

**ST OF CA-REHABILITATION-CAL-CIE
Stakeholder Forum - Overview
Moderator: Lana Fraser
March 23, 2015, 4:00 pm CT**

Coordinator: Welcome and thank you for standing by. At this time participants will be on a listen only mode, until the question and answer session of today's call.

At time, you can press Star 1 to ask a question from the phone lines. I'd also like to inform the parties that today's call is being recorded. If you have any objections you may disconnect at this time.

I'd now like to turn the call over to Ms. Lana Fraser. Thank you.

Lana Fraser: Good afternoon everyone. My name is Lana Fraser and I'm the Project Manager for the California Competitive Integrated Employment Project and I will be facilitating today's call.

This is a Public Forum. It is the first of several that we will be holding with regards to the California Competitive Integrated Employment Blueprint Development.

Today's call will be one hour and 30 minutes in length. After the opening presentations, there will be an opportunity for public comments and questions.

If we are unable to get to your comments today, please know they'll be additional forums and please feel free to forward input and comments to the California C I E @ D O R . C A . G O V inbox.

And I'll repeat that again later on in the Conference Call. Your input is really very important to us on this project, so please feel free to use the In-box up at the Project Development Space.

This, as the operator indicated, is an Operator Assisted Call. The operator will coordinate the comments portion of today's teleconference.

The transcript of the comments from today's call, along with any additional written comments we may get, will be posted on the California Health and Human Services Agency, California Competitive Integrated Employment Web Portal.

That Web Portal is now currently Not Live, but it is anticipated that that portal will be up and running soon and this is where we will be posting work products from the California Soft Projects, as well as, the transcripts from today's call.

When speaking, we ask that you please refrain from using acronyms. Since we have a large number of participants on today's call, and not all may be familiar with each acronym.

I would like to introduce today's Opening Speakers. We will have opening statements from Santi Rogers Director Department of Developmental Services, Joe Xavier Director Department of Rehabilitation, and Alison Greenwood, Administrator for the California Department of Education, Special Education Division, on behalf of (unintelligible) director.

Following the directors, representatives from the California Competitive Integrated Employment Interagency Work Group will provide an overview of the Blue Print Development Process.

In addition, as part of the comment period, we have developed a series of questions and ask your feedback, as it will assist us as we move forward.

As the Operator indicated, to speak during the comment period, please press the Star key and number 1 and state your name and it'll be prompting.

I would now like to turn the call over to Director Santi Rogers of the Department of Developmental Services. He will be followed by Joe Xavier, Department of Rehabilitation Director and by Alison Greenwood from the California Department of Education.

Director Rogers?

Santi Rogers: Thank you very much, Lana. Welcome to all of us who are in the room here, but especially to all our fellow Californians throughout this great country state called California.

If you hear excitement in my voice, I'm excited as California. I'm excited as Director of Developmental Services. This is my 13th month, yes I was born and raised in California. I count everything by the month.

So the important about that is I have the privilege of coming to work again, after 47 years working with individuals intellectual and developmental special needs from a rehab therapist to a special educator, working at many developmental centers and moving the developmental centers consistent with the Alignment of Developmental Services Act that allows us to have a Department of California and California that serves people with intellectual and special needs.

It's exciting to be at this point in time in our history. As look at one of the aspects of a good life, and that's the opportunity to have competitive integrated work.

All of us as Californians value that and from that value, it contributes immensely to a good life. So we're excited about this. I'm excited with the history I just told you about and knowing so many Californians and please know this, I've eaten chicken in all 58 counties in California.

I love California. I've ridden a motorcycle and bicycle everywhere in California and it - hopefully you have heard the excitement.

We are interested in providing the opportunity under this progressive set of establishing to Californians on how we can accomplish it. So it's good luck to all of us and we're looking forward to your input today and many other times, including all the people that we potentially will be serving. We're excited about that.

And then the next exciting thing, is I get to pass this introduction to go see a good friend of mine. And he's a real exciting guy and I love putting pressure on him.

Joe Xavier: I appreciate that. Welcome to all of you. Last count we had over 120 lines on the call. You can expect that there are multiple listeners at each of those points, so there's quite a bit of interest in the work that we're doing here.

Where we will make - thank you for making the time to join us today and to share some information with us and allow us to share some information with you.

I'd like to acknowledge the partnerships that we have with our Health and Human Services Agency, and I believe that we have one of our Assistant Secretary's on the line, our California Department of Education, certain Santi and the team at DDS - Department of Developmental Services and then the team here at DOR and of course, DRC for assisting the departments in moving in this direction.

We've established a work group that is being led by Lana Fraser who has a long history with DR and working with individuals with disabilities and give our representation from all of the three departments to work on the blue print and to advance the services forward.

This is really an opportunity for us to advance California's Employment First Policy, to increase competitive integrated employment and certainly to preserve consumer choice as we move forward.

Our stakeholders, your input, your contribution's invaluable, so is finding the right balance to move forward on the work that we're doing here today, so thank you for being here today and thank you for the opportunity to be here with what we're sharing, as well as, especially hear from you.

So let me stop there and turn this over to, I believe its Alison.

Alison Greenwood: Yes. Thank you. And my behalf, I'd like to welcome all of you on the line willing to take time from your busy schedules to provide us with the input today and also just to say, with how excited we are for this opportunity to work with our partners with the Department of Developmental Services and the Department of Rehabilitation. So thank you all.

Lana Fraser: Thank you Directors Rogers, and Xavier and Ms. Greenwood. I would like now to introduce our first Interagency Workgroup Presenter, Brian Winfield. Brian is the Assistant Deputy Director for the California Department of Developmental Services.

Brian is one of three Department of Developmental Services Members on this Workgroup.

Brian?

Brian Winfield: Thank you Lana. The Department of Rehabilitation, Department of Developmental Services and the California Department of Education have committed to working together to increase opportunities for individuals with intellectual and developmental disabilities in competitive integrated employment and to reduce reliance on sub-minimum jobs and educated work settings.

The State Departments Credit Disabled California, a Disability Organization with assisting the departments in taking this monumental step to the California's Employment First Policy.

