

The background of the slide is a top-down view of a collaborative workspace. It features a large yellow circle with a lightbulb icon and three lightning bolts, representing an idea or vision. Surrounding this central circle are various other elements: a magnifying glass, a hand pointing, a blue circle with an eye icon, a red circle with a star, a hand writing on a notepad, a coffee cup, a red rectangle, a hand pointing, a green circle with a computer monitor icon, a hand writing, a blue circle, a hand pointing, a red circle, a hand writing, and a blue circle. Dashed lines connect these elements, suggesting a flow of ideas and collaboration. The words "INSPIRATION", "DESIGN", and "RESEARCH" are written in a chalk-like font around the central circle. The overall scene is bright and creative, with a focus on teamwork and innovation.

MASTER PLAN *for* Developmental Services

Workgroup 2 Meeting #5

November 19, 2024

Housekeeping



- Interpretación en español: haga clic en el globo blanco en la parte inferior de la pantalla con la etiqueta “Interpretación”. Luego haga clic en “Español” y seleccione “Silenciar audio original”.



- ASL interpreters have been “Spotlighted” and Zoom, automatic closed captioning is active.



- This meeting is being recorded.

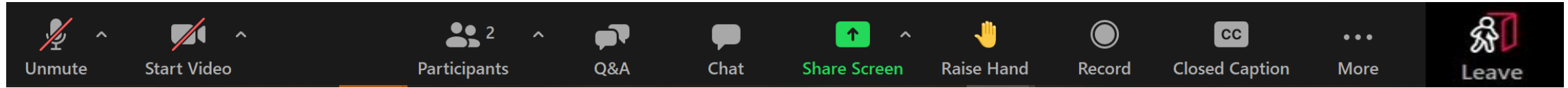


- Materials are available on the [Master Plan web page](#)



- Questions? Comments? Email DSMasterPlan@chhs.ca.gov

Zoom Instructions



Committee members can unmute their mic when it's their turn to speak

Committee members can turn their webcams on/off

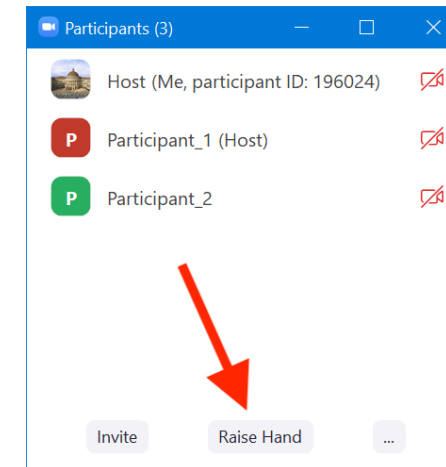
All attendees can type questions/comments in the Q&A for all participants to see. Chat is available for everyone unless it's an accessibility barrier to a member of the committee.

Raise your hand when you want to speak
You may need to click on "Participants" and a new window will open where you can **"Raise Hand"**

Use the "leave" icon at the far right of the Zoom toolbar to leave the webinar at the end of the meeting



- Features will vary based on the version of Zoom and device you are using
- Some Zoom features are not available for telephone-only participants



Agenda







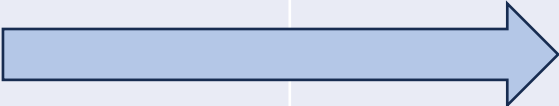

1. Welcome and Introductions
2. Review our Process and Progress for Creating “Big” Ideas and Recommendations
3. Review Problem Statement for Universal Goal 2: Make life transitions, easier better and on time
4. Review Universal Goal 2 Draft Recommendations
5. Discuss Universal Goal 2 “Big” Ideas
6. Next Steps and Upcoming Meetings
7. Public Comment

Developing Our Recommendations

1. **Discuss “big” ideas:** Talk about ideas for recommendations. Think about public comments.
2. **Draft recommendations:** Co-Chairs and staff will use the “big” ideas to develop draft recommendations.
3. **Review with Workgroup:** Members discuss and revise draft recommendations.
4. **Review with Master Plan Committee:** Recommendations presented to the Master Plan Committee for feedback and approval.

