



## NOTICE/AGENDA

### STATE COUNCIL ON DEVELOPMENTAL DISABILITIES STATE PLAN COMMITTEE MEETING

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**JOIN ZOOM MEETING:** [https://bit.ly/SPC\\_Feb2023](https://bit.ly/SPC_Feb2023)

**MEETING ID:** 844 2242 6450

**PASSWORD:** 009798

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OR

**JOIN BY TELECONFERENCE: (VOICE ONLY)**

**CALL IN NUMBER:** 888 475 4499 Toll-free

**MEETING ID:** 844 2242 6450

**DATE:** February 7, 2023

**TIME:** 10:00 AM – 1:00PM

**COMMITTEE CHAIR:** Kilolo Brodie

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**Item 1. CALL TO ORDER**

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**Item 2. ESTABLISH QUORUM**

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**Item 3. WELCOME AND INTRODUCTIONS**

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**Item 4. PUBLIC COMMENTS**

*This item is for members of the public only to provide comments and/or present information to the Committee on matters not on the agenda. Each person will be afforded up to three minutes to speak. Written requests, if any, will be considered first.*

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**Item 5. APPROVAL OF NOVEMBER MEETING MINUTES (Page 3)** 

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**Item 6. CYCLE 46 PROGRAM DEVELOPMENT GRANTS (Page 7)**

*Rihana Ahmad, Manager – State Plan & Self-Advocacy*

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**Item 7. 2023 MEETING DATES**

- March 2<sup>nd</sup>
  - June 22<sup>nd</sup>
  - November 16<sup>th</sup>
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**Item 8. ADJOURNMENT**

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**Accessibility:**

Pursuant to Government Code Sections 11123.1 and 11125(f), individuals with disabilities who require accessible alternative formats of the agenda and related meeting materials and/or auxiliary aids/services to participate in this meeting should contact Beth Hurn at (916) 263-8194 or [beth.hurn@scdd.ca.gov](mailto:beth.hurn@scdd.ca.gov). Please provide at least 3 business days prior to the meeting to allow adequate time to respond to all requests.

**All times indicated and the order of business are approximate and subject to change.**

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**FEBRUARY 7, 2023**

**AGENDA ITEM 5**

**ACTION ITEM**

**STATE COUNCIL ON DEVELOPMENTAL DISABILITIES  
STATE PLAN COMMITTEE**

***Approval of November 2022 Minutes***

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Members will review and approve the November 17, 2022 meeting minutes.

***Action Recommended***

Approve the November 17, 2022 minutes.

***Attachment(s)***

November 17, 2022 Meeting Minutes

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**DRAFT**

**State Plan Committee Meeting Minutes  
November 17, 2022**

**Attending Members**

Kilolo Brodie (FA)  
Julio Garnica (SA)  
Michael Ellis (FA)  
Jeana Eriksen (SA)  
Aubyn Stahmer

**Others Attending**

Rihana Ahmad  
Janet Fernandez  
Beth Hurn  
Charles Nguyen  
Kristie Allensworth  
Sandra Van Scotter  
Aaron Carruthers

**Others Attending**

Riana Hardin  
Robin Maitino

**Absent Members**

Lee Bycel (FA)  
Harold Fujita (FA)

**1. CALL TO ORDER**

Committee Chair Kilolo Brodie (FA) called the meeting to order at 10:02 A.M.

**2. ESTABLISH QUORUM**

A quorum was established.

**3. WELCOME/INTRODUCTIONS**

Members and others introduced themselves as indicated.

**4. PUBLIC COMMENTS**

There were no public comments

**5. APPROVAL OF AUGUST 2022 MEETING MINUTES**

It was moved/seconded (Stahmer/Eriksen [SA]) and carried to adopt the August 15, 2022 meeting minutes as proposed. (Passed unanimously, see page one for a list of voting members.)

## 6. PROGRAM DEVELOPMENT GRANTS

Committee Chair Kilolo Brodie and State Plan Manager Rihana Ahmad gave a brief update on Cycle 44 and Cycle 45 Program Development Grant projects and provided a presentation of the Cycle 46 Program Development Grant proposed timeline and process. They informed members that SCDD staff is in the process of creating a system to allow electronic submission of grant applications. Chair Kilolo Brodie informed members that the Council is planning to hold a vote to determine whether to continue alternating between a statewide and regional focus for cycle grants. The Committee was informed that SCDD staff has asked DEAPs (Disability Expert Advisory Panels) to submit project ideas for the State Plan Committee to consider for Cycle 46. Members discussed the benefits of statewide vs. regionally focused cycle grants.