In December 2014, the three departments signed a memorandum of understanding with the intent to identify and implement improvements in furtherance of the state's Employment First Policy and other federal and state laws describing employment in integrated settings at competitive wages for individuals with intellectual and developmental disabilities.

In February, Department of Rehabilitation, Department of Developmental Services, and the Department of Education formed an Interagency Workgroup to begin development of a written plan referred to as the blueprint to achieve competitive integrated employment.

The Workgroup membership is comprised of subject matter experts on topics related to competitive integrated employment. The Workgroup meets weekly on work products developed by the Workgroup will be shared with stakeholders for input and feedback throughout the blueprint development process.

The blueprint will be the plan for the Departments to use to support the achievement of competitive integrated employment over a five year period.

The following areas will be explored during the blueprint. Development and Administration of training for education, employment and day services providers, Department Staff, Regional Center Staff, Consumers, Town Members and others, promotion and restructuring of state funding for integrated work sites, preservation of consumer and family member opportunities to make informed and meaningful choices.

Phasing out of the payment of sub-minimum wages in state funded employment, expansion of engagement with an outreach and training to private sector employees, expansion of the capacity of and number of supported employment providers, development and meaningful outcome measures and improvement of data collection and sharing among the departments.

Expansion of the availability of competitive integrated employment opportunities, development of a common understanding of integrated and competitive employment, and lastly, improved interagency coordination, including referral processes between agencies and the continuity of transition planning from school to work.

Please note, however, no decisions will be made on any of these areas at this time. Thank you.

Lana Fraser: Thank you Brian. I would now like to introduce Jill Larson, Special Education Consultant with the California Department of Education and one of the three Workgroup members from the Department of Education on our Interagency Workgroup.

Jill.

Jill Larson: Thank you. The Workgroup will meet regularly to complete each of the four blueprint topic areas, which are first, rules and coordination, second funding and types of services and providers, third, outcome measures, and fourth training.

The topic area documents will form a delingual for the development of the final blueprint. For the first topic area, rules and coordination, the workgroup will focus on two things. One, state and local agency rules and responsibilities to facilitate the achievement and maintenance of competitive integrated employment for individuals with intellectual and developmental disabilities.

And number two, approaches for improving data collection and sharing among the three departments.

For the second topic area, which is funding and types of services and providers, the workgroup will look at, first ways to encourage and expand competitive integrated employment and number two, ways to reduce non-competitive integrated employment outcomes.

For the third topic area, which is outcome measures, the workgroup will focus on first, how to measure competitive integrated employment outcomes and two, what realistic and meaningful goals will be used.

For the fourth topic area, which is training, the workgroup will look at, one training opportunities for staff, regional centers and other partners, and number two, opportunities to educate consumers and their families.

Over the last two months, the workgroup's focus has been on developing blueprint topic number one, rules and coordination. For today's call we would like to take this opportunity to reach out to our partners at the state and local level to receive input on the overall blueprint topic.

Thank you very much.

Lana Fraser: Thank you Jill. And one other footnote on the topic area one that we have been working on, but have also developed a common understanding for competitive integrated employment. This document, I think, when you - we sent this out to many of you have already received it.

It's still in draft form, but one of the things that we thought was key and it was part of topic area one, was to make sure that we all have a common understanding in terms of the definition.

The definition of course, is it aligns itself with Employment First, it aligns itself with the Federal definition as well.

So when you see this first of our many work products to come, your thoughts and input and feedback will be helpful.

Also to bear in mind, as we develop the blueprint, the blueprint is exactly what it is. It's a blueprint of what we as three departments coming together and with stakeholder input intend to do. What we intend to do to further the cause of competitive integrated employment.

And bear in mind, that part of the MOU does outline the fact that we will now after that five years to really put all of this into place, because much of what we - may identify within the blueprint, will certainly take more than the time period attached to develop the blueprint.

This is a long-range project to make a significant difference in the lives of those individuals that we all serve.

Next I would like to introduce the last of our workgroup presenters. Nina Presmont. Nina is a Chief of the Program Policy Implementation Unit for the Department of Rehabilitation.

Nina is also one of two representatives from the Department of Rehabilitation on the interagency workgroup. Nina.

Nina Presmont: Thank you Lana. And good afternoon everyone. We have developed some questions, we believe will provide us with valuable information and feedback from you to help inform how we work together to successfully develop the blue print.

First, with regard to coordination between the departments, the questions are: What recommendations for improving interagency coordination including referral processes between departments and the continuity of transition planning from school to work, can you share? Next, what examples, of the second interagency coordination at the local level can you share?

The next topic is, with regard to data collection and sharing. The questions are: For service providers, what data would be helpful to assist you as you improve your

services over time? And for families and consumers, what data is important to you as you make decisions about employment and the future?

With regards to outcome measures, the question is, What ideas for successfully measuring competitive integrated employment outcomes can you share?

And finally with regard to training the questions are: What existing training opportunities can be expanded upon to include training specific to competitive integrated employment for individuals with developmental and intellectual disabilities?

And where is additional training needed with regard to competitive integrated employment for individuals with intellectual and developmental disabilities?

Thank you.

Lana Fraser: Thank you Nina. These questions were sent out last week to all of the stakeholders that have the same distribution list that we currently have. In addition they are on the Department of Rehabilitation Web site.

If for some reason, just one last housekeeping issue, if for some reasons you did not receive the Invitation to Participate on this call directly from the California - we call it California Pride, but the California Competitive Integrated Employment Project, and you would like to be on our distribution list, please let us know through the California CIE@dur.ca.gov inbox and we'll make sure to add you to our stakeholder list.

At this time, we would like to turn the call over to our Verizon Coordinator who will assist with the comment period for this telecom - teleconference. Thank you. Operator.

Coordinator: If you would like to ask a question or post a comment from the phone lines, please press Star 1. You will be prompted to unmute your phone and record your name. Again, that's Star 1. One moment please for the first participant.

(Brian Larson) Exceptional Children Foundation, your line is open.

(Brian Larson): Yes. Will California's restore employment rate cuts be restored to achieve the outcomes of obtaining and maintaining integrated competitive employment?

