

UC DAVIS
MIND INSTITUTE
SAVE THE DATE



**MIND Summer Institute on
Neurodevelopmental Disorders:**

Updates on Research, Policy and Evidence-Based Practices
from Early Intervention through Transition/Adult



**Physicians, Nurses, Speech-
Language Pathologists,
Educators, Mental Health
Professionals and Behavior
Analysts can earn CEUs
and/or CME professional
development hours.**

Family members, self-advocates and
students are strongly encouraged to attend.
Scholarships available upon request.

Sponsored By:

- Center for Excellence in Developmental Disabilities at the MIND Institute
- UC Davis Office of CME

Friday, August 3, 2018
UC Davis Conference Center, Davis, CA

For more information go to:
<http://bit.ly/2jstO1g>



Keynote:

Getting SMARTer About Personalizing
Interventions for Children with ASD
Dr. Connie Kasari and Dr. Tristram Smith

CONFERENCE HIGHLIGHTS

- ADHD Treatments
- Implementation Research for Schools
- Integrated Competitive Employment
- Sibling Support
- ESDM Parent Coaching
- Culturally Responsive Practices
- Family focused strand including "make and take" and resource fair supported by the Autism Intervention Research – Behavioral Network (AIR-B)

CALIFORNIA



HANDS & VOICES

Northern California Family Camp

More Precious Than Gold

September 28-30, 2018 ♦ Coloma Resort

*Parent-2-Parent Support
Children's Camp
Campfire
Friendships that Last*



How to Register:

1. Browse & Book Sleeping Accommodations at ColomaResort.com or 530-621-2267.
2. Register For Family Camp at <https://dhhfamilycamp.eventbrite.com> (\$10/person)
Deadline to Register: September 10th



*"My children love coming and look forward to this camp every year!"
- Parent Feedback from 2017*

✉ Have Questions?!? Contact Kat Lowrance at sklowrance@aol.com
f <https://www.facebook.com/groups/CaliforniaHandsandVoices/>

Supporting families with deaf and hard of hearing children

BEST Parenting Fall 2018



New 10 Week Series

September 6-November 8, 2018
Thursday's from 2:30-4:30 pm

Behavioral Education for Successful Teen Parenting

As a new mom or dad you are the most important person in helping your baby to be happy, confident, and successful. How you talk, play and respond to your baby in the first few years will wire your baby's brain for the future and make a lifelong difference. Join us and learn what you can do to help your child be their BEST unique self.

Because Your Child Deserves Your BEST!

The next series will begin February 7, 2019



Earn \$20 in gift cards each week

Onsite Child Care

Dinner Included

Certificate of Attendance Provided

Yuba County
Office of Education
Child Development
Behavioral Consultation
Program

To Register Call:
Thelma Amaya, MSW

530-749-4991

(All classes will be held in Marysville location to be determined)

OPEN TO PARENTS
AGE 14-22

FOR PARENTS OF A
CHILD BORN BEFORE
YOU TURNED 20 OR
CURRENTLY
EXPECTING A CHILD
AND AGE 19 OR UNDER

Employing Individuals with Intellectual Disabilities and Developmental Disabilities in California

“Real Work for Real Pay in the Real World”

May 2017

Prepared by

California Department of Education
California Department of Rehabilitation
California Department of Developmental Services

A Note from the Directors

The California Department of Education, California Department of Rehabilitation, and the California Department of Developmental Services, are pleased to issue the **California Competitive Integrated Employment Blueprint**. This Blueprint initiative is the result of the commitment between the three departments to provide opportunities for Californians with intellectual disabilities and developmental disabilities, regardless of the severity of their disability, to prepare for and participate in competitive integrated employment.

At the launch of the initiative in December 2014, our goal was to advance competitive integrated employment opportunities for individuals with intellectual disabilities and developmental disabilities by identifying and implementing improvements in furtherance of the State’s Employment First Policy and other federal and state laws, including the Individuals with Disabilities Education Act, the Workforce Innovation and Opportunity Act, and the Home and Community-Based Services settings rule.

