

# **July 2017 MINUTES**

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**SELF-ADVOCATES ADVISORY COMMITTEE MEETING MINUTES**  
**July 24, 2017**

**Members Present**

David Forderer (Chair, SA)  
Sandra Aldana (SA)  
Rebecca Donabed (SA)  
Jeana Erikson (SA)  
Maria Marquez (SA)  
Robert Taylor (SA)  
Kecia Weller (SA)  
Kerstin Williams (SA)  
Jenny Yang (SA)

**Members Absent**

Charles Nutt (SA)

**Others Attending**

Aaron Carruthers  
Wayne Glusker  
Riana Hardin  
Angela Lewis  
Maria West  
NaKisha Robinson  
Carlos Meshed  
Ida Clair  
Chris Sayder  
Michael Paravagna  
David Moreno  
Larry Tonelli

**1. CALL TO ORDER**

Chair David Forderer (SA) called the meeting to order at 12:33 p.m.

**2. WELCOME AND INTRODUCTIONS**

Everyone present introduced themselves.

**3. ESTABLISHMENT OF QUORUM**

A quorum was established.

**4. PUBLIC COMMENT**

There was no public comment made.

**5. APPROVAL OF May 24, 2017 MINUTES**

Councilmember Sandra Aldana (SA) requested clarification on the minutes from the May 24, 2017 minutes.

It was moved/seconded and carried Weller (SA)/Erikson (SA) to approve the minutes.

## **6. SOS OFFICE OF VOTING SYSTEMS TECHNOLOGY ASSESSMENT**

NaKeshia Robinson from the Secretary of State's Office of Voting Systems Technology explained the process that a voting machine goes through to get certified to be used in an election. There are four stages in the review and testing certification process: the application phase, the pre-testing activities phase, the testing phase and the reporting phase. Currently there are two systems under review: Election Systems & Software EVS 5.2.1.0 and Dominion Democracy Suite 5.2. Both vendors will provide demonstrations. The Office of Voting Systems Technology Assessment is currently also reviewing Remote Accessible Vote by Mail Systems, and Electronic Poll Books. This department hopes to continue to work with the Self-Advocacy Advisory Committee of the State Council on Developmental Disabilities and will consider scheduling future voting equipment testing dates around the Committee's November meeting.

## **7. VOTING ACCESSIBILITY EQUIPMENT DEMONSTRATION**

- a. Larry Tonelli, a representative from Election Systems & Software provided SAAC members with a demonstration of their accessibility component Express Vote. ES&S is the largest election company in the nation. The express vote machine is portable, lightweight and easy to set up. This system is also works using multiple interfaces and languages depending on the voter's needs. Once you are finished with the voting process, your ballot is printed. The machine can then read your ballot back to you, to confirm that what is printed matches how you voted.
- b. A representative from Dominion Democracy Suite provided SAAC members with a demonstration of two of their accessible voting systems: a larger one and a smaller, portable one. The larger machine is currently being used in seven counties in California.

These machines also function using multiple different interfaces. The user is able to adjust the language, font size, color scheme, speed and volume of the machine. Once the user has finished the voting process, the completed ballot is printed. The machine can then read your ballot back to you, to confirm that what is printed matches how you voted.

## **8. ACCESSIBLE HOUSING BUILDING STANDARDS PANEL**

Ida Clair, the Principal Architect at the State Architect and Michael Paravagna from the California Commission on Disability Access provided SAAC with useful information regarding the process for setting building codes and meeting the needs of people with disabilities regarding public, government owned buildings.

The Division of the State Architect's Office is responsible for writing the California Building Code, including accessibility. The State Architect writes regulations on accessibility for public housing, commercial buildings, public schools, state office buildings. Members of the public may submit petitions if they wish to adopt, amend or appeal any regulation.

A Councilmember asked if a doctor's note was needed to request something like a shower bar be installed. Ms. Clair stated that it was not needed.

Ms. Clair mentioned that the Office of the State Architect is looking for people with disabilities to participate in their advisory committee and that they hope to establish a working relationship with SAAC.

For more information on the Division of the State Architect and accessibility  
visit: <https://www.dgs.ca.gov/dsa/Programs/progAccess.aspx>

Michael Paravagna from the California Commission on Disability access provided committee members with a background of what the commission does. The CCDA was established through SB 1608 during the 2007/2008 legislative session. The CCDA is made up of 17 members, 11 public members and 6 ex officio nonvoting members. The

Commission works to breakdown access barriers for people with disabilities. More information can be found at: <https://ccda.ca.gov/>

Chairperson Forderer moved to go out of order and proceed to agenda item number 10, the Health Care update.

## **9. HEALTH CARE UPDATE**

SCDD Executive Director Carruthers stated that the healthcare bill not passing was a positive for Medicaid funds. But it is coming up for a vote again in a week, and Senator McCain was rumored to planning a return for the vote, which shows how close they might be.

Right now with Senator McCain coming back, and Vice President Pence being available to come and break the tie, it appears that the bill could pass next week. McConnell might have been able to broker a deal to pass it. It is not predictable at this point.

Representatives who support the bill (along party lines) are not reachable by the public right now.

## **10. IMPACT OF FEDERAL GOVERNMENT ON SCDD**

Last week the House Appropriations Subcommittee rejected the president's budget proposal which would combine the State Councils on Developmental Disabilities, State Independent Living Councils and the State Advisory Boards on Traumatic Brain Injuries into two groups. The Committee recognizes the unique role played by each program and believes consolidation will not serve the needs of people with disabilities.

SCDD Executive Director Carruthers stated that Senator Orrin Hatch has had a panel on disabilities since 1978 and is committed to the Council. Several other Senators have also expressed their support for the important work that the State Councils do.

Right now, the national focus is on Nevada, Utah, Pennsylvania, Alaska and Maine. Executive Director Carruthers will be traveling to Washington, D.C. next week in order to communicate the important work that the California State Council on Developmental Disabilities is doing and the importance of continuing to fund the 56 State Councils across the Country.

## **11. REVIEW OF COUNCIL PACKET**

SCDD Executive Director Aaron Carruthers announced that Bob Glovati will be leaving SCDD and that tomorrow's Council meeting will be his last. The new policy director has a law degree in disability law and is the legislative advocate for the national DD association.