Workgroup Meetings

Workgroup 2 will meet monthly for six months. We will develop recommendations about generic services for the Master Plan for Disability Services.

2024					2025	
August	September	October	November	December	January	February
Workgroup launch meeting	Discuss Priority 1	Discuss Priority 1 & 2	Discuss Priority 2	Discuss Priorities 2 & 3	Discuss Priority 3	Finalize workgroup recommendations
						<div>Finalize Master Plan in Spring 2025</div> 

Priority #2: Universal Goal (1/2)

Our universal goal is:

Make life transitions easier, better, and on time. Life transitions that most individuals served by the regional center experience are:

- Entering the regional center system at any age
- Moving from Early Start to school services
- Leaving high school
- Getting older including end of life planning

Priority #2: Universal Goal (2/2)

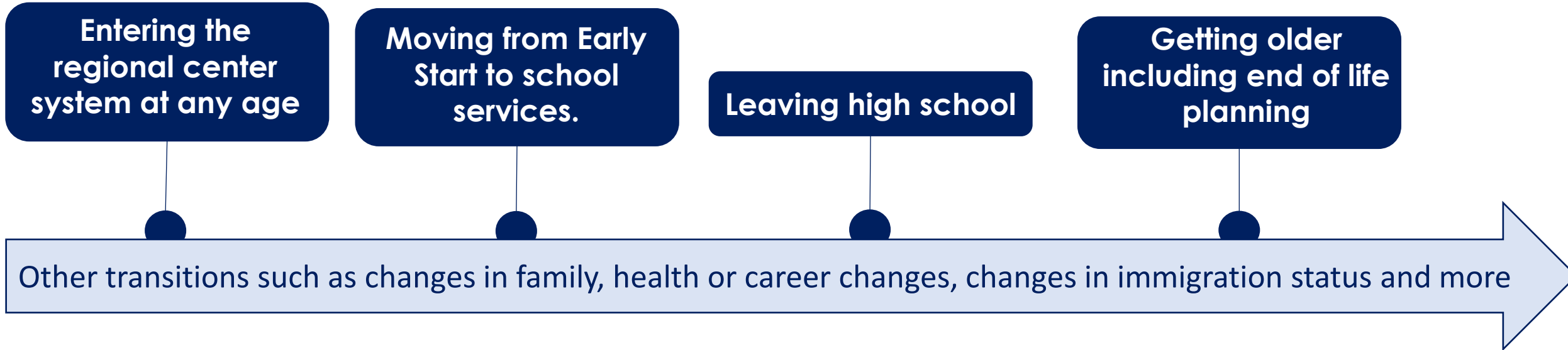
Our universal goal:

Individuals may also experience other life transitions. These transitions include:

- Changes in their family such as marriage or divorce, parenthood, loss of a family member
- Career transitions
- Significant changes to their health
- Changes in where they live
- Changes in their immigration status or the immigration status of a loved one

Life Transitions

Events that happen to people throughout their lives, such as:



At each of these transition moments everyone receives:

- Information about the life transition and what happens next
- The option of a person-centered plan and planning services (PCP) they choose
- The option of navigation supports provided by someone they choose

Priority 2 Problem Statement (1/2)



Where are we now? Who is left behind?

Who is left behind?

Life transitions are harder for people in some groups. This is because of systemic barriers. These barriers may be caused by unfair rules, discrimination, or unfair treatment.

Groups left behind are:

- people with disabilities including those who have multiple disabilities including mental health disabilities, high medical needs, dementia
- racial and ethnic minority groups;
- immigrants;
- those whose preferred language is not English;
- those with low and very low incomes.
- people who live in rural areas; and
- People who are unhoused and people whose housing is unstable.

Priority 2 Problem Statement (2/2)



Where are we now? Who is left behind?