John Doyle: Hi, this is John Doyle with the Department of Developmental Services. There are no current plans right now to restore the Support Employment hourly job coaching rates, so there's nothing in the Governor's budget that would increase that rate.

Lana Fraser: (Brian) this is Lana Fraser again. As with many of the projects that we're currently working on, including the Workforce Innovation and Opportunity Act, none of the states nor has the state received any additional funding, but that doesn't mean that we're not going to - let's see.

One of the topic areas under the blueprint is services and funding.

(Brian Larson): I had one other question.

Lana Fraser: Go ahead (Brian).

(Brian Larson): As far as regional centers in Southern California, some are getting away from the Work Activity Program. Is there any information from any of the other regional centers around the country that are around the state that are currently doing the same thing?

John Doyle: I don't think - again this John Doyle with Developmental Services. We're not aware that there's a widespread issue with that. So they're been - there may be some cases of it, but we haven't heard that it's kind of a widespread thing.

John Doyle: Thank you.

(Brian Larson): You're welcome.

Lana Fraser: Next operator.

Coordinator: (Terry Godwin) your line is open.

(Terry Godwin): Yeah, the questions - suggestions regarding inner improving interagency coordination. I think it's really critical that each community comes together, 'cause I've seen over the years, so many people that the processes are - well the processes are very different by every district, as well, but it would be really nice to - for each area to really have regular communication, like on a quarterly basis with all three partners, education, department of rehab, the regional centers, BDS, whatever, but it really doesn't happen and we have to set up some sort of system that would bring that about.

Lana Fisher: Thank you (Terry). This'll certainly be something that we will look at within the workgroup as we're looking forward, and please be - keep an eye too, for when we post document with regards to this topic area.

Next operator.

Coordinator: (Linda O'Neil) your line is open.

(Linda O'Neil): Hi. This is (Linda O'Neil). I'm from the Irvine Unified School District and thank you for the opportunity to give input.

We're fortunate here in the Irvine School District that we have a Workability One Program, a TTP Program, First Investment Act, It Works, Cal Promise and we also participate in the California Employment Consortium for Youth, the CC Program.

The comments I'm going to give today will focus specifically on students with intellectual and developmental disabilities. And one of the things that I first want to say, is that we're very fortunate here to have been provided a specialist BPT Program within our Larger TTP Program to serve students with intellectual disabilities and it was actually started about 15 years ago with the leadership of Katherine Campizi who at the time, was the California Department of Rehab Director.

And some of the things that we have learned will be included in some of our recommendations today.

First of all, with regards to coordination between districts and the referral process, one recommendation would be to make sure that you have an opportunity to take to some of the California Regional Centers who have established employment First Employ Policies and are well underway to implement to identify the best practices to date.

Their issues encountered and how they've addressed them and then their successes.

The other thing that I think would be important is for us to look at how we're utilizing the summary performance that each student should be leaving the school with.

And to make sure that we are putting in information about work training and resumes and accommodations used out in the community, job coaching services, national support and so forth.

With regards to continuity of transition planning, from school to work, we have some great transitional Partner projects and workability programs throughout California and we need to get at the best practices for promoting competitive integrated employment.

We also need to identify and consider any methods that have been used to address concerns that have come up in issues. And the other thing that I think is important, is to look at all of the adult service providers out there who have done a great job in partnering with school districts to promote CIE.

In addition, we need to have some kind of Web site where we're programs that have been doing a great job can post information for others to see.

There are a lot of effective interagency coordination examples here in Orange County. One is our Orange County Adult Transition Taskforce and in that Taskforce we have members from...

Man:

Was it us or them.

(Linda O'Neil): ...other community agencies and we meet monthly to discuss issues regarding making sure that our adults and youths with disabilities have access to post-secondary education and employment.

There's also Work Service Committee that is chaired by the Department of Rehabilitation in Anaheim that includes (Yolan McGinney Hills) and their adult service providers and school districts on that.

And then we have various other committees where we're working together as a team, all three organizations and agencies that are represented on the group.

There's also business advisory committees that are helping us to make sure that we have enough business sites for our students to have work training opportunities and competitive integrated employment.

So that's really, really important. With regards to data collection and sharing, we've followed the lead from our CC partners and the UCLA Project and we have collected a lot of different kind of data that has helped us identify, not only best practices, but also the things that we really need to work on, things we need to improve.

And so some of the things we're collecting, would be the types of jobs. There's a work training opportunity the students are in, the job description, what kind of benefits they're getting hours per week, the pay rate related work benefits.

We are also collecting whether the students are receiving supplemental security income. We're collecting whether they're using work incentives or not and what transportation methods they're using and then how long they're retaining those jobs.

This particular information is critical for all of us, whether we're coming from education, department of rehab, regional center or an adult service provider system.

And for our families and consumers, we want to make sure that we are collecting data to provide them information so that they can make really great decisions about how and when their students will begin their work training experiences.

And also too, the fact that integrated employment is something that's important for their students, so we want to collect many of the same kinds of information we're collecting I've seen as data before.

Outcome measures are critical for us. We have databases set up that we are keeping track of what's happening with our students and it's imperative that we keep data for in-school and out-of-school using young adults.

And we can only do that is if we start sharing information across agencies. One of the things that we need to look at there, is a multi-agency release of information, so that we don't get ourselves in any trouble without looking other people's data.

And we've done a really good job with that, and Cal Promise Program and maybe - that might be something to look at.

And with regards to training, there's so many things that we need training on, but there's lots of opportunities out there to expand on things that are being done already, like work ability and TTP.

And some of the local steering committees the transition - the California Traction Alliance, our SEED Offices around the state.

This really right also has a great training on for employment First Policy. We have partnerships with some of our local universities, where we can definitely expand training opportunities. And then of course, our Business Advisory Committees' are great training opportunities for business partners, and then Project Search is something to look at.

There's lots of topics that we need to address and I talked about some of the them, but I want to mention in particularly Benefits Management and Planning is something that we need to look at and also using technology and touch screen technology.

And thank you very much for the opportunity to give input.