Executive Director Aaron Carruthers reviewed the Council Packet for the next day's Council meeting. Mr. Carruthers mentioned that the important item for tomorrow's meeting would be the Cycle 40 Grant. The Cycle 40 Scoring Committee has selected two applicants to receive funding and are submitting them to the Council for a vote. Applicant SCDC 404 focuses on Employment and SCDC 407 focuses on Housing.

## **12. INDIVIDUAL ACTION PLANS**

Self-Advocacy Coordinator Riana Hardin went over the two different Individual Member Action Plans that were included in their packets. Ms. Hardin confirmed that the main difference between the two forms is that one form had a space to include your elected officials and that one form had the State Plan Goals listed out for members to circle, while the other one had a space for members to write in the State Plan Goal that they would like to address. There was a discussion about the Board Resource Center's "Think, Plan, Do" model and if it was possible to include it on the SAAC report. After some discussion, the Committee members decided that the "Think, Plan, Do" document is a good resource to have, but should not be included on an official reporting document. The Committee members requested that the Self-Advocacy Coordinator send them that document as a reference.

It was moved/seconded and carried to approve the use of option 1, the form with the State Plan Goals listed out for members to circle and add who your elected officials are.

Yes votes: Councilmembers Sandra Aldana (SA), Rebecca Donabed (SA), Rebecca Donabed (SA), Geana Eriksen (SA), Maria Marquez (SA), and Kecia Weller (SA). No Votes: David Forderer (SA) and Robert Taylor (SA). Abstentions: Jenny Yang (SA).

**13. SSAN REPORT**

Committee Chair, Councilmember David Forderer will present the SSAN report at tomorrow's Council meeting

**14. EMPLOYMENT FIRST COMMITTEE REPORT**

Council member Yang (SA) noted that the EFC minutes and DRAFT 2016 EFC Report are included in the Council Packet.

**15. MEMBERSHIP REPORTS**

There was no report.

**16. TOPICS OF ONGOING DISCUSSION**

Members discussed focusing on key topics to monitor during times of funding uncertainty to be sure that services and supports are maintained and protected. They are committed to the previously identified topics including but not limited to: Voting, Housing, Access to Transportation, Emergency Preparedness, and Employment.

**17. TOPICS FOR FUTURE DISCUSSION**

Members will email the Self-Advocacy Coordinator for with topics that they would like included on the next agenda.

**18. ADJOURNMENT**

The meeting was adjourned at 4:56 p.m.

# **PROPOSED CHANGE TO SAAC MEETING TIME**

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## **SAAC AGENDA ITEM DETAIL SHEET**

**ISSUE:** Extend Length of SAAC Meeting

**SUMMARY:** SAAC has been shifting towards a more action oriented committee. In order to allow for discussion and action around the many issues that SAAC has determined to be important to Self-Advocacy across the state of California, Councilmember Forderer would like SAAC to consider extending their meeting hours.

**DISCUSSION:** In the past the SAAC has had several different meeting times, with meetings lasting from anywhere from 2 hours to 7 hours with an hour break for lunch.

Below are a few options for meeting times:

Options:

- 10 AM to 4 PM
- 11 AM to 5 PM
- 10 AM to 5 PM
- 12 PM to 5 PM
- Keep the meeting current meeting time of 1 PM to 5 PM.

Questions to consider:

- How much time do members need to accomplish any projects that SAAC would like to adopt?
- How would this effect travel for the meeting?

**ATTACHMENTS:** None

**PREPARED:** Riana Hardin

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# **SAAC INDIVIDUAL MEMBER ACTION PLAN**

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**Self-Advocacy Advisory Committee  
INDIVIDUAL MEMBER ACTION PLAN**

Councilmember name:

Region you represent:

Who are your elected officials:

Please circle 2 to 5 of the SCDD State Plan Goals you would like to focus on in your community:

- |                  |                      |  |
|------------------|----------------------|--|
| 1. Self-Advocacy | 3. Housing           | 5. Early Intervention                        |
| 2. Employment    | 4. Health and Safety | 6. Formal and Informal<br>Community Supports |

What are the related projects you are working on in your community:

Please list the trainings or work with any agencies or organizations you have done, including the date and say how many people attended. Please list the dates of the outreach activities, number of self-advocates/family advocates who attended or how many you talked to.

Please list how many presentations or outreach activities (including emails and phone calls) with new self-advocates. Please list the dates of the outreach activities, number of self-advocates/family advocates who attended or how many you talked to.

Please list ANY barriers to doing any Council work in your community:

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# **CIE UPDATE**

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## **Competitive Integrated Employment for Individuals with Intellectual Disabilities and Developmental Disabilities**

**“Real Work for Real Pay in the Real World”**



## **WRITTEN GUIDANCE FOR CREATING LOCAL PARTNERSHIP AGREEMENTS**

This is a written guidance for local education agencies (LEAs), the Department of Rehabilitation (DOR) districts, regional centers and other community services to help prepare people with ID/DD for competitive integrated employment (CIE) by creating local partnership agreements (LPAs).

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## **Introduction**

The California Department of Education (CDE), the California Department of Rehabilitation (DOR), and the California Department of Developmental Services (DDS) have come together to give people with intellectual disabilities and developmental disabilities (ID/DD) a better chance to get ready for and find competitive integrated employment (CIE).

This guidance document will help local education agencies (LEAs), DOR districts and regional centers to work together so people with ID/DD can get CIE. Below is a short description about each section in the guide:

- **Section I**



Section I is about policy and the statutory law supporting CIE and what is possible when our state and local agencies work together.

- **Section II**

Section II is about the way local-level services (schools, employment services and more) will work with LEAs, DOR districts and regional centers as well as other stakeholders (people who have the same interests) to help people with ID/DD get CIE.

- **Section III**

Is about finding the best ways to transition from high school and into CIE with the help of local services.

- **Section IV**

Is about other types of help everyone can use to help people with ID/DD get CIE.

## **Vision**

Every person with an intellectual and developmental disability has the chance to get ready for and to get a good paying job working with people without disabilities.