We, the three departments, in consultation and collaboration with Disability Rights California, present this Blueprint to further our efforts in ensuring that all youth and adults with intellectual disabilities and developmental disabilities who chose competitive integrated employment are provided opportunities to equip them with the skills and knowledge to participate in today’s 21st Century workforce. The Blueprint addresses the following areas to help facilitate these efforts:

- Expanding joint information sharing.
- Coordinating efforts across the three systems to utilize existing resources more effectively.
- Increasing collaboration between departments at the state level, and entities at the local level, to better plan, implement, and evaluate services to increase competitive integrated employment.
- Increasing participation of individuals with intellectual disabilities and developmental disabilities in the California workforce development system.
- Improving business partner engagement with regard to hiring individuals with intellectual disabilities and developmental disabilities in both the public and private sectors.
- Offering individuals, their support network, and business partners, information and technical assistance related to competitive integrated employment.

As we look toward the future, through the implementation of the Blueprint we plan to achieve the following impacts:

- Individuals with intellectual disabilities and developmental disabilities have increased opportunities to receive the services they need across all three systems to achieve competitive integrated employment, especially during the transition years to adulthood.

- The business community is able to better access individuals with intellectual disabilities and developmental disabilities as a potential workforce.
- Services provided across all three systems are coordinated and prepare individuals with intellectual disabilities and developmental disabilities for competitive integrated employment.
- Collaborative relationships are developed and maintained between schools/local educational agencies, Department of Rehabilitation districts, and regional centers across the state.

We are dedicated to helping individuals with intellectual disabilities and developmental disabilities obtain the information, services, and supports they need to achieve their employment goals. Through the implementation of this Blueprint we will work together to support individuals with intellectual disabilities and developmental disabilities in achieving competitive integrated employment.