Lana Fraser: (Linda) this is all kinds of good. Thank you. And as a matter of fact, this morning our interagency workgroup met for our weekly work session and the transition partnership project, the TPP, was one of the ones we were discussing.

So I - we really appreciate your thoughtful comments.

(Linda O'Neil): Thank you.

Lana Fraser: Our next speaker.

Coordinator: (Beth Burt) your line is open.

(Beth Curt): I'm (Beth Burt) Autism Society of California President and proud mom of a 22 year old son with Autism as well.

Thank you for this opportunity. I don't have as ideas as the previous speaker, but one of the things that we've been looking at specifically, employment is an area we're very particularly concerned about, is the change to the Welfare Institution Code back in 2011, that prohibits Regional Center from purchasing any types of programs.

And it's my understanding that prior to that, there was a relationship where regional center vendor and the school district would overlap the last six months of an individual's education career to provide a smoother transition.

And it seemed to work really well, until the budget crisis. So that would be an area that I would like us to look at, seeing whether to trailer building bridge or some like legislative fix, that we could go back and look at truly collaborating and overlapping any cost effective way to make sure that the transition is a smooth one.

Thank you.

Lana Fraser: Thank you (Beth). That - what you brought up is a PSA that the workgroup is looking at too. How we can best utilize the services that three departments currently are able to provide in the best way possible to have that seamless, yet integrated service delivery system.

We will make note of your comments. Thank you.

Next operator.

Coordinator: (Deborah Marcella) your line is open. (Deborah) your line is open.

Deborah Marsteller: Hi. This is Deborah Marsteller from Project Independence. Thank you for the opportunity to give input.

One of the things I wanted to bring up was accreditation and to keep that on every agenda. There's been rumors circulating for a number of months, if not years, that the Department of Rehab may take over that review process saving vendors thousands, tens of thousands of dollars in some cases.

So I wanted to promote that continuing investigation of alternatives. I also wanted to talk about the perusal of increasing the number of SE Service Providers.

As we look at it, providing 100 - 200 individual placements in Orange County, it's a money loser. And to just look at bringing more people into a broken system, be a fool here in a lot of ways.

So I wanted to bring up that point. As far as training, I would like to recommend a collaboration with DDS and their DSP training which is online now and is excellent and from what I understand, they're looking creating more modules to do more direct service professional training.

And if we could implement job search training along with some of the things they've already go going, that would be a great collaboration.

So that's all I've got.

Lana Fraser: Thank you.

Next one operator.

Coordinator: (Susan Bobbitt), your line is open.

(Susan Bobbitt): Oh, good afternoon. I'm (Susan Bobbitt-Voth) from the West End SELPA Administrator, I'm also the Co-Chair the Transition Committee for the State SELPA Organization.

And I'm a member of CECY. And I'm very grateful for this opportunity. We have a Workability grant, TTP Grant and Promise Grant here at the West End SELPA. And I'd like to thank Linda Irvine for all of her comments.

We agree totally with everything she had to say and I would just like to go a little further with some of the questions that you have here on Question Number One, that recommendation for Improving Interagency Coordination.

If we could simplify the forms, the documents and the procedures and move to a digital, online format, we think that would be much more efficient. I'm not sure, are you hearing me?

Lana Fraser: Yes.

(Susan Bobbitt): Okay, just wanted to confirm. And then also you know, as we've looked at Project SEARCH and other programs that are out there, we totally concur with some things that (Erin Reilly) says, and that is that unpaid internships while students are in high school are totally appropriate under the law.

And we would request that Workability consider a new category that could be students placed that are on internships because our budgets can't cover placing all students in say 100 hours at the competitive prevailing wage, but if we could place students in career pathways that included an internship, we think sustainable employment might be enhanced.

Also, along with what Linda was saying about Interagency Collaboration and you have that question on here. We have had great success in the last year with what we call STIC, Secondary Transition Interagency Collaborative.

We have invited our local DOR, DDS and all the other agencies, the Adult Programs, everybody we can think of that's involved in this transition to the Competitive Integrated Employment to work with us.

We've had different agencies share at each meeting about what their roles are. It's really helped us to understand and to understand how the challenges in all of this are impacting us.

And next year, we plan to follow that up with a Business Advisory Committee because we realize that until we do that, we're just not going to make the progress we need to - because unless we engage the employers, we're not going to have the jobs that we need for our students.

Also, let me see here. I think there's a need to clarify the definition of ID DD, between the K-12 system and the definition that we operate under versus the Adult Programs, and agencies. I think so often, when we lump ID and DD together from the school perspective, we're looking at two very different populations of people potentially and that's where I'd like to just talk about another hat that I wear, and that is I also have a 31 year old daughter with autism.

And as I listen to the Adult Programs and I sit on the Board of her Adult Program, I think we have a huge amount of work to do to determine what's the appropriate role of the Adult Programs as we move forward too. I don't think something that we heard recently that our workshops needs to be gone, is going to be in the best interests of everyone either.

So I just think we need to strive for balance and look for what's going to be the most appropriate placement for everybody involved.

Thank you.

Lana Fraser: (Susan) thank you. This is Lana Fraser again. Your comments are thoughtful ones and several are ones that we will certainly - the members of the workgroup are also listening in on this call, as well as the directors here in the room, and I'm glad that you brought to the focus that although our services to use are key and are very, very important to all of us, but this project is also in addition to looking at the youth populations reaching Competitive Integrated Employment.

It is also for adults. And so this is the scope of what we'll be looking at is a broad one.

But thank you again for your thoughtful comments.

(Susan Bobbitt): And anything I can do to move forward with the future, I'm more than available. Thank you.

Lana Fraser: Thank you.

Operator next speaker.

Coordinator: And once again, to ask a question from the phone lines, please press Star 1. (Brian Lawson) your line is open.

(Brian Lawson): I've got a couple of questions. Could we have - develop a Best Practice for Support Employment develop a one voice about our mission in California, too like the Target stores, the Wal-Mart stores, the Ralph stores.

It seems as though there's a mixed message out there be it whatever, and in terms, if we could have something that would actually be to all the either regional or district offices about our program, I think it would be very helpful.