## **Core Principles**

Principles (a rule or belief that helps a person or organization know what to do when making a decision) that will guide CDE, DOR, and DDS when they make a decision about ways to help people with ID/DD get CIE.

1. The person with ID/DD is the most important person at all planning meetings so all services need to take care of what the person with ID/DD wants and needs.
2. When it is okay, CDE, DOR, and DDS will talk to the families of people with ID/DD to let them know about CIE and how CDE, DOR and DDS will help their family member. The family of a person of ID/DD will be included in the CIE planning meetings when it is okay for the family to join the meeting.
3. People with ID/DD and their families will get information and help to understand how getting paid to work will change their benefits (SSI, SDI, Medi-Cal) so they can get the most money and keep their medical benefits

4. All people with ID/DD will get a chance to learn about different types of jobs, how to get ready for these jobs, job training services and about going to college to improve their work skills.

5. Learning about jobs will include work experience at real jobs.

6. People with ID/DD will focus on finding real jobs that pay minimum wage and more.

7. Everyone will work toward “Triple E” standards, which means they will do their best to find the best ways to help a person with ID/DD be successful in CIE.

## **Section I. Understanding the Laws**

Understanding the laws helps LEAs, DOR districts and regional centers to help people with ID/DD understand the many ways people with ID/DD can choose from to get CIE.

The United States government made a law for states to create their own law for Employment First so that the United States government could give the states money to help make this law work. In 2013, California made their own Employment First Policy law.

## **A. California's Employment First Policy**

It is a law that says the first choice to give working age people with ID/DD should be the opportunity to work toward competitive integrated employment. This means helping people with ID/DD:

- To find a job where they want to work;
- To find a job where they are working with people without disabilities;
- To find a job where they make minimum wage and above;
- To find a job where they receive benefits (health insurance, money for retirement, vacation and more);
- To find a job where they will be able to promote (move up to higher paying jobs).

This law will help people with ID/DD to become more independent and to live

more freely in their community. This law also makes CDE, DOR, DDS, LEA's and service providers work together more closely which will create better services for people with ID/DD.

## **B. Individuals with Disabilities Education Act**

The Individuals with Disabilities Education Act (IDEA) is a national law that says LEAs must be sure to make Individualized Education Programs (IEPs) with students that have ID/DD and then they must do what they agreed to do in the IEP.

### What IEPs need to have:

A student with ID/DD and their IEP team will find out what type of training, education, employment and independent living skills the student will need and wants before they leave high school. This information must be added to their IEP as measurable goals.

- The IEP needs to include what the student needs to reach these goals.
- These goals must be a part of the students IEP by the time they are 16 years old.
- The IEP needs to say that the student understands that when they are 18 years old, they have the right to choose what they want to do for their future. This must be a part of the students IEP no later than one year before they are 18 years old.

## C. Workforce Innovation and Opportunity Act

Workforce Innovation Opportunity Act (WIOA) means new ideas and chances for people who want to work.

WIOA requires DOR to create an Individual Plan for Employment (IPE) with people with ID/DD to get the skills to work in CIE.

### Other things WIOA requires:

- CDE, DDS, the Employment Development Department, and the California Workforce Development system to work together.
- Pre-employment transition services (Pre-ETS), which means services that help a person get a job, to be available to all students with ID/DD.
- DOR to participate in the IEP and Individual Program Plan (IPP) meetings, when invited, for students with ID/DD receiving Pre-ETS or moving from high school and into college, job skills training or a job.
- Giving people with ID/DD the same chance to help create workforce development activities from working with American Job Center of California.
- Lower the use of below minimum wage paying jobs for people with ID/DD.
- Higher skills training so a person with ID/DD can move from one job to a higher paying job. Training may include learning

more about working with computers, building things, working with machines and math.

#### What's Possible with the WIOA:

- **Future Focus**

People with ID/DD will get the services they need to find a good job. Their individual plan for employment (IPE) will include training and job experience to help a person get a good job working with people who do not have disabilities. The person with ID/DD will decide if they want to work part-time or full-time.

- **Collaboration** (working together)

DOR districts, LEAs and/or regional centers will work together and organize how they are going to help a person with ID/DD work toward getting and keeping CIE. They will create a Local Planning Agreement (LPA) which will include local businesses who will hire persons with ID/DD. The members of the LPA will find ways to help the person with ID/DD meet the needs of the employer and help the employer meet the needs of the person with ID/DD. The LPA will reach out to the person with ID/DD's natural resources, like their family, to help these resources understand how the LPA will work.

Comment [j1]: Add link

- **Business Engagement**

People with ID/DD will work with America's Job Center of California to create equal and real work for people with ID/DD.

- **Creating Opportunity**

People with ID/DD can choose from supported employment services, on-the-job training, customized employment, and creating a microenterprise (business owned by person with ID/DD) to help get CIE, which includes the things they are good at, they can do, and what they like to do.

- **Coordination**

An person with ID/DD's IPE goals must work with the plans in their individual education plan (IEP) and their individual program plan (IPP).

## **D.The Lanterman Act (California's Employment First Policy)**

The Law says the first choice DDS services must give people with ID/DD, when they are old enough to work, is the choice to choose CIE no matter what type of disability they have. If they choose CIE, the goals and services they need to get CIE, must be added to their IPP.

What the Lanterman Act says DDS has to do:

- DDS has to first offer people with ID/DD, who are working age, the choice to get services so they can get CIE.
- DDS has to make sure people with ID/DD understand what their choices are when they are planning their future and what services they want and will need.
  - When DDS knows what services a person with ID/DD wants and needs, this information will be added to their IPP, which will tell the people working with them what services they need.
  - The regional center must give people with ID/DD, who are 16 years old and older and their families, information about the Employment First Policy, CIE, and the types of services and supports including college or other training schools.
  - People with ID/DD have the right to work toward CIE no matter what their disability is.

What is Possible with the Lanterman Act:

1. Tailored Day Services, which can help people with ID/DD to go to college, to job training schools and to other adult education schools.
2. Paid internship programs (getting paid to learn about a job and working at the same time).
3. A microenterprise (a small business owned by people with ID/DD).
4. When people with ID/DD are old enough to work, they can choose CIE, but they do not have to choose CIE. They can choose other goals.

