An amendment is required to change the Contractor's name as listed on this Agreement. Upon receipt of legal documentation of the name change the State will process the amendment. Payment of invoices presented with a new name cannot be paid prior to approval of said amendment.

5. CORPORATE QUALIFICATIONS TO DO BUSINESS IN CALIFORNIA:

a. When agreements are to be performed in the state by corporations, the contracting agencies will be verifying that the contractor is currently qualified to do business in California in order to ensure that all obligations due to the state are fulfilled.

b. "Doing business" is defined in R&TC Section 23101 as actively engaging in any transaction for the purpose of financial or pecuniary gain or profit. Although there are some statutory exceptions to taxation, rarely will a corporate contractor performing within the state not be subject to the franchise tax.

c. Both domestic and foreign corporations (those incorporated outside of California) must be in good standing in order to be qualified to do business in California. Agencies will determine whether a corporation is in good standing by calling the Office of the Secretary of State.

6. RESOLUTION: A county, city, district, or other local public body must provide the State with a copy of a resolution, order, motion, or ordinance of the local governing body which by law has authority to enter into an agreement, authorizing execution of the agreement.

7. AIR OR WATER POLLUTION VIOLATION: Under the State laws, the Contractor shall not be: (1) in violation of any order or resolution not subject to review promulgated by the State Air Resources Board or an air pollution control district; (2) subject to cease and desist order not subject to review issued pursuant to Section 13301 of the Water Code for violation of waste discharge requirements or discharge prohibitions; or (3) finally determined to be in violation of provisions of federal law relating to air or water pollution.

8. PAYEE DATA RECORD FORM STD. 204: This form must be completed by all contractors that are not another state agency or other governmental entity.

2013 PROGRAM DEVELOPMENT GRANTS MASTER SCORE SHEET

APPLICANT(S): Jay Nolan Community Services

PROJECT #: 22

RATER	SCORE
Cooley, Lisa	100
Kennedy, Molly	87
Newton, Roberta	88
O'Brien-Peterson, Patti	100
Walsh, Jennifer	94
Total	469
Average	

Comments:

High

Completed by:_____

2013 PROGRAM DEVELOPMENT GRANT PROPOSAL
SCORE SHEET

Name of Applicant(s) Jay Nolan Community Services

Project # 22 **Name of Rater:** Jennifer Walsh

Criteria	Score
1. Project demonstrates how it will achieve increased number of youth in integrated competitive employment and/or postsecondary education. *(20 points possible)*	20
2. Project demonstrates how it will reach and serve underserved populations. *(10 points possible)*	10
3. Applicant(s) have experience, knowledge and demonstrate the ability to accomplish what is being proposed. *(5 points possible)*	5
4. Project demonstrates sound methodology with appropriate timeframe for meeting goals and objectives and has a timely and reasonable work plan. *(15 points possible)*	15
5. Project has measureable outcomes for the target population. Priority given to those proposals designed to achieve tangible outcomes. *(15 points possible)*	15
6. Proposal demonstrates evidence of interagency collaboration and how it will be integrated with services in the existing serve system. *(10 possible points)*	4
7. Project budget is reasonable and appropriate to accomplish the project objectives. *(10 points possible)*	10
8. Project identifies realistic strategies for sustainability and replication after grant funding has ended. *(10 points possible)*	10
9. Reviewer believes project should be funded as compared to other projects. *(5 points possible)*	5
Total Score *(100 possible points)*	94

Comments:

(See reverse side for definition of terms)

2013 PROGRAM DEVELOPMENT GRANT PROPOSAL
SCORE SHEET

Name of Applicant(s) Jay Nolan Services

Project # 22 **Name of Rater:** Newton

Criteria	Score
1. Project demonstrates how it will achieve increased number of youth in integrated competitive employment and/or postsecondary education. *(20 points possible)*	18
2. Project demonstrates how it will reach and serve underserved populations. *(10 points possible)*	10
3. Applicant(s) have experience, knowledge and demonstrate the ability to accomplish what is being proposed. *(5 points possible)*	5
4. Project demonstrates sound methodology with appropriate timeframe for meeting goals and objectives and has a timely and reasonable work plan. *(15 points possible)*	15
5. Project has measureable outcomes for the target population. Priority given to those proposals designed to achieve tangible outcomes. *(15 points possible)*	15
6. Proposal demonstrates evidence of interagency collaboration and how it will be integrated with services in the existing serve system. *(10 possible points)*	10
7. Project budget is reasonable and appropriate to accomplish the project objectives. *(10 points possible)* pretty high - 8 staff??	7
8. Project identifies realistic strategies for sustainability and replication after grant funding has ended. *(10 points possible)*	3
9. Reviewer believes project should be funded as compared to other projects. *(5 points possible)*	5
Total Score *(100 possible points)*	88

Comments: Many strategies being proposed, key one Customized Emp. (CE) G-H & Easter Seals partners. Family involvement. internships Microent.