The next question I have is building a strong integrated wounded warrior and vet program that are looking for employment. Do you have a program in place and is it some information that you could share with us at this time?

Lana Fraser: (Brian) to your first comment. This will certainly be a topic I can take that and the workgroup will look at. In terms of the Best Program, I'm going to turn to (Jeff Real) is there anything specific that you might be able to share?

(Jeff Real): Well actually we would love to see the information you just referenced. If you could send it to the workgroup that'd be fantastic.

(Brian Lawson): All right.

Lana Fraser: You can send that to CaliforniaCIE@dor.ca.gov.

(Brian Lawson): Yeah, I'll send that as well. Yeah.

Lana Fraser: Okay. Thank you very much.

(Brian Lawson): Yeah.

Lana Fraser: Our next speaker operator.

Coordinator: (Mark Paul) your line is open.

(Mark Paul): Thank you. Yeah, my name is (Mark Paul). I'm a parent and have a seat on the California Employment Consortium Pervue. I want to double down first off on the earlier comment about changing the labor bill language that was adopted in 2009, which makes it very difficult for the Service - the regional centers to serve all students between the ages of 18 and 22.

I think it should be pretty cost effective for the state and fairly simple to allow regional centers to provide employment services during that age range. Because if students become employed and then don't go into Day Programs once they leave school, there's tremendous (unintelligible) safety belt with that employment is very targeted.

You know, this pro of the language gets in the way of a lot of interagency collaboration during the transition years and in general, you might want to look at regulation change to actually encourage (Unintelligible) funding at various ages during transition age and also during adult years.

For example, the Transient Program in San Francisco. There's sequence funding where regional centers will pick up a program hours, but then when the department can get real facilitation, picks up some hours to support somebody to job coaching and an employment site in the regional center hours are decreased.

And you know, there's many ways of doing this, including (Sara Cheese) has a lot of wealthy class funding. But very often people at the local level don't know that this allowed and so leadership from the departments to declare that this allowed the regulation changes that encourage this, hold a lot of promise, and get a lot of things done.

When you talk about training a staff, I'm very glad you're addressing that in the blueprint. It's really important that the professionals that students or adults with development disabilities and family members the messages they receive from professionals, should be the same messages.

It was also mentioned earlier, that the messages that employers receives from professionals should be the same messages. So when staff are trained, it could be good if it's from the same song sheet, so to speak, so that the training of staff is sort of consistent across departments and agencies, so that the same messages go out when the professionals finally interact with consumers and family members.

I want to mention a few things with regard to outcome measures, because it's really critical for the state including stakeholders and the departments that are implementing employment first, have adequate data to know if we're actually making progress.

And one important thing would be to allow specifically the Department of Developmental Services, but potentially other departments to receive specific income data from either EBD or Franchise Tax board.

So for example, the Department Developmental Services could do runs of two it that actually - what people's actual income is. And if they have that data, then they would actually be able to do analysis by demographic subgroups, for example, ethnicity, age, level of disability, type of disability, geography, and actually be able to dig down into what kind of progress is being made for each of these various subgroups, that has tremendous import in terms of implementation of employment first.

Also, there should be requirement to collect data from venders who support people with developmental disabilities in employment. Some of the data was mentioned earlier, by (Susan) I believe it was, but we need data, not just that somebody is working or their income, but how many - how much they make per hour.

How many hours they work, how long they have been on the job, in other words job stability, do they get benefits, do they work next to people without disability at their worksites, so that, a great deal of data we need to get to know if the actual jobs are really competitive and are truly integrated and they're being treated like other employees are in workplaces.

Thank you.

Lana Fraser: (Mark) thank you. This is Lana again. I really appreciate your comments too on the outcome measures. Many of the things that you brought up and are exactly what we and the workgroup have been looking at, particularly with you know, employment in terms of earnings, in terms of hours, in terms of the actual jobs.

And you know, we want to look at retention too. Your thoughts on the vender data too will be a real take and again, when we start posting those documents around our - the draft documents around those topic areas, we'd certainly like your insights.

I find it interesting a remark that you mentioned, a transient, as I said we had a workgroup meeting this morning and we were talking about (Sarah)'s program this morning.

So I think we're connecting in many, many ways. I think our - the folks that we have on the workgroup are certainly folks that there are very connected to safety and again, please continue to keep sending us your thoughts and comments.

Thank you again (Mark).

(Mark Paul): Yeah. Thank you Lana. It's good talking to you again.

Lana Fraser: Operator our next speaker.

Coordinator: (Steven Cop) your line is open.

(Steven Cop): Oh hello. Thank you. I am a council member of the State Council on Developmental Disabilities and also the Council's liaison to CC to California Employment Consortium for youth and a self-advocate.

And this a variation of the theme that (Mark) raised, see the - hopefully to add something new. I have a suggestion, well a question and a suggestion. So in terms of the question, in terms of data outcomes related to service providers, I suggest a performance based rate setting system that hits providers for hours worked, rather than hours of service provided.

This is Oklahoma's only Implement First Policy and there's a Policy Directive for their Developmental Services Department. According to the Institute for Community Inclusion State Data National Report, unemployment services and outcomes, Oklahoma has the second highest competitive innovative employment rate in the United States of 62%.

Do you think such a model of funding incentive could be applied to the Departments of Development Services Education and Rehabilitation? And before my comment, which has just - in addition to the State Council and CC as partners for consultation or technical assistance, I wonder the blueprint, Reform Partnership would consider the alliance participation which is the two member organizations consisting of leaders among advocates and professionals representing people with disabilities or family service providers, researchers and academia and the government.

And that they have a campaign for the need for “real jobs” and long - and their goal was to - in November 2011, to double competitive integrated employment by this year with the goal of making “making fully integrated employment a reality for all people with disabilities”.

So there seems to be some common ground there. And then another potential partner is the U.S. Business Leadership Network which is a national non-profit that helps businesses drive performance by leveraging disability in the workplace, supply chain and marketplace.

They have affiliates in California and the Silicon Valley and San Diego, so thank you for listening.