## **Section II. Local Partnership Agreements**

Local educational agencies (LEAs), DOR districts, and regional centers will work together to create Local Partnership Agreements (LPAs)

### **What are Local Partnership Agreements (LPAs)?**

LPAs are a team of people who talk to each other about the best and fastest ways they can work together to give persons with ID/DD services to get

CIE. LPAs will also create ways to teach their community about CIE and find CIE opportunities. LPAs figure out what will work best for persons with ID/DD and the LPA team.

An LPA must do these things:

- Talk about CIE to people in their communities.
- Create an easy way to send information about a person with ID/DD, who wants CIE, to the right agency to get the services the person wants and needs.
- Get other people in their community to join the LPA.
- Make sure the IEP, IPE and IPP person centered plans are all working toward the same goal and that they work with each other.
- Make sure everyone in the LPA understands what they need to do to help the person with ID/DD get CIE.
- Make sure the person with ID/DD is not getting the same services from two different agencies.
- Make sure the agencies know the times that another agency is working with a person with ID/DD and what they are doing.
- Make sure the agencies understand the best times to start and end their services.
- Make sure everyone in the LPA keeps their promise to do what they agreed to do.
- LPAs should create better ways to give services to people with ID/DD so people with ID/DD can get CIE.

### **Who is Included in a Local Partnership Agreement?**

LEAs, DOR districts and regional centers are the main part of the LPA, and they invite community partners to join the LPA like:

- County Social Services
- Juvenile Justice System
- County Mental Health
- Parent and Consumer organizations
- Family Resource Centers
- Youth Leadership Organizations
- Independent living Centers
- Family Resource Centers
- American Job Center of California
- Rotary and other Business organizations
- Chambers of Commerce
- Colleges and Universities
- And more...

### **When should Local Partnership Agreements be created?**

LPAs can be created any time. Right now, LEAs, DOR districts and regional centers are being asked to create LPAs as soon as possible. The CIE Blueprint says that there must be at least 13 LPAs created by June 30, 2018. The goal is to have LPAs developed between DOR districts, regional centers and 270 LEAs in five years by 2022.

**Where should a copy of the written Local Partnership Agreement be sent?**

All LPA written agreements must be sent to the CIE Interagency Leadership Workgroup through the California CIE inbox at [CaliforniaCIE@dor.ca.gov](mailto:CaliforniaCIE@dor.ca.gov). They will be posted in the CIE Toolbox at the CIE Website as a resource. [CaliforniaCIE@dor.ca.gov](mailto:CaliforniaCIE@dor.ca.gov).

**E. Where can someone get more information about LPAs?**

People can send questions to the California CIE inbox at [CaliforniaCIE@dor.ca.gov](mailto:CaliforniaCIE@dor.ca.gov).

**Section III. Exemplary, Effective, and Emerging (“Triple E”) Practices**

Exemplary means the supports and services a person with ID/DD is getting for CIE are the best.

Effective means the supports and services that people with ID/DD get for CIE works.

Emerging means new ways of giving supports and services to people with ID/DD to get CIE.

**What is possible when services for people with ID/DD use the “Triple E” Practices?**

From the time a student with ID/DD starts going to school and until they graduate, they will know that when they become adults they can

get a job and be successful. People with ID/DD will learn about the things they can do to help them get a job like:

- Learning about different types of jobs.
- Following a person with a job around that person's job to learn about the type of work the person does.
- Getting a chance to work somewhere to find out what it feels like to work there.
- People with ID/DD who get CIE understand that the money they make at their jobs can pay for what they need and that they do not always need SSI to pay for what they need.
- People with ID/DD can get services from CDE, DOR and DDS to get CIE, especially when they are moving from High School and into a real community job.
- The businesses are able to find people with ID/DD to work for them.
- People with ID/DD can get services from CDE, DOR and DDS that gets them ready for CIE.
- 

## **Section IV. Where to Find More Help**

There are other tools and information to help make LPAs. Below is a list of other tools and information that can help find more people or community organizations and businesses to join an LPA, more services for people with ID/DD, and other ideas to help make CIE successful.

## **A.Assistive Technology (Things to help with a physical disability)**

- Ability Tools

<http://abilitytools.org/>

- Assistive Technology Program

<http://www.dor.ca.gov/AT/index.html>

- Center for Accessible Technology

<http://www.cforat.org/>

## **Benefits Planning (SSI/SSD, Medi-Cal help)**

- Social Security Work Incentives

<http://www.dor.ca.gov/VRED/Social-Security-Work-Incentives-Status.html>

- Disability Benefits 101

<https://ca.db101.org/>

## **Career Planning Resources (Other help to find a job)**

- California Career Center

<http://calcareercenter.org/>

- California Career Zone

<https://www.cacareerzone.org/>

- America's Job Center of California

<http://americasjobcenter.ca.gov/>

### **Community Resources (Other community services)**

- Independent Living Centers

<http://www.dor.ca.gov/ILS/ILS-What-Is-ILC.html>

- Regional Centers Directory

<http://www.dds.ca.gov/RC/RCList.cfm>

### **Family (Help for families of people with ID/DD)**

- California Early Start Program

<http://www.dds.ca.gov/EarlyStart/index.cfm>

- CA Parent Training and Information Center

<http://www.parentcenterhub.org/findurcenter/california/>

- Family Resource Centers

<http://www.frcnca.org/>

## **Informed Choice (How to advocate for people with ID/DD)**

- How I Want to Spend My Time

[http://www.dds.ca.gov/ConsumerCorner/docs/HowIWantttoSpendMyTime\\_English.pdf](http://www.dds.ca.gov/ConsumerCorner/docs/HowIWantttoSpendMyTime_English.pdf)

- Making Informed Choices

[http://www.dds.ca.gov/ConsumerCorner/docs/MakingInformedChoices\\_English.pdf](http://www.dds.ca.gov/ConsumerCorner/docs/MakingInformedChoices_English.pdf)

- Making My Own Choices

<http://www.dds.ca.gov/ConsumerCorner/docs/MakingMyOwnChoices.pdf>

- Tailored Day Services

<http://www.dds.ca.gov/WorkServices/docs/tailoredDayProgramII.pdf>

## **Person-Centered Planning (help to find a job that fits the needs and wants of a person with ID/DD)**

- Building a

Career [http://www.dds.ca.gov/ConsumerCorner/thinkplando/Building\\_a\\_Career.pdf](http://www.dds.ca.gov/ConsumerCorner/thinkplando/Building_a_Career.pdf)