It was moved/seconded (Ellis [FA]/Eriksen [SA]) and carried to adopt the proposed Cycle 45 grant timeline. (Passed unanimously, see page one for a list of voting members.)

## 7. 2022 PROGRAM PERFORMANCE REPORT DRAFT

Committee Chair Kilolo Brodie and State Plan Manager Rihana Ahmad provided a presentation of the 2022 Program Performance Report (PPR). The presentation included the number of activities and people reached in each goal area, highlights of significant projects, results from satisfaction surveys, and several anecdotes to demonstrate what the Council achieved in the FFY. This presentation is an overview of what will be submitted to ACL for this year's PPR.

It was moved/seconded (Ellis [FA]/ Stahmer) and carried to recommend approval of the DRAFT 2022 Program Performance Report (PPR) to the full Council at the at the November 29<sup>th</sup>, 2022 Council meeting. (Passed unanimously, see page one for a list of voting members.)

## 8. 2023 MEETINGS DATES

- February 7<sup>th</sup>
- March 2<sup>nd</sup>
- June 22<sup>nd</sup>
- November 16<sup>th</sup>

## 9. AND ADJOURNMENT

Committee Chair Kilolo Brodie adjourned the meeting at 12:24 P.M.

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**FEBRUARY 7, 2023**

**AGENDA ITEM 6**

**ACTION ITEM**

**STATE PLAN COMMITTEE**

**STATE COUNCIL ON DEVELOPMENTAL DISABILITIES**

***Cycle 46 Program Development Grants***

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State Plan Manager Rihana Ahmad will review Cycle 46 RFP project descriptions, which were suggested by Disability Expert Advisory Panels (DEAP's). These descriptions identify issues, gaps or systemic problems that may be addressed through the proposed grant proposals and include details about intended outputs, outcomes and impact.

Committee members will review and provide feedback and any further recommendations on the Cycle 46 project descriptions.

***Attachment(s)***

Cycle 46 Project Descriptions

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**1. What is the specific problem/issue/gap/disparity you want this project to address:**

The employment rate of people with disabilities (PwD) continues to lag far behind that of those without disabilities. California has a need to increase statewide employment opportunities for people with I/DD (PwI/DD). Research reveals that businesses that embrace best practices for employing and supporting PwD in the workforce outperform business peers that do not hire PwD. Specifically, employers are unaware of the benefits of hiring PwD, including I/DD, and the positive opportunities related to employment supports, public incentives, job seeker motivation, employee dependability, scope of available talent, etc.

**2. What is the change/outcome you want the project to achieve:**

As a result of this project, the public, including employers, will be more informed about the value of employing PwI/DD. An increased number of businesses and employers will be educated and motivated to engage in the hiring of PwI/DD and other disabilities. As a result, an increased number of regional center (RC) clients and others with disabilities will be employed in jobs or career paths of their choice and will receive fair wages (with employment numbers/increases to be reported through the DDS Employment Dashboard and/or Monthly Caseload Reports).

**3. Please provide a project description to be included in the RFP:**

This project will focus on forming a statewide business peer network to increase awareness of the benefits of employing PwD and expand the number of self-advocates who are hired into a job of their choosing. The project will involve the employment 'demand side' (e.g. corporations, small business owners, non-profit agencies, public entities, etc.) to create a working network, providing the opportunity for employers to share success stories (through audio/visually recorded marketing segments) on the employment of PwI/DD.

Businesses that have successfully employed PwI/DD and/or have demonstrated statewide impact will be identified across the state. A network of businesses (Business Advisory Council) will be formed to

support the continual recruitment of new businesses, which will be connected to DOR and regional centers (RC) to obtain resources, technical support (TA) and assistance with recruitment of self-advocates for job openings, training and retention opportunities.

Video clips and reels will be created for statewide social media dissemination targeting businesses, employers, and the public sector. A social media campaign will be launched with personal anecdotes and testimonials by both employers and self-advocates, who will share their experiences and observations about the benefits of hiring PwI/DD and/or having careers and jobs of their choice. The project will produce a report identifying populations reached, employment results, findings (including promising and/or best practices), recommendations, and a blueprint for continuing the program and expanding its reach. This collaborative project will ensure that information about the California Department of Rehabilitation's (DOR) Demand-Side Employment Initiative (DSEI) is well-known among business owners and other employers, so that they are also encouraged to apply for grants available through DOR for small and mid-sized businesses.