Sincerely,

Nancy Bargmann

Director

California Department of Developmental Services

Kristin Wright

Director

Special Education Division, California Department of Education

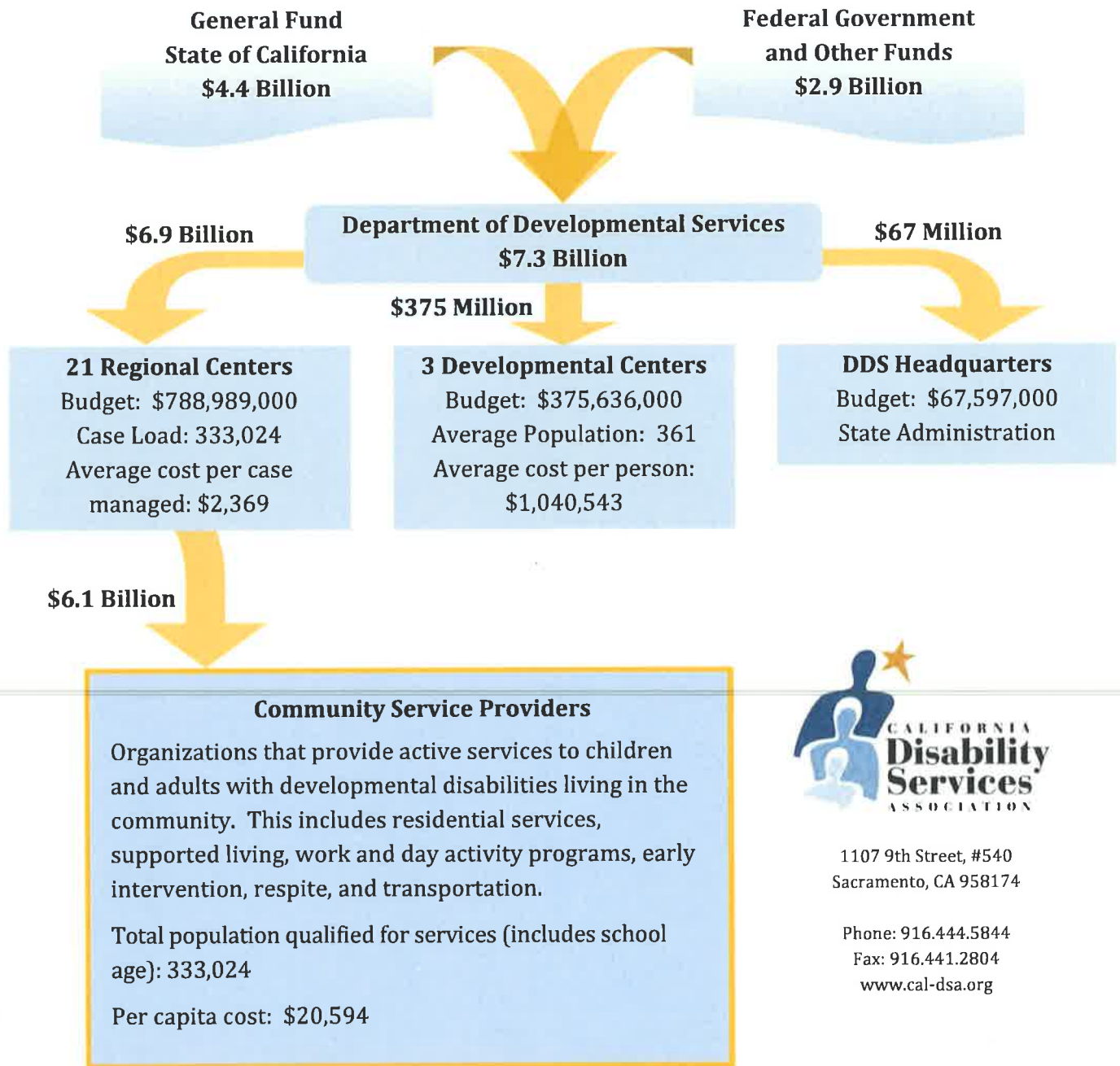
Joe Xavier

Director

California Department of Rehabilitation

Proposed Budget 2018-19

Flow of Funding for Children and Adults with Developmental Disabilities



1107 9th Street, #540
Sacramento, CA 958174

Phone: 916.444.5844
Fax: 916.441.2804
www.cal-dsa.org

Relationship Roles in the Funding System

Each component of the system is there for a reason and plays a role in the effective and efficient delivery of services to individuals with developmental disabilities.

State of California

The state allocates dollars from the General Fund to be used for health and human service- related programs and services. They also manage the amount of money that the state provides for these issues, as well as use existing dollars to obtain a match of equal dollars from the Federal government in Washington D.C.

Health and Human Services Agency (HHS)

This agency serves as the state's steward for all dollars that are allocated towards programs that deal with health and human services. This umbrella agency receives the state's general fund dollars and attempts to procure its own funding from other sources, both federal and private.

Department of Developmental Services (DDS)

This department oversees all programs that serve individuals with developmental disabilities. They work closely with the HHS to ensure that they are in compliance with federal standards and to obtain additional funding through federal channels. DDS administers the twenty-one regional centers and five developmental centers throughout the state. They develop a budget annually and submit it to the state's Department of Finance for approval and funding in the next fiscal year.

Regional Centers

The twenty-one regional centers serve as a processing center for individuals with developmental disabilities. The families will approach the regional center about programs and services for their loved one and the regional center will coordinate the relationship between the consumer and the program provider. Regional centers also reimburse the program providers for services rendered to the consumers – this reimbursement is commonly known as a purchase of service (POS) reimbursement.

Program Providers

These agencies, scattered throughout the state, work on a contractual basis with the regional centers to provide services to individuals with developmental disabilities. The services provided range from sheltered workshops where consumers perform tasks and duties to supported employment placements where consumers are in their communities on the job for a private employer. The providers are reimbursed from the regional centers at a rate set by the state, which is currently below their costs of actually providing services and supports.