- Finding a Job

[http://www.dds.ca.gov/ConsumerCorner/thinkplando/Finding\\_a\\_Job.pdf](http://www.dds.ca.gov/ConsumerCorner/thinkplando/Finding_a_Job.pdf)

- From Conversations to Actions Using the

IPP [http://www.dds.ca.gov/ConsumerCorner/docs/CAC\\_IPP\\_2004.pdf](http://www.dds.ca.gov/ConsumerCorner/docs/CAC_IPP_2004.pdf)

- Having My Own

Business [http://www.dds.ca.gov/ConsumerCorner/thinkplando/Having\\_My\\_Own\\_Business.pdf](http://www.dds.ca.gov/ConsumerCorner/thinkplando/Having_My_Own_Business.pdf)

- Person-Centered Planning

[http://www.dds.ca.gov/Publications/docs/Person\\_Ctrd\\_Planning.pdf](http://www.dds.ca.gov/Publications/docs/Person_Ctrd_Planning.pdf)

- Ways to Find

Jobs [http://www.dds.ca.gov/ConsumerCorner/docs/LearnAboutSeries\\_FindingAJob.pdf](http://www.dds.ca.gov/ConsumerCorner/docs/LearnAboutSeries_FindingAJob.pdf)

- Work Services

<http://www.dds.ca.gov/WorkServices/index.cfm>

### **Teacher Resources (Help for teachers)**

- California School Directory (K-12)

<http://www.cde.ca.gov/schooldirectory/>

- California Community College Campuses

<http://californiacommunitycolleges.cccco.edu/AlphaList.aspx>

- California State University Campuses

<https://www2.calstate.edu/attend/campuses>

- University of California Campuses

<https://www.universityofcalifornia.edu/uc-system/parts-of-uc>



# Employment First Policy

On October 9, 2013, Governor Brown signed Assembly Bill 1041 , which made the Employment First Policy a law . California became the 12<sup>th</sup> state to make employment first a law .

## Employment First Policy

From the Welfare and Institution Code (WIC) Law, Section 4869(a)(1)

*It is the law  of the state that people with intellectual and developmental disabilities (ID/DD), no matter how the disability affects them, be given the chance:*

- *To work with people without disabilities*  ;
- *To make minimum wage and above*  ;
- *To move into higher paying positions*  ;

- To get benefits like health care and retirement savings  .

## The Statute Explains Why

The Employment First Policy law  was made to improve services and supports to help persons with ID/DD to live the same way people without disabilities live in the community. The improved services are to help persons with ID/DD live their lives and work like persons without ID/DD so people with ID/DD can become more independent, productive and live more natural lives. WIC Section 4869(a)(1)



## Definitions

**Integrated Employment** means people with ID/DD working in the community with people without ID/DD. People with ID/DD will work with co-workers and the public the same way people without

*ID/DD do. It is okay to have a job coach, if it helps people learn and perform their job better.*



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**Competitive Employment** means working and getting paid the same amount of money, which is minimum wage or more than minimum wage , and getting the same benefits  that people without I/DD get.

**Microenterprises** are small businesses  owned by people with ID/DD. They control and are responsible for making decisions regarding their business. They have a business license, taxpayer identification number and a separated business bank account.

Microenterprises can be considered competitive integrated employment.

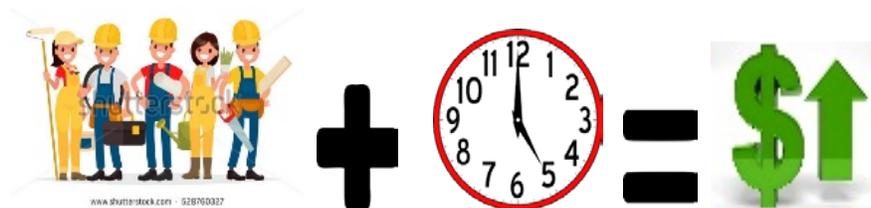


**“Self-employment”** means working for yourself in a job you created and at a place that you have chosen to work. This business is your job You will be in control and will have the responsibility to make decisions that affect how the business will work.



## Requirements

**4869(a)(1) The Employment First Policy** makes work for people with ID/DD very important in the Lanterman Act 📄, which means the developmental service system must do all it can do to make real jobs with real pay a real choice for people with developmental disabilities.



**4869(b) The State Council on Developmental Disabilities**

**(Council)** must make a brochure  that explains the Employment First Policy. The brochure  must be written in other languages  and be posted to its Internet Website .

**4868(c) (4 and 5) The Employment First Committee of the**

**Council** must make goals  to measure  job participation and job outcomes for people getting services from the regional centers. It also must use existing information to find job outcomes by age, sex, ethnicity, types of disability, where consumer lives and other information.

**4869(c) Regional centers** must give people with ID/DD ages 16 years or older, and, when appropriate, their legal guardians,

conservators, or authorized representative information  that they can understand  about the Employment First Policy . Regional centers also must give people with ID/DD the choice for competitive integrated employment, and the services and supports including education  after high school, that can help



**4869(d) *The Department of Developmental Services can ask for information from regional centers about what the regional center is doing and is planning to do to follow the Employment First Policy law.***

#### Works Cited

State Council of Developmental Disabilities and California Employment Consortium for Youth. (2014, 1 13). *Employment First Policy Summary*. Retrieved from State Council of Developmental Disabilities: <https://scdd.ca.gov/wp-content/uploads/sites/33/2016/10/Employment-First-Policy-Summary-SCDD-CECY.pdf>

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**TOPICS OF ONGOING  
DISCUSSION: BUILDING  
ACCESS STANDARDS**

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## **SAAC AGENDA ITEM DETAIL SHEET**

**ISSUE:** Accessible Building Standards Project

**SUMMARY:** At the July SAAC meeting, there was a panel discussion on the issue of building accessibility standards. Representatives from the Division of the State Architect and the California Commission on Disability Access provided SAAC with useful information regarding the process for setting building codes, accessibility standards for public housing, commercial buildings, public schools and state office buildings. SAAC Committee members expressed an interest in exploring projects around building accessibility standards. Included in your packet are the materials on building accessibility standards from the July packet.