Barriers That Cause People to Be Left Behind

- Lack of information about life transitions. This includes lack of information in plain language and people's preferred language.
- Unclear rules and application forms. People, including immigrants, may not know if they are eligible for services from other systems.
- Lack of help during major life transitions.
- Not enough providers. Waiting lists to get services.
- Lack of qualified providers in rural areas or providers who speaks people's preferred language.
- Lack of the kinds of services some individuals need.
- Economic insecurity. This means not enough money or resources to meet basic needs and economic injustice caused by systemic biases.

Our “big” ideas should help fix these barriers

Universal Goal 2 Draft Recommendation #1

Universal Goal: Make life transitions easier, better, and on time. Planning for transitions must happen well before they happen.

Every person facing a life transition should have:

1. Information about the life transition and what happens next. DDS working with diverse stakeholders should develop information for each major life transition. This information must be:

- Easy to use. In plain language
- Accessible to people with disabilities. Provided in a variety of formats including videos.
- Be available in people's preferred language
- Be designed with the “end-users” in mind. The end users are individuals and their families. End-users may also be community-based organizations, navigators, and service coordinators.
- Be provided by their regional center before the transition starts.

Universal Goal 2 Draft Recommendation #1

Every person facing any life transition should also have:

2. Regional Centers must offer the option of a person-centered plan and planning services (PCP) the individual chooses as part of each transition. PCP is different than an IPP. DDS, with diverse stakeholders, should make sure

- Plain language information about Person-Center Plans and Planning is provided before the life transition begins.
- PCP is based on core PCP principles including: individuality, choice, empowerment and strengths.
- The focuses is on the whole person. Their life goals and dreams. This means long-term goals and how to achieve them and ways to address barriers.
- Identifies what the person needs to prosper. This includes the kinds of supports the individual choses to reach their goals. These can include, natural supports, regional center services, and other services.

Universal Goal 2 Draft Recommendation #1



DDS' Person-Centered Future's Planning (PCP) service should include more ways PCP services can be provided. This will help make sure there are enough service providers.

In addition to DDS' new Person-Centered Future Planning service use of regional center vendors, individuals and family should be able to choose PCP provided by:

- A natural support
- A PCP provided by the regional center service coordinator
- PCP services through participant directed services. This allows individuals to work with a Financial Management Service to hire qualified people they choose.

Universal Goal 2 Draft Recommendation #1



Every person facing a life transition should also have

3. The option of navigation supports provided by someone they choose.

Navigation supports include attending planning meetings, completing service applications, help identifying service options.

Navigation supports can be provided by:

- Regional center service coordinators who have reduced case loads
- Navigator services provided by the Family Resource Center Navigation Program and navigation services provided by Service Access and Equity grants.
- An expansion of current navigation services as recommended in Priority 1. This includes peer navigation supports.

Universal Goal 2 Draft Recommendation #1

Discussion Questions



For the “every person making a life transition should have information, person-centered planning and navigation supports” recommendation think about:

- Is there anything missing from this recommendation?
- Are there any changes you want to make?
- Is there information or data we need?
- Are there questions or concerns about this recommendation?

Universal Goal 2 Draft Recommendation #2



Universal Goal: Make life transitions easier, better, and on time. For people leaving high school, transition supports must start at age 14. They are available until the person completes the transition.

People leaving high school should have:

- 1. The transition supports they choose and need in Recommendation 1.**
These are: information, person-centered planning and navigation supports. For transition-aged youth, transition supports must include independent living skills, skills to people move into post secondary education, employment and skills to be fully integrated into their community

Universal Goal 2 Draft Recommendation #2

Every person leaving high school should also:

2. Be able to make their own decisions. They should have the decision-making supports they need and choose.

- They must get information about alternatives to conservatorship including supported decision making from their school and regional center starting at the beginning of the transition period. They should get support in school to make their own decisions. This includes making decisions during all planning meetings. This will help most people with I/DD avoid conservatorships.
- DDS and the State Department of Education must work together to develop universal guidance and tools about alternatives to conservatorship including supported decision making. The guidance should also address how parents and others in a person's circle of support can participate. They must also train their staff, regional center staff and school staff about this guidance.