(See reverse side for definition of terms)

2013 PROGRAM DEVELOPMENT GRANT PROPOSAL
SCORE SHEET

Name of Applicant(s) Jay Asian Community Services

Project # 22 **Name of Rater:** Lisa Cebrey

Criteria	Score
1. Project demonstrates how it will achieve increased number of youth in integrated competitive employment and/or postsecondary education. *(20 points possible)*	20
2. Project demonstrates how it will reach and serve underserved populations. *(10 points possible)*	10
3. Applicant(s) have experience, knowledge and demonstrate the ability to accomplish what is being proposed. *(5 points possible)*	5
4. Project demonstrates sound methodology with appropriate timeframe for meeting goals and objectives and has a timely and reasonable work plan. *(15 points possible)*	15
5. Project has measureable outcomes for the target population. Priority given to those proposals designed to achieve tangible outcomes. *(15 points possible)*	15
6. Proposal demonstrates evidence of interagency collaboration and how it will be integrated with services in the existing serve system. *(10 possible points)*	10
7. Project budget is reasonable and appropriate to accomplish the project objectives. *(10 points possible)*	10
8. Project identifies realistic strategies for sustainability and replication after grant funding has ended. *(10 points possible)*	10
9. Reviewer believes project should be funded as compared to other projects. *(5 points possible)*	5
Total Score *(100 possible points)*	100

Comments:

(See reverse side for definition of terms)

2013 PROGRAM DEVELOPMENT GRANT PROPOSAL
SCORE SHEET

Name of Applicant(s)____Jay Nolan_____

Project #__22____ **Name of Rater: Molly Kennedy**

Criteria	Score
1. Project demonstrates how it will achieve increased number of youth in integrated competitive employment and/or postsecondary education. *(20 points possible)*	**17**
2. Project demonstrates how it will reach and serve underserved populations. *(10 points possible)*	**8**
3. Applicant(s) have experience, knowledge and demonstrate the ability to accomplish what is being proposed. *(5 points possible)*	**4** 24
4. Project demonstrates sound methodology with appropriate timeframe for meeting goals and objectives and has a timely and reasonable work plan. *(15 points possible)*	**12** 12
5. Project has measureable outcomes for the target population. Priority given to those proposals designed to achieve tangible outcomes. *(15 points possible)*	**13** 41
6. Proposal demonstrates evidence of interagency collaboration and how it will be integrated with services in the existing serve system. *(10 possible points)*	**7** 12
7. Project budget is reasonable and appropriate to accomplish the project objectives. *(10 points possible)*	**5**
8. Project identifies realistic strategies for sustainability and replication after grant funding has ended. *(10 points possible)*	**6** 11
9. Reviewer believes project should be funded as compared to other projects. *(5 points possible)*	**3** 10
Total Score *(100 possible points)*	

Comments: good concept – budget too large based on how many will be served

COUNCIL AGENDA ITEM DETAIL SHEET

ISSUE: 2013 State Council Grant Cycle

BACKGROUND: Each federal fiscal year, the Council administers grants to community-based organizations to fund new and innovative program development projects. All projects are designed to implement the California State Strategic Plan on Developmental Disabilities (Plan) goals and objectives and improve and enhance services for Californians with developmental disabilities and their families. Program Development Grants (PDG) provides funding for new approaches to serving Californians with developmental disabilities that are part of an overall strategy for systemic change. Available grant funds included in the Council budget are approximately $1 million annually, however subject to federal appropriations to the Council.

During 2012 (current year) each area board was given $35,000 to solicit and fund projects consistent with the Plan. In addition, funding was awarded, via RFP, to provide support and facilitation services to self-advocate council members; self-advocates on the Council's Employment First committee, and to support and facilitate the implementation of the Statewide Self-Advocacy Network including funds for support of regional self-advocacy activities that build into the statewide network.

ANALYSIS/DISCUSSION: Due to lack of Council appointees (quorum) and staff resources (no appointments), the 2013 grant process has yet to be established, however must be at the May Council meeting in order to establish a timeline that will allow for the solicitation, awarding and contracting process for projects to begin October 1, 2012 (federal fiscal year 2013).

Because the grant process was addressed via the area board during 2012, on March 22, 2012, area board executive directors met with Council staff to review the 2012 process, timeline for 2013 and develop recommendations for the 2013 grant cycle. Based upon their experiences from 2010 and 2012 which varied from small ($10,000) mini grants to larger ($35,000) local allocations, the executive directors recommended the following for 2013:

1. Each area be allocated $20,000 for local projects consistent with the State Plan and local priorities.

2. Area boards will fund no more than two projects from the allocation in order to reduce the contracting workload.

3. Area boards are encouraged to solicit regional projects (more than one area board).

4. The remainder of the funding (absent that already committed to support of self-advocacy activities and based upon the actual level of funds available) be used in a request for proposal for larger, potentially statewide impact, project(s). This portion would be managed by the Council's Program Development Committee based upon Council identification of a selected priority(s) from the Plan.

Under this approach and assuming $1 million will be available for the 2013 cycle, $260,000 would be managed by the area boards; the Council has already committed $280,000 for support of consumer participation on the Council, Employment First Committee, and for support of the Statewide Self-Advocacy Network and $100,000 for support of regional self-advocacy activities designed to build the statewide network, approximately $670,000 of the $1 million is committed toward implementing State Plan goals and objectives. Therefore approximately $360,000 is available for the Council to determine how to use focused one or more State Plan goals other than self-advocacy (i.e. employment, emergency preparedness, public safety, school to work transition, early intervention, health care, affordable housing, etc.)

COUNCIL STRATEGIC PLAN OBJECTIVE: All goals and objectives in the 2012-16 Plan.

PRIOR COUNCIL ACTIVITY: On April 10, 2012, the Council Executive committee adopted the recommendation from the area boards to allocate each area $20,000 for local projects; limiting local projects to no more than two per area; encouraging regional collaboration; use remaining funds for a statewide, potentially multi-year project; and require a standardized evaluation process be developed and implemented for all projects.

On April 18, 2012, the Council Employment First Committee met and discussed a set of principles for the use of the grant funds as well as identified some potential concepts for consideration related to State Plan employment goals and objectives.

PDC RECOMMENDATION(S): Pending. Committee meets on May 14, 2012 and will present its recommendation at the Council meeting.

ATTACHMENTS: 2012-16 California State Plan on Developmental Disabilities; and principles and concepts from the Council's Employment First committee.

PREPARED: Carol J. Risley May 2, 2012