**DISCUSSION:** Should the SAAC explore a project relating to building access standards? One option is to invite the California Commission on Disability Access back to another SAAC meeting to explore ways to collaborate with them on ensuring that all Californians have access to buildings.

Should SAAC make a recommendation to the Council to regarding the importance of building access standards?

**RECOMMENDATIONS:** None

**ATTACHMENTS:** Disability Rights California Letter of Concern on the California Commission on Disability Access

**PREPARED:** Riana Hardin

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# **DRC LETTER OF CONCERN**

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**LEGISLATION & PUBLIC  
INFORMATION UNIT**

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Intake Line: (800) 776-5746  
Fax: (916) 504-5807  
[www.disabilityrightsca.org](http://www.disabilityrightsca.org)

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March 7, 2017

Honorable Richard D. Roth  
Chair, Budget and Fiscal Review Subcommittee #4  
California State Senate  
Capitol Building, Room 4034  
Sacramento, CA 95814

**RE: 8790 California Commission on Disability Access – Letter of  
Concern**

Dear Senator Roth:

Disability Rights California (DRC), a non-profit advocacy organization that advances and protects the rights of Californians with disabilities, has concerns with the budget proposal to move the California Commission on Disability Access (CCDA) under the Department of General Services (DGS). The issue will be heard in the Assembly Budget Subcommittee 4.

Senate Bill 1608 (Corbett), Chapter 549, Statutes of 2008 established the Commission on Disability Access (Commission) as an independent state commission to work with the disability community, businesses and all levels of government to promote better compliance with access laws and regulations. The Commission's mission is to help consumers, business owners/operators, and persons with disabilities understand the responsibilities under the Americans with Disabilities Act (ADA), California state access laws, and regulations to create accessible environments.

The Commission coordinates with state agencies and local building departments to provide educational outreach to prevent and minimize compliance problems.

Among other duties, the Commission collects data on the impact of access non-compliance, including identifying and tabulating the types of construction-related physical access violations alleged in the demand letters and in the complaints. The commission posts on its website a list, by type, of the 10 most frequent types of accessibility violations alleged in the demand letters and in the complaints. It reports this information to the Legislature. The structure and complete list of responsibilities of the Commission are currently set forth in the Government Code Sections 8299-8299.11.

While Disability Rights California has no opinion as to the move of the Commission under DGS, we want to ensure that the Commission retains its autonomy and independence as it carries out the responsibilities set forth in the Government Code. The Commission's independence and autonomy is critical to carrying out its mission and meeting the needs and concerns of all stakeholders, particularly individuals with disabilities who want to ensure access to their physical environment and be fully included in society.

Please contact me if you have any questions about our concerns.

Sincerely,

Evelyn Abouhassan  
Senior Legislative Advocate  
Disability Rights California

cc: Honorable Members, Senate Budget and Fiscal Review  
Subcommittee #4  
Matthew Montgomery, Legislative Director, Senate Budget and Fiscal  
Review Subcommittee #4

# **HISTORY OF CA COMMISSION ON DISABILITY ACCESS**

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## History CA Commission on Disability Access

**January 1, 2009**

The Legislature concluded that despite the fact that state law has provided persons with disabilities the right to full and equal access to public facilities since 1968, that persons with disabilities continue to be denied full and equal access to public facilities in many instances. The Legislature further concluded that businesses in California have the responsibility to provide full and equal access to public facilities as required in the laws and regulations, but that compliance may be impeded, in some instances, by conflicting state and federal regulations, resulting in unnecessary litigation.

With a vision to developing recommendations that will enable persons with disabilities to exercise their right to full and equal access to public facilities, and that will facilitate business compliance with the applicable laws, building standards and regulations to avoid unnecessary litigation, the Legislature created the California Commission on Disability Access.

The Legislature further intended that the commission be broadly representative of the ethnic, gender, and racial diversity of the population of California and consist of persons with a disability relating to, but not limited to, vision, hearing, mobility, breathing, speech, cognitive, cardiac, emotional, developmental, learning, psychological, or immunological disabilities. And, these individuals should have essentials of specific qualifications as detailed in the law.

The California Commission on Disability Access (CCDA) is a 17-member independent commission consisting of 11 public members and six (6) ex officio nonvoting members. The CCDA was established through legislation enacted during the 2007/2008 legislative session. This legislation, in addition to a number of changes to California law, added Chapter 3.7, "The California Commission on Disability Access", to the California Government Code (GC) which establish the CCDA, provides operational requirements and guidance, an initial budget, appointment requirements, specific reporting tasks, and a number of other items. In 2012, SB1186 (Steinberg) established additional review and reporting of demand letters by the Commission. And at the end in 2015, AB 1521 (Committee on Judiciary) was signed into law as an urgency measure with the requirement for the Commission to additionally collect and study case outcomes.

The CCDA is required by law to annually elect from its membership a Chairperson who must, be a representative from the disability community; a Vice-Chairperson who also must be elected from the membership, however the law requires that this member represent the business community.

Public members are appointed for three-year terms, except that, with respect to the initial appointees, the Governor appoints three members for a one-year term, two members for a two-year term, and two members for a three-year term. The Senate Committee on Rules and the Speaker of the Assembly each initially appoint one member for a two-year term and one member for a three-year term. Public members may be reappointed for additional terms. The Organizational Chart located in this section identifies the appointees and provides information at a glance as to who the appointee represents and the duration of the appointment.

The CCDA is authorized by the GC to meet no more than 12 days per year. The meeting dates and schedule are decided by the CCDA, and meetings may be for more than one-day.

# CCDA CHECKLIST

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## **CCDA ACCESSIBILITY CONSTRUCTION INSPECTION CHECKLIST**

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The California Commission on Disability Access (CCDA) is pleased to provide this Accessibility Construction Inspection Checklist (Accessibility Checklist) for use by trained building code officials/building inspectors as a reference guide to assist with on-site inspection of accessibility features and construction elements affecting accessibility compliance. The CCDA is authorized by California Government Code Sections 8299-8299.11 to provide educational material and information to assist trained building code officials/building inspectors with disability access requirements and to facilitate compliance with disability access laws. This Accessibility Checklist is based on the 2013 California Building Code (CBC), Part 2, Title 24, California Code of Regulations and should be used in conjunction with the regulations found in Chapter 11B of the CBC.