Lana Fraser: Say thank you for those thoughtful resources for additional linkages and resources. I want to thank you too, for mentioning Oregon and Oklahoma. We certainly are doing a national search of utilizing some networks that we have with each of the various departments, but we are interested - we too have been impressed with what’s going on Oklahoma.

So, what you’re doing is, you’re helping us confirming that we’re heading in the right direction. But again, as we start posting our documents, your input will be very, very important.

So thank you (Steven).

(Steven Cop): Thank you.

Lana Fraser: Operator next speaker.

Coordinator: Once again, as a reminder, it is Star 1 to ask a question from the phone lines. (Debbie Ball) your line is open.

(Debbie Ball): Hi. This is (Debbie Ball). I’d like echo what (Mark Paul) said about the outcome base. I think that his suggestions were spot on. I also think that it would be important to begin capturing the number of people who exit high school with a job, rather than just work experience.

And then also, how many students have a work goal in their IEP? Back to recommendations for improving the interagency coordination to you. It seems like an IEP goal early on in the transition process would be good and perhaps might help keep people or keep everyone with a work - the thought of work as a forefront.

But I also do think that there’s, you know, a need for collaboration with regional center and DOR when that comes to into play, because you know, teachers are teachers and I think by coordinating earlier and providing more information we can help everybody have more realistic outcomes and hopefully, outcomes of employment before they exit.

Effective interagency coordination, I think that some of the best states that I've seen are using performance based funding, so they're actually funding on their outcomes rather than just a flat service regardless of whether someone's working 15 hours a week or 40 hours a week or earning benefits or - is earning competitive pay or less than others.

I also think it would be good for supportive employment providers to have common training and to know that someone speaks in the nation are doing that before employer - or providers can even be vended.

Well, those were must my comments.

Lana Fraser: Thank you. Those were thoughtful comments. I particularly your client or realistic cooperation with education. It's interesting that I'll share with you that these are exactly some of the topics that we have been talking about. So I like your validation, so again, thank you for being on the call and please keep watching our work as we move forward with the development of the blueprint.

(Debbie Ball): Thank you.

Lana Fraser: At this point, we do not have any additional individuals who have indicated that they would like to make comments.

Operator, maybe if you would make one more solicitation before we move forward with closing the call.

Coordinator: As a reminder, to ask a question from the phone lines, you would please press Star 1. You will be prompted to unmute your phone and record your name

Again, that's Star 1.

(Tom Hines) your line is open.

Lana Fraser: Hello (Tom).

Man: Is it phone muted?

Lana Fraser: Yes.

Yeah (Tom).

(Tom Hines): Here we go. Technology. I echo the comments on training of service providers. I think that's really important especially around job development and marketing towards employers.

I think data for service providers it's really important for service providers to be able to identify growth occupations in their geographic area and try to find the

intersection between those growth occupations and the potential skill set that people with IDD can attain.

And then to try and identify local partners, adult schools or community colleges, or even workforce training partners, that maybe don't serve our population and try and find partnerships where service providers and people with IDD can partner to provide that support so that the people we serve can participate in training that meets those growth occupations in our areas.

I also wanted to comment and echo, benefits, planning and training is really crucial for service providers and also for families and consumers. There's some great tools online and there's training available through Cornell University through World Institute on Disability.

I don't - I really have always thought that benefits planning because there's a certification process there for benefits planners, that it should be a service that could be purchased through regional center, it could be a POS service, and therefore, available to a lot more people who need it and are considering employment but are kind of stalled because they're worried about their benefits.

And then finally, of course, I'd like to comment about funding. The Oregon Model to me and the Wisconsin Model are very exciting, which are outcome based and related to the number of hours that people are working, versus the number of hours that the service provider is providing job coaching services.

But also DR did something a couple of times that I really wanted to applaud and I wish they would expand to supported employment. One time when the RF funds were available, there was a bonus payment to service providers who found folks a job that resulted in over SGA or over 30 hours per week work.

And I think that sort of outcome payment, even though it was one time during the aura period, it was incredibly helpful and then recently DR did a placement plus pilot that included some pre-employment services, but also included a similar incentive payment.

If my agency had access to that incentive payment, we would have gotten an additional \$30000 this year in funding and that's meaningful to sustain job development efforts which are you know, the structure of funding in California's really tough to have employ a good job developers. There's just not enough funding typically to do that.

So those incentive payments are important. Thank you.

Lana Fraser:

This is Lana again. Thank you. (Tom) we were again East Bay Innovations was one of - there have been many combiners, but they were one of the outstanding providers that were talking about this morning.

Again, we're looking closely at models in other states and certainly please, you know, continue watch as we move forward.

I liked one of the comments you made about growth occupations, you know, again it's clear pathways, business engagement, these are for us to be successful we really need to have the buy in from the business community.

As do, you may or may not know, Joe Xavier, our Director is now on the California Workforce Investment Boards, Workforce Innovation and Opportunity Act Implementation Work group.

So we're now as a department and specifically around disability, have a more direct voice to our other partners who are in the Workforce Innovation and Opportunity Act Project.

'Cause if we - we haven't always been that able to have as direct a connection. Or so we're optimistic that this too may help us as move forward in terms of really having better business engagement.

Yeah (Tom) it's always good to hear from you. Thank you.

(Tom Hines): Thank you Lana.

Lana Fraser: Operator I see (Mark)'s back.

Coordinator: (Mark) your line is open.

(Mark Paul): Yeah, sorry for double dipping, but since we ran out questions. You know, I just spent some time on hope on measures, because you get what you measure, but also I want to sort of second (Tom)'s comment on funding, that you also get what you get. You set up a system of rewards and punishments, whether it's in school or in business, like the workplace.

You get what you reward. And so, there's a lot of pressure to bring some more funding right into systems that server people with developmental disabilities. It's important that that funding utilized to incentivize competitive integrated employment to incentivize the services of the future.

Everybody, you know, certainly needs a rate increase, but we also want to make sure that the services that we want to grow and prosper in California are really incentivized.

So the providers not only find it possible to do things like individual placements important employment, but they're really encouraged to do that and it becomes a good business model for them.