The Developmental Disability System Needs Your Support

CDSA is asking the Administration and the Legislature to provide temporary rate relief until the systemwide rate study is implemented to ensure services are available to consumers and preserve the tenets of the Lanterman Act. We are requesting a 4% rate increase to address the rising costs to provide services - as well as the elimination of median rate caps - until the State implements the current rate study.

Without relief, the following impacts will diminish the quality, diversity, and quantity of services available to the 330,000 consumers in the developmental disability services system:

Unsustainable Rates of Staff Turnover – In 2016, ABX2-1 provided wage pass-throughs to direct support professionals (DSPs), keeping jobs requiring attentive care and compassion from becoming minimum wage jobs. However, the minimum-wage increases associated with SB 3 have reduced many DSP positions to minimum wage and have started to approach the wages of supervisors. Inadequate rates lead to staff turnover, which means that consumers constantly face building new relationships with DSPs, setting back progress and requiring significant training on the consumers' unique needs and individual characteristics.

Internal Waitlists – Under the Lanterman Act, individuals with developmental disabilities are guaranteed the right to services, and California has long prided itself on not having waitlists for services, the way other states do. The sad reality is that many providers now have waitlists and regional centers are unable to place consumers in the services they need. This is because, with frozen rates, providers can't raise DSP wages to draw more applicants for physically and emotionally challenging jobs that require constant involvement with clients. And service providers can't provide more services without more DSPs.

Program Closures – In addition to rising wages, service providers face increasing costs for virtually every aspect of running programs, including insurance, health care, building leases, IT, vehicles, fuel, and equipment. The last time a rate increase fully addressed these costs was 2006. The result is that service providers are holding some programs at current enrollments because, at current rates, they lose money on every client they serve. Others can't sustain the losses, no matter how beneficial the programs, and are closing the programs. The results for consumers are loss of needed services, more time waiting for placements, fewer options, and less likelihood that services fully match their needs and interests. This is not the vision of the Lanterman Act.

The Service Provider Perspective

Rising Costs - In 2016, when ABX2-1 was passed, it had been 10 years since a rate increase, and California CPI had risen 20%. ABX2-1 was roughly a 7.5% increase - well short of increased costs to provide services - and it targeted wage and benefit increases of direct service personnel, failing to account for the many other operating costs of programs. The 4% increase tracks the national increase in CPI since ABX2-1 was passed in 2016, and is lower than the 5% CPI increase in California for the same period.

Rate Caps and Freezes - The median rate caps and rate freezes were instituted during the great recession, and make it impossible to keep up with the increasing costs to deliver services. Providers losing money can't renegotiate their rates. The rate caps prevent new providers from developing programs to serve our growing service population, because they, too, are capped at a median rate. Even in high cost areas, the rates are capped at the lower statewide rates.

Soon a Minimum Wage Industry – Historically, direct support professionals (DSPs) have not been minimum wage workers because of the important supports they provide to individuals. The rate caps and freezes started to depress wages, and the state's minimum wage increases overtake the pay levels of more DSPs with every jump. While the State provides support to move minimum wage workers up to the next minimum wage, it does nothing to keep any worker above minimum wage, thus increasing turnover, and making recruitment increasingly difficult. This results in lowering the hiring standards for DSPs who provide complex, challenging supports to maintain the necessary workforce to provide services.

Double Jeopardy of Local Minimum Wages – Providers in the Bay Area, LA, and San Diego must pay their workers the local minimum wage without any rate recognition of these costs. Because their workers are always above the state minimum wage, the State doesn't provide support for the minimum wage increases.

Survey - A recent CDSA internal membership survey highlights the need for rate relief. While the sample size of 23 organizations is small, the survey presents the challenges facing our system today:

- 179 programs serve 8,806 consumers.
- 42 of the 179 programs have waitlists for services affecting 363 individuals.
- Over a third of the organizations reduced the number of clients served because of staff shortages.
- 4 of the 23 organizations closed programs due to rate inadequacy.