The purpose of this Accessibility Checklist is to provide trained building code officials/building inspectors with a reference list of the most common accessibility features to be inspected and/or verified during the construction phases of commercial projects. It is important during the progress inspections that the trained building code official/building inspector verify all elements will be able to meet the minimum accessibility requirements of the California Building Code at the time of final inspection. The Accessibility Checklist is intended to be utilized by trained building code officials/building inspectors as a reference guide only. It is not intended to be a complete list for full access compliance under applicable laws or regulations nor is it intended to identify any specific measurements or detailed requirements that may be required for full compliance with applicable disability access laws and regulations. Although the Accessibility Checklist has been produced and processed from sources believed to be reliable, no warranty expressed or implied is made regarding accuracy, adequacy, completeness, legality, reliability or usefulness of any information that is contained in the Accessibility Checklist.

The trained building code official/building inspector must assess the elevations and slopes of the existing streets and sidewalks, location of existing buildings, existing drainage and other physical conditions of the property relative to the accessibility improvements on the proposed plans. During construction inspection finish product thicknesses such as flooring materials or wall coverings must be considered when reviewing critical accessibility features, including but not limited to, widths of halls, corridors, door strike side, plumbing locations, built-in cabinets, and shower compartments.



## **ROUGH GRADE SITE INSPECTION**

- Locate and verify the plan specified accessible routes from existing public sidewalks, accessible parking locations, and other site arrival points to building entrances and exits. 11B-206.1
- Identify the plan specified accessible routes from all entrances and exits to common and public use areas on the site. 11B-206.2.2
- If site conditions have swamp type lands, steep grades, drainage ditches, flood hazards or other inconsistencies with the approved plans, proper methods of compliance shall be reviewed and approved by the building official/plan checker prior to continuing. CBC Section 107.4
- Verify that drainage, drainage swales, catch basins and grates do not violate slope or surface requirements along accessible routes, accessible parking and access aisles, etc. 11B-403
- Verify if under-slab plumbing will provide adequate clearances from finished walls. 11B-604.2
- Site Lighting shall be capable of providing a minimum of one foot candle to the surface. CBC Section 1006

## **ROUGH FORM AND FOUNDATION INSPECTION**

- Verify building form elevations are set relative to site features (accessible routes, accessible parking, common and public use areas, and other site arrival points) to ensure correct accessible slopes (5% running slope and 2.08% cross slope). 11B-403
- Verify forms for sidewalks, ramps, landings, curb ramps and clear floor spaces are correctly installed so proper slopes, cross slopes, widths and clearances will be maintained at final inspection. 11B, Division 4 Accessible Routes.
- Verify no abrupt changes in level will exceed ½” in the path of travel or 4” drop offs along edges. 11B-303.5
- Verify forms include guardrail and handrail sleeves if required. 11B-505
- Verify planned site lighting sleeves are provided. CBC Section 1006

## **ROUGH/FOUR WAY INSPECTION CHECKLIST**

### **VERIFY FRAMING – remember finish material thicknesses!**

- Slope, width and headroom of all interior accessible routes. 11B-402
- Door opening widths. 11B-404
- Maneuvering clearances/landings at doors. 11B-404
- Distance between doors in series. 11B-404.2.6
- Grab bar backing in toilet/shower rooms. 11B-604.5, 11B-607.4, 11B-608.3
- Backing for grab bars in bathtub/shower rooms. 11B-610
- Width and depth of shower stalls. 11B-608.2
- Drinking fountain alcoves/wing walls. 11B-602.9
- Tread dimensions on stairs including nosings. Verify finish materials for variances 11B-504
- Backing for handrails at ramps/stairs. 11B-505
- Elevator shaft dimensions. Check plans for Fire Assembly thickness 11B-407.4
- Location of controls for operable windows to meet reach range and operation 11B-229
- Restroom dimensions. 11B-604.8

## **VERIFY ELECTRICAL – remember finish material thicknesses!**

- Heights of all 30 amp or less outlet boxes. Measure to top or bottom of boxes 11B-308.1.1
- Heights of all electrical switch boxes. Measure to top or bottom of boxes 11B-308.1.2
- Alarm/detector systems. 11B-702
- Height of HVAC controls. 11B-308
- Location of elevator control/call/notification boxes. 11B-407
- Installation of emergency egress lighting if required. High and Low 11B-1011

## **VERIFY ROUGH PLUMBING - remember finish material thicknesses!**

- Location of toilet flanges from walls. 11B-604.2
- Location of lavatory traps from side walls. 11B-606.6
- Location of bathtub controls and drain. 11B-607.5
- Installation height and location of shower controls. 11B-608.5
- Location of shower drains and floor slope. 11B-608.5
- Shower threshold. 11B-608.7
- Kitchen or Common use sink plumbing 11B-608.5, 11B-804
- Plumbing for Drinking Fountains. Both high and low 11B-602

## **(OPTIONAL INSPECTION Pre-Concrete/Asphalt)**

Exterior Site sidewalk forms and grading per page 1

## **FINAL INSPECTION CHECKLIST**

### **EXTERIOR ROUTES**

- Floor and ground surfaces stable, firm and slip resistant. 11B-302.1
- Openings in floor or ground surfaces 1/2 inch maximum with long dimension perpendicular to direction of travel. 11B 302.3
- Vertical change in level 1/4 inch high maximum. 11B-303.2
- Changes in level greater than 1/2 inch ramped. 11B-303.4
- Abrupt changes in level exceeding 4 inches, vertical dimension shall be identified by warning curb. 11B-303.5
- Running and cross slopes at walking surfaces. Walks, sidewalks and ramps. 11B-403.3, 11B-405
- Vertical clearances/protrusions along circulation paths. 11B-307
- Site arrival points. An accessible route from parking, passenger loading zones, public streets and sidewalks to building entrance or facility. 11B-206.2.1
- Within a site. One accessible route connecting accessible buildings, accessible facilities, accessible elements, and accessible spaces. 11B-206.2.2
- Location of accessible routes coincides with general circulation paths. 11B-206.2.1  
Exception 3
- Clear width of walking surface. 11B-403.5.1
- Contrasting stripe on upper approach and all treads. 11B-504.4.1
- No open risers on stairways. 11B-504.3
- Handrails on ramps and stairways. 11B-505
- Curb ramps, blended transitions and islands. 11B-406