Universal Goal 2 Draft Recommendation #2

2. Be able to make their own decisions with the supports they need and choose. (continued)

- DDS and regional centers should reduce the number of individuals leaving high school who are initially conserverved. This includes working with diverse stakeholders to:
 - Develop system wide values about alternatives to conservatorship including supported decision making and using conservatorships only as a last resort and for the shortest period of time.
 - Develop universal tools that all regional centers use when preparing court reports about conservatorships. The tool must clearly identify supported decision-making options for the court to consider.
 - Educate judges, court staff, and others about the system-wide values, the ability of individuals with I/DD to make their own decisions, and how to support individuals making their own decisions.

Universal Goal 2 Draft Recommendation #2

Discussion Questions

For the “make their own decisions with the supports they need and choose” recommendation think about:

- Is there anything missing from this recommendation?
- Are there any changes you want to make?
- Is there information or data we need?
- Are there questions or concerns about this recommendation?

Universal Goal 2 Draft Recommendation #2



Every person leaving high school should:

- 3. Develop their own post-secondary pathway and timely receive the services and supports they need and choose.** This includes competitive integrated employment (CIE) post-secondary education, independent living skills, and self-advocacy skills

To help achieve this individuals should:

- Receive regional services and supports for paid and unpaid work experience after school hours. This may require changes to current law.
- Receive independent living skills throughout the transition period and learn about living options.
- Learn about their rights.
- Have help applying for SSI.
- Have help applying for benefits counseling including work incentive programs.

Universal Goal 2 Draft Recommendation #2

3. Develop their own post-secondary pathway and timely receive the services and supports they need and choose. (continued)

To achieve this, DDS should:

- Pilot reduced service coordinator case loads for people leaving high school. These service coordinators would help attend all planning meetings. These include regional center IPPs, school district IEP and Department of Rehabilitation Individual Plans for Employment (IPE). Support also includes help with applications for services and benefits and identify and arrange services.
- Continue the pilot Coordinated Career Pathways Program, which supports individuals who choose CIE.
- Develop universal guidance to make sure IPP services are provided timely, and individuals are not placed on service waiting lists. And steps to be taken when timely services are not available.
- Increase the number of benefits counselors at regional centers or through community-based organizations.

Universal Goal 2 Draft Recommendation #2

3. Develop their own post-secondary pathway and receive the services and supports they need and choose. (continued)

To achieve this:

- DDS and the Department of Rehabilitation (DOR) should enter into an agreement to ensure that employment services are provided and continue no matter which department the consumer initially contacted.
- DDS and DOR should work with the Community College Chancellor's office to develop strategies to increase the number of individuals with I/DD who can attend community colleges, expand program options, including additional career pathways and the support available during college.
- Conduct a gap analysis to identify services that people want but are not available (e.g., new services types and insufficient amounts of services)

Universal Goal 2 Draft Recommendation #2

Discussion Questions



For the “post-secondary pathway and receive the services and supports they need and choose” recommendations think about:

- Is there anything missing from these recommendations?
- Are there any changes you want to make?
- Is there information or data we need?
- Are there questions or concerns about this recommendation?

Universal Goal 2 Draft Recommendation #3

Universal Goal: Make life transitions easier, better, and on time: Early Start transition services to school should start before the transition begins and continue throughout the transition period.

- 1. Children transitioning from early start to school services will receive the transitions supports identified in Recommendation 1.** These include information, person-centered planning and navigation supports. These services must be available for individuals who are eligible under the Lanterman Act and those who are provisionally eligible.

Information must include

- Information about the types of programs that are available to children and the qualifications of providers. This information should be developed collaboratively by DDS, the State Department of Education and the Interagency Coordinating Council. It should be developed in consultation with diverse stakeholders.

Universal Goal 2 Draft Recommendation #3

Transition supports also include:

Navigation Supports which include supporting families at all planning meetings including all IPPs and IEPs.

These supports can be provided by:

- Regional center Early Start service coordinators with reduced case loads.
- Navigator services provided by the Family Resource Center Navigation Program and navigation services provided by Service Access and Equity grants
- An expansion of current navigation services as recommended in Priority 1.