The Cost - We are asking for a 4% rate increase, which would be an increase of \$232 million Total Funds, \$130 million General Funds. Dropping the median rate caps would not have an immediate impact because of the 4% increase. The first \$100 million of the increase can be covered the savings from Developmental Center closures, identified by the LAO in its report (<http://www.lao.ca.gov/Publications/Report/3735>). The remainder would be paid from the state budget surplus, including the \$1.3 billion increase in corporate taxes the State Tax Research Institute estimates the California will see as a result of federal tax reform.

CDSA's request for relief is urgent. The system approaches a tipping point where large programs will close and there will be NO alternatives for consumers. We simply cannot wait until the rate study is completed and its recommendations are implemented. If programs close, many individuals with developmental disabilities now in community-based services could face institutionalization, at a higher cost to the state.

If you have any questions about this budget request or would like more information, please contact Barry Jardini, CDSA's Director of Government Affairs at bjardini@cal-dsa.org, or by phone at (916) 441-5844.



The Do's of Legislative Meetings...

DO take a few minutes before your meeting to prepare what you want to say. If you are meeting as part of a group, make sure to identify a leader to begin the meeting.

DO keep your approach friendly and view this as the first step in developing a relationship.

DO start by introducing yourself and thanking the person for his or her time. Then, explain why you are there and what it is you want the member to do. Be clear, concise and explicit.

DO keep to the agenda. In order to make sure that all of your key points are made during the limited time you have, it is extremely important to stay "on message."

DO make your points as personal as possible so that the legislator or staff understands the impact of a particular position on your program and the people you serve. But be sure to balance the personal elements with the facts.

DO respect the person's time, as legislators and staff always have very tight calendars during the legislative session.

DO bring written information to your meeting to leave with the legislator or staff person.

DO ask the legislator to make a commitment if that is appropriate.

DO respond honestly if you don't know the answer to a question and commit to getting that answer to him or her within the next few days.

DO offer to meet again for a more in-depth discussion during legislative breaks and invite him or her to tour the program where your loved one receives services. And be sure to follow through, because nurturing a respectful, honest relationship with the member is a long-term strategy that can pay dividends in the future.

DO end the meeting with a thank you - if not for their support, for taking the time to meet with you and hear your views. Promise to follow up by phone or in a letter as your issues and legislation make their way through the process.

...and the Don'ts of Legislative Meetings

DON'T be disappointed if you meet with staff instead of the member. You are likely to get more attention and focus from a staff member who is assigned to and is knowledgeable about your subject area.

DON'T have too many items on the agenda. Two or three items is a reasonable number of issues for the member or staff to digest in one meeting

DON'T be intimidated by the member or staff. You are the expert on this subject; the member and staff are there to be educated by you so that the member can make an informed decision about his or her position.

DON'T assume that just because a member has supported you in the past that he or she will do so this time. Unless he or she commits to supporting you at the beginning of the meeting, always deliver your message as you would with any member or staff.

DON'T be hostile or confrontational with the member or staff...EVER! Although the member may oppose you on one issue, he or she may be supportive on others.

DON'T let a member or staff bait you into an adversarial discussion. Listen to his or her comments or ask questions to determine the basis of the opposition. Respond to these concerns respectfully, using supporting facts and data, if possible. Ask if there is specific information or amendments that would lead the member to change his or her position.

DON'T stay in a hostile meeting any longer than necessary. Remain professional, answer any questions he or she may have, but try to end the meeting as quickly as possible.

DON'T end your efforts with the member once the meeting is concluded. Follow up with him or her in the district. Ask the staff for a business card and send a personalized email thanking them for their time and interest. (You would be surprised to know how few "thank you's" people in the Capitol receive; they will remember you.)

DO NOT EVER mention political fundraising during this meeting or any other meeting in the Capitol. Soliciting or otherwise implying in any way a connection between money in politics and public policy is a crime. Further, it is expressly prohibited to do ANYTHING related to fundraising in the Capitol. To stay on the right side of the law, keep your political campaign opinions and discussions completely out of ANY government setting. You are there to conduct the people's business with the government.