- Raised islands in crossings shall be cut through level with the street or have curb ramps at both sides. 11B-406.6
- Installation and color of required detectable warnings. 11B-705
- Passing spaces along accessible routes with a clear width less than 60 inches. 11B-403.5.3
- Walks with continuous gradients have resting areas. 11B-403.7

## **INTERIOR ROUTES**

- Floor and ground surfaces stable, firm and slip resistant. 11B-302.1
- Carpet pile height 1/2 inch maximum. Exposed edges securely fastened with trim on exposed edge. 11B-302.2
- Vertical clearances/protrusions along circulation paths. 11B-307
- Running and cross slopes at walking surfaces and ramps. 11B-403.3, 11B-405
- Handrails on ramps and stairways. 11B-505
- Vertical change in level 1/4 inch high maximum. 11B-303.2
- Changes in level greater than 1/2 inch ramped. 11B-303.4
- Contrasting stripe at upper approach and lower tread. 11B-504.4.1
- Accessible route to all functional areas of restaurants and dining facilities. 11B-206.2.5
- Accessible route to performance area from an assembly area. 11B-206.2.6
- Common use circulation paths within employee work areas. 11B-206.2.8
- Accessible route to both sides of court sports. 11B-206.2.12
- Clear width of walking surfaces. 11B-403.5.1
- Width of accessible route at 180 degree turns. 11B-403.5.2

## **PARKING**

- Location and number of van parking and standard parking spaces. 11B-208
- Dimensions of accessible parking spaces and access aisles. 11B-502.2, 11B-502.3
- Marking at access aisles. 11B-502.3.3
- Slope of accessible parking spaces and access aisles. 11B-502.4
- Identification at accessible spaces and/or lot entrances. 11B-502.6, 11B-502.8
- Vertical clearance at parking spaces, access aisles and vehicular routes. 11B-502.5
- Location, number and dimensions of passenger drop-off zones. 11B-503
- Vertical clearance at vehicle pull-up spaces, access aisle, vehicular route. 11B-503.5
- Passenger loading zone, accessible parking spaces and access aisles in valet lots. 11B-209.4

## **REACH RANGES AND OPERABLE PARTS**

- Forward and side reach 11B-308.2/3
- Over projections 11B-308.2.2/3.2
- Clear floor space at controls 11B-309.2
- 5lbs operating force 11B-309.4
- Reach ranges 11B-309.3
- No tight grasping, pinching, twisting of wrist 11B-309.4
- Top and bottom of switches and outlets AFF 11B-308.1.1&2

## **DOORS**

- 32" clear width 11B-404.2.3
- Maneuvering clearances 11B-404.2.4.1
- Level landings each side of doors 11B-404.2.4.4

- Thresholds 11B-404.2.5
- Doors in series 11B-404.2.6
- Hardware 11B-404.2.7
- Closing speed 11B-404.2.8.1
- 5lbs opening force 11B-404.2.9
- 10" smooth surface on push side of door 11B-404.2.10
- Signs – Tactile/Braille 11B-703

## **VERTICAL ACCESS**

- Elevators: Controls; visual and audio signals 11B-407.2
- Elevators: Symbols 11B-407.4.7.1
- Elevators: Support rail 11B-407.4.10
- Platform Lifts 11B-410
- Destination-oriented Elevators (July 2015) 11B-411
- Stairs 11B-504

## **PLUMBING/RESTROOMS**

- Turning space within the room 11B-603
- Door swing not in clear floor space of any fixture (except single-user) 11B-603
- Mirrors and accessories 11B-603
- Clear floor space requirements at fixtures 11B-604
- Compartment configuration side and end entry, toe clearances 11B-604
- Side and rear wall grab bars 11B-609
- Ambulatory compartments 11B-604.8.2
- Urinals 11B-605
- Accessible lavatories, heights, knee clearances 11B-606
- Restroom symbols on door 11B-703.7.2.6
- Shower compartments 11B-608
- Bathtubs 11B-607
- Drinking fountains 11B-211, 11B-602

## **BUILT-IN ELEMENTS**

- Dining/work surfaces 11B-226, 11B-902.2
- Benches 11B-903.2
- Check out aisles 11B-904.3.2
- Sales/service counters 11B-227, 11B-904.4.1
- Food service lines 11B-904.5.1
- Accessible sinks 11B-212, 11B-606

## **MISCELLANEOUS ELEMENTS**

- Fire alarm systems: visible alarms 11B-215, 11B-702
- Assistive Listening Systems 11B-219, 11B-706
- ATMs, POS Machines, Fare Machines 11B-220, 11B-707
- Windows 11B-229
- Exercise Machines and Equipment 11B-236
- Dressing, Fitting, and Locker Rooms 11B-222
- Assembly areas: companion seats; wheelchair seats; semi-ambulant seats 11B-221, 11B-802
- Storage 11B-225, 11B-811

- Signs 11B-216, 11B-703
- Variable Message Systems (July 2015) 11B-703.8
- Exit Signs CBC Section 1007.6
- Areas of Rescue CBC Chapter 10
- Telephones and TTYs 11B-217, 11B-704
- Vending Machines, Mail Boxes, Change Machines 11B-228
- Play Areas 11B-240, 11B-1008
- Swimming Pools, Wading Pools, and Spas 11B-242, 11B-1009
- Sauna and Steam Rooms 11B-241, 11B-612

Please note that this is not an exhaustive list of the elements and spaces required to be accessible per the 2013 California Building Code. Items included to be inspected for compliance if provided, including but not limited to: outdoor developed areas, bus shelters, amusement rides, recreational boating facilities, fishing piers and platforms, golf and miniature golf facilities, and shooting facilities with firing positions.