And if it's not a good business model, it won't happen. Thank you.

Lana Fraser: Thank you (Mark). Operator next speaker.

Coordinator: (Elizabeth Cleary) your line is open.

Elizabeth Clary: Hi everyone. Elizabeth Clary) with United Cerebral Palsy of the North Bay. We pay minimum wage to people who have intellectual and developmental disabilities through our Day Programs and also as supported employment program.

And I just wanted to make a few really quick points. First of all, I commend all of the interagency efforts. It's a really difficult thing to do and just really appreciate that everybody is talking and you know, eliminating that proverbial silos.

(Tom) made a lot of really important points from the prospective of service provisions. And I want to - I won't reiterate those, but I just want to comment that I really do feel just from a service provision prospective, that the Department of Rehabilitation's current intake placement and stability with emphasis on the second two, the incentive structure is pretty insufficient to support integrated employment and especially on the level that we're thinking in the state of California, which we all know is serving more than anybody else in the union.

So and then in addition to that, I just want to echo comments that - some other comments have been made about continuing to explore funding partnerships between education, junior colleges, in particular simply built in six types of potential, as well as regional center and Department of Rehabilitation.

And then finally, in addition to the comments about growth occupations in different areas, which is very important and I think would be very helpful, although a lot of us you know, try to keep a pretty good finger on the pulse there.

Service providers can also benefit from specific and uniform demographic information from regional centers and the data can be shared with the committees.

So, as an example, it's really difficult to design services if you're not quite sure who specifically needs to be served or physically how many people in a particular area zip code, etc., might need a certain type of services.

So thank you again.

Lana Fraser: Thank you Elizabeth. Operator our next speaker.

Coordinator: (Eileen Easterbrook) your line is open.

(Eileen Easterbrook): Hi. Good afternoon. I'm (Eileen Easterbrook). I work for TransCen the WorkLink Program in San Francisco. And I'm also a parent of a daughter with a developmental disability. She's 26 years old.

But some of my concerns and comments will come with fan hat on and the others from work. One of the things that I think might be important in some data capture,

in addition to all this - all the items we've already talked about, for those employed, we need to capture movement towards employment so that we see service providers and how they're working with the individuals who aren't employed.

Because we're not going to go from a real low percentage of employment to all of a sudden, all our people are employed and there's going to be many, many, many skilled on the path towards employment and how do you measure their progress toward employment. How do you measure the service providers serving those clients?

So we have to look at some way to measure those steps. You know, is transportation did they learn to take public transit this year or all the different - did their grooming improve, did they behavior improve?

And so I think we need to really look at some way to measure that, because, you know, we take stats, the majority of our individuals will still be unemployed for a very long time and I think that's, you know, reality.

So how do we show improvement there? The other is, I really want to emphasize training. I work with service providers from Aim Higher Program across three counties and job developers have said to me confidentially, "We just don't know or can't afford the time to do customized employment."

And we also - many of them have come from a social work background and so even approaching corporations and taking a business approach to employment is very difficult and it's like a foreign language to them.

So I'm sure you got this on your docket to look at, but it's business approach customized employment, on how to help job developers.

And then, how to raise the bar for job coaches? Certainly at the low, low wages they make, job coaches sometimes is not ready to be in the corporate world, show up in their Bermudas, you know, or Greganstacks, and to go into you know, Wells Fargo back office, and that's not appropriate.

And so how do we you know, raise the bar for job coaches as well?

And then parent training, of course, you've got written down in one of your questions. We've had a lot of luck with really doing some parent training in the transition age, as they're coming out of high school, on helping parents imagine the possibilities and showing them, first explaining, the disjointed adult service system and then also showing them examples of what customized employment can look like, competitive employment can look like, supported employment can look like.

And giving enough examples and enough individuals with different types of disabilities that parents and the audience can kind of begin to see their son or daughter in one of those positions.

And usually, quite honestly, parents then say, “Where do I sign up? That’s great. I want to do it?”, and the problem is not enough job developers know customized employment.

Finally, and this is I speak to you kind of my parent’s prospective. I hear you want to - talking about performance based funding. And I have a little bit of concern if it’s going to be based on hours worked, because think of at the most severely involved individual will probably work the fewest hours, but take the most time to find a job for and maybe need a lot of job coaching during the time they’re on their job.

And so to pay service providers based on hours worked, would be disproportionate and we would find that to the effort, and we would find that job developers will do a lot what they’re doing now, placing a lot of people that are minimally disabled, minimally compared to my daughter anyway, who’s moderate.

They’d be the ones that are easiest to place. So I think you have to look at the incentive to place even the most challenging individuals as well.

And that’s it. That’s all I have to say. Thank you.

Lana Fraser: Okay, thank you (Eileen). Your last - and you had many thoughtful comments, but your last comment about - we will certainly look closely. We don’t want to create disincentives.

Next speaker operator.

Coordinator: (Will Sanford) your line is open.

(Will Sanford): Hi guys. (Will Sanford) teachers explorers. I think one of the key ones to go down your questions, would be that there be a streamlined process of moving people amongst the various departments from Head of Department of Rehab Regional Centers to providers in a way that doesn’t require a whole new set of application and detail, which basically simply adds to the process and really slows down success.

I you know, definitely agree with the whole thing on incentives. You have to be aware of what you incent, because the outcome could go the wrong way. I think the other one, is really to think about investing in the discovery exploration preparation side of it and I’m encouraging the Department of Development Services to submit the Waiver Application Adjustment, so the 577 could at least be piloted.

It would start to address that issue, ‘cause I think a lot of it’s the prep of people coming out. Not everybody has as robust a program as Orange County in the GDP and all the various combinations.

A lot of programs don’t exist for other places. So I think we need to have other means or more consistent means across the state to give people work expanding

opportunities, career development, otherwise we do tend to cram people and put them into the easiest jobs, 'cause that's where the incentive is.

I mean, I think the data collection at the state level should be pretty simple. How many people are working? What are they earning over time? I ask this question of (John Butterworth) about 15 years ago, and he said, "The states should simply look at are more people working next year than this year and then in total are they earning more money?"