Navigators must receive training and be knowledgeable about:

- The needs of young children with disabilities and their families
- Services available from regional centers and school districts
- Local resources
- How to support families before, during and after planning meetings.

Universal Goal 2 Draft Recommendation #3

To make Early Start transitions easier, better, and on time,

2. DDS working with diverse stakeholders should develop:

- Additional guidance to make sure that provisional eligibility decisions are completed before a child makes the transition to school services.
- Guidance about the services young children who are not eligible for school services after Early Start, can receive from regional center and community resources and how families can get help accessing these services.
- Guidance about the types of services and supports young children can receive from regional centers after they transition to school. For example, young children and their families can receive services to participate in integrated community activities such as recreation sports programs.

Universal Goal 2 Draft Recommendation #3



For the “Early Start to school services recommendations” think about:

- Is there anything missing from these recommendations?
- Are there any changes you want to make?
- Is there information or data we need?
- Are there questions or concerns about this recommendation?

Brainstorming Priority #2 Big Ideas

Other "Big" Ideas

What would make life transitions easier, better and on time in the following areas:

- Adult services to older adult services. This should include support for aging care-givers.
- People who enter the regional center system, at any age.
- Other transitions (marriage, becoming a parent, career change, health event, end of life etc.)

Brainstorming Priority #2 Big Ideas

Other "Big" Ideas

Ideas for Adult services to older adult services.

- Access to other senior services with needed supports
- Information about other service options.
- Gap analysis to identify service gaps for older adults and possible new service types
- Ways to improve services for individuals with Down Syndrome who also have dementia including assessment of needs of and additional service models.
- End of life planning
- Support for individuals and aging care-givers.

What other ideas do you have?

Brainstorming Priority #2 Big Ideas

Other "Big" Ideas

Ideas for people who enter the regional center system, at any age.

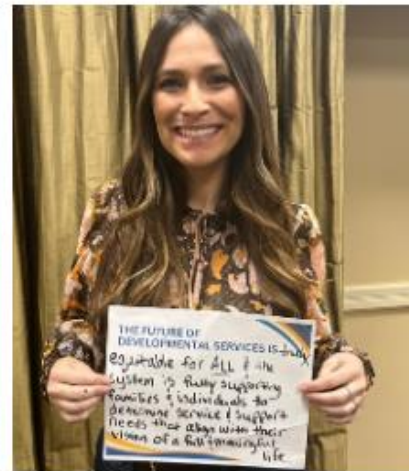
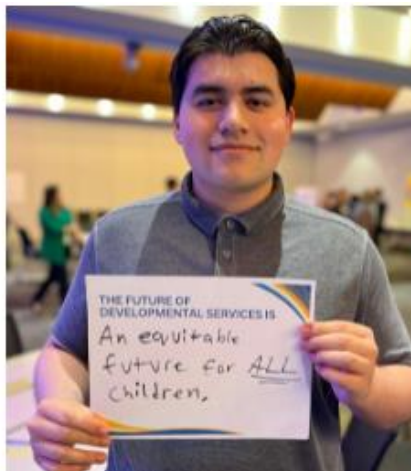
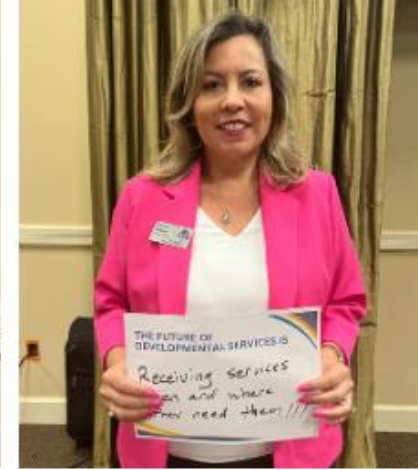
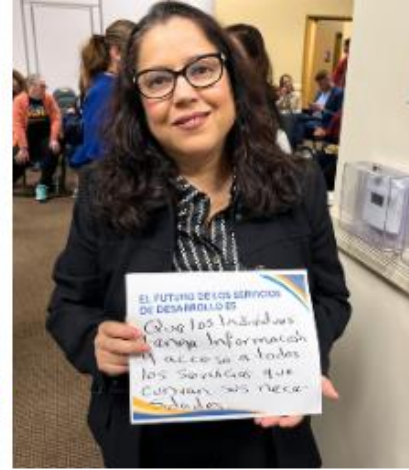
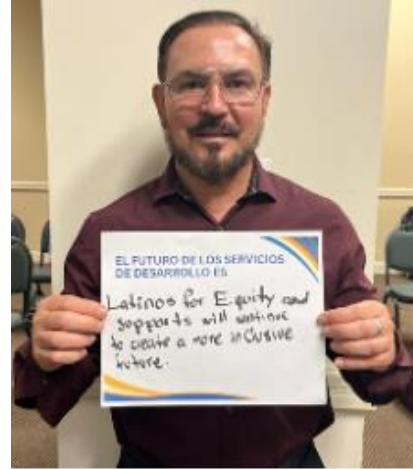
- Improving intake and assessment processes
- Outreach to increase understanding of regional center services