'Cause we start to get down into how many people are earning this, and what job they're in, the data gets so complex and the detail that nobody looks at it. So I think we should go simple on that at the state level.

And the venter level clearly you want people to have a good feel to be able to tell at the regional center of education and/or Department of Rehab, what they are doing to be able to do it.

And training, I think has to include for the entity's education and rehab and regional centers, DDS. Do they actually understand employment?

For the most part, they then talk a good game, but haven't actually gone out and gotten somebody a job. And so I think that we get measured, put down that we're not successful when they actually are not quite sure what they're talking about, so I think the training's not just for the agency staff, which I agree with, consistency and our ability to, you know, come at it at a certain way, but I think it has to be across the board to get support for folks.

And then ultimately right now, the trend line on comparative independent employment for folks with developmental disabilities is going downhill and so I would echo the comments that we need to look at funding in a serious way, otherwise, we can have all the sessions we want about the unemployment for state, but we're never going to achieve it.

Thanks.

Lana Fraser: We have - thank you (Will). We have about ten minutes left and we have several speakers, so we will try to get through as many as we can before we have to cut off.

Our next speaker operator.

Coordinator: (Stormy Miller) your line is open.

(Stormy Miller): Hi. This is (Stormy Miller). I'm with the San Diego Community College District College to Career Program, which is a grant funded program through the Department of Rehab and I'm also a member of the California Employment Consortium for Youth Group, the CC Group.

And really what I wanted to say, is a collection of comments that have already been made, but wanted to speak to the impact of education on earnings. The White House put out a fact sheet that mentioned by 2020, 35% of job openings will require at least a Bachelor's Degree and 30% will require some college or an associate's degree.

So I think looking at how regional centers, local DOR offices and school districts can work together to better support individuals with Intellectual and Developmental Disabilities and their post-secondary education pursuits that can ultimately lead to greater employment earnings potential and in demand industries which would be really critical.

I mean, I know that the Community Colleges that have a workforce doing what matters, that's looking at closing the skills gap, and I think there's a real advantage to that partnership in looking at workforce and Community Colleges and bringing them to the table to prepare individuals for jobs that are going to be in these industries.

That's it, and thank you again for the opportunity to speak.

Lana Fraser: Thank you very much. We appreciate your comment. I think we have time for one more speaker. Next operator.

Coordinator: (Richard Rosenberg) your line open.

(Richard Rosenberg): Thank you very much. As we navigate and we move forward, as those of us who don't have term limits, have been around since the '80s. We have a project...

Coordinator: It looks like the line disconnected.

(Beth Burt) your line is open.

(Beth Burt): The audio was so bad that (Richard) got cut off. I just wanted to mention that the autism community and we're especially concerned that we have a large portion of adults that aren't even entering the system or Department of Rehab and Regional center.

As I understand it, Department of Rehab does not capture autism as one of their specific criteria and we're hearing many, many cases that our young adults aren't getting through the door.

They don't have those job ready skills, which (Will) was kind of talking about and there doesn't seem to be programs out there for them to develop those job ready skills.

In addition, we're also finding a large number of adults that are sitting at home doing nothing. These are adults who have attempted college and didn't make it or were given the choice of - even though they be may graduating honor roll through

high school that they would need to go into a work activity program or a group supported employment.

And instead of doing that, they're choosing to sit home and do nothing. So I don't want to forget this part of our society as well, they're out there and they need help just as much as everybody else.

Lana Fraser: And they certainly are not forgotten. I will - thank you (Beth). They are not forgotten. (Jeff Reel)'s going to make a quick comment to that.

(Jeff Reel): Just real quick that from - it's certainly not the cerebral palsy takes this policy not to serve folks with autism. It's a substantial portion of our case load and we're developing programs every year to address the special needs of that population.

So I don't want everybody to have the thought that we do not serve that population, indeed we do.

Lana Fraser: Thank you everyone. That concludes our comment section for today's call.

We will continue to reach out to engage and collaborate with you, as we move forward through the development of the blueprint. Together we can implement creative, innovative, and cost effective ways to maximize opportunities for individuals with intellectual disabilities and developmental disabilities to achieve usual goals, of competitive integrated employment.

The Department of Rehabilitation, the Department of Education and the Department of Development Services we appreciate your participation in today's forum.

At this time, we would also like to point out that we do have the email inbox, which I have mentioned several times, CaliforniaCIE@dor.ca.gov. Please make use of this in-box throughout the development of the blueprint and share with us any thoughts - additional thoughts and comments you may have.

We will be keeping you apprised of any additional forums that we have, as we go forward and we will be sending out to all of our stakeholders, notification of when we have work products posted on the Health and Human Services California site Web Portal.

Now, we'd like - we have a few closing - Director Xavier and from John Doyle who is a Chief Deputy Director for the Department of Developmental Services and Alison Greenwood from the Department of Education.

Joe Xavier: Well first of all, thank you everybody for taking time out of your very busy schedules to join us. As you've heard, this is the first time we've had an opportunity to engage with you. It's not going to be last time and it's very important that you continue to inform us and to provide us with the good ideas that we have heard about over the hour and a half or so.

And then again, we just cannot emphasize enough for you to keep an eye out for those future forums and most of you will have an opportunity to go back and just reflect on what you hear today and have additional ideas.

Please send those in to the email box that Lana listed. Please let us know if you want to be on distribution lists. We want to make sure that we are reaching anyone and everyone that has an interest in continuing through this process.

So thank you very much.

John Doyle: And this John Doyle on behalf of Director Santi Rogers, just to echo Joe's comments, we do appreciate your very thoughtful responses to the questions, based on your experience, there's a lot there for us to learn from.

So we appreciate your time on the call today and again, we welcome any additional input you might have in the future. Thank you.

Alison Greenwood: Thank you. On behalf of (Fred Alcom), I'd like to thank you for your remarks. I know the workgroup will be synthesizing your comments as they go forward with this work and we look forward to your continued participation on these calls.

Lana Fraser: Thank you and that concludes today's teleconference.

Coordinator: That concludes today's conference. Thank you for participating. You may disconnect at this time.

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