Ideas for other transitions (marriage, becoming a parent, career change, health event, end of life etc.)

- What services beyond information, person-centered planning and navigation supports people need?

What other ideas do you have?

Future of Developmental Services Campaign



Join in! #FutureofCalDDServices

How to Join #FutureofCalDDServices

1. Get the Campaign Form. (Scan the QR code and print)
 - If you don't have a printer, you can also use a blank sheet of paper.
2. Get a dark colored marker or Pen.
3. Write one thing on the paper that you would like to see happen for Developmental Services. **What do you think would make California's services better for everyone?**



<https://bit.ly/FutureofCalDDServices>

How to Join #FutureofCalDDServices

4. Ask someone to take your photo or take a selfie of you holding the campaign form.
5. Sign a consent form at the QR code. This says it's ok for DDS to use your image online.
6. There are two ways to submit your photo and consent form to DDS.
 - Email your photo and consent form to pio@dds.ca.gov.
 - By Phone: Sign and submit the consent form and upload your photo on the DDS website.



<https://bit.ly/FutureofCalDDServices>

Where will you see this campaign?

The photos will be shared by DDS on:

- The Master Plan website and the Department's website
- DDS Social Media Accounts: Facebook, Instagram and X.
 - You can find the photos with the hashtag: # FutureofCalDDServices

We can help you participate in this campaign! Email us at pio@dds.ca.gov



Why join #FutureofCalDDServices?



This is another way for you to make your voice heard!

The Future of Developmental Services is being planned by Californians for Californians.

Our Next Steps

At our December 17th meeting we will:

1. Review Priority #2 Draft Recommendations
2. Begin to discuss Priority #3

Upcoming Meetings

Workgroup Meetings:

- Tuesday, December 17, 2024
- Thursday, January 16, 2025
- Wednesday, February 25, 2025

Full, Public Stakeholder Committee Meeting

- Wednesday, December 11, 2024

Public Comment



Public comment period is limited to no more than 30 minutes.

If you want to make public comment regarding the topics of this meeting, please raise your hand and we will call on you in the order shown in Zoom.

At 2 minutes you will be asked to complete your thought to ensure everyone who wants to has a chance to speak.

Please let us know if you need additional time as a disability related accommodation to make your comment.

If you prefer to send comments in writing, [email them to DSMasterPlan@chhs.ca.gov](mailto:DSMasterPlan@chhs.ca.gov), or post them in the Zoom Q&A

Thank you!

We look forward to seeing you at the next **Master Plan Committee** meeting.

Wednesday, December 11, 2024

10:00 a.m. – 3:30 p.m.

Location: Virtual and in Sacramento at CA Lottery 700 North 10th Street, Sacramento, CA 95811

For more information visit the [Master Plan web page](#).

Send us your input at: DSMasterPlan@chhs.ca.gov.