#### **4. Outputs/Deliverables:**

- a.** Video clips/reels for social media dissemination and campaign targeting businesses and other employers
- b.** A broad-based media campaign that will successfully reach businesses, employers, potential employees with I/DD and the general public
- c.** Final report, documenting promising/best practices created or used, underserved geographic/cultural/linguistic populations reached, expected and resulting outcomes and impacts for the increased employment of people with disabilities, and recommendations for employment model implementation and project continuation in other regions/areas or populations

**\*\*Note:** All curricula, training and resources will be in plain language, fully accessible and available for translation into threshold languages

**1. What is the specific problem/issue/gap/disparity you want this project to address:**

As of October 1, 2022, there were approximately 331,000 people with intellectual/developmental disabilities (PwI/DD) in California who were served by the regional center (RC) system, 187,186 (57%) of whom were adults (over the age of 18). Of the more than 300,000 RC clients, 81% (267,405) were living in the home of a parent/guardian. The CDC reports that the typical lifespan of the average Californian is 79 years, which - by extension - limits the age at which parents can reasonably be expected to provide shelter and care for an adult child with disabilities within their own home.

The expected or sudden loss of a parent is a heartbreaking experience for anyone; for a PwI/DD, it is life-altering. First responders are not always familiar with the RC system, much like surviving next-of-kin (NOK) and neighbors. Regional centers are not always equipped to provide emergency housing or care, as they are not identified/equipped to be emergency response entities. First responders rely on Adult Protective Services to step in when a PwI/DD is abandoned through the death of a parent/guardian, and APS personnel can typically offer only case management and one to three-day hotel vouchers for emergency shelter.

PwI/DD and/or their parents/guardians rarely make provisions ahead of time, in the event of a death – whether the death of a parent or the death of their loved one with I/DD. This planning gap leaves surviving adults and their family members in a critically vulnerable place.

**2. What is the change/outcome you want the project to achieve:**

End-of-life planning should become a routine part of the care plan (e.g. IPP, ISFP, etc.) of every RC client, regardless of the client's or caregiver's age(s). The Council wants to develop a set of best practices, educational materials and individualized guidance that will make this life transition and/or end-of-life planning and decision-making easier to navigate. RC clients and their parents/guardians should all receive appropriate guidance and educational material for making end-of-life and succession care

decisions. Additionally, all RC planning should routinely include both succession care and end-of-life planning, to be reviewed and/or updated annually during planning meetings so that all parties are comfortable with arrangements and contingencies. Copies of these plans will be identified and available to first responders through the RC officers-of-the-day and case/service coordinators for immediate implementation, in the case of death or medical/physical/mental incapacitation of a PwI/DD's parent/guardian.

### **3. Please provide a project description to be included in the RFP:**

SCDD seeks proposals for an innovative statewide project that will identify promising and/or best practices in end-of-life and succession care planning for PwI/DD and their parent/guardians for integration into RC case management and the IFSP/ISP/IPP planning, development and implementation process. This project should support PwI/DD, their families/caregivers, and/or social support, healthcare and first response professionals in systems change and/or capacity-building efforts through building of skills and knowledge, resources, and tools related to end-of-life and succession care planning.

This project will include, but not be limited to:

- a.** Collaboration on the development of succession care and end-of-life options with one or more Probate and/or certified Elder Law attorneys (CELA), with expertise in end-of-life and succession care planning for PwI/DD, to include the intersection of those underserved populations of PwI/DD dealing with economic, geographic, racial and/or cultural/language disparities
- b.** Curriculum and trainings for PwI/DD, family members, caregivers, RC, Dept. of Aging Ombudsmen and APS personnel, healthcare providers and first responders about end-of-life and succession care planning for PwI/DD, including RC client plans, person-centered thinking and planning (PCT/PCP), and residential/care options
- c.** A guidebook (with promising/best practices) that will serve as the basis for developing and implementing T4T curricula

### **4. Outputs/Deliverables:**

- a.** A statewide list of Probate and certified Elder Law attorneys (CELA) with expertise in succession care and end-of-life planning for PwI/DD and their families/guardians
  - b.** Curriculum and trainings in succession care and end-of-life planning
  - c.** A guidebook with promising/best practices regarding succession care and end-of-life planning
  - d.** An end-of-project report outlining the steps taken, professionals consulted and trained, promising/best practices established and implemented, recommendations, suggestions for ongoing statewide implementation, and projected/achieved outcomes of project
- \*\*Note:** All curricula, training and resources will be in plain language, fully accessible and available for translation into threshold languages

**1. What is the specific problem/issue/gap/disparity you want this project to address?**

Teens and young adults with intellectual/developmental disabilities need different types of engagement opportunities to build leadership skills, which can increase self-esteem, peer leadership, community engagement, etc. There is currently no funding mechanism to develop and implement youth leadership training or forums. Additionally, the self-advocacy movement across the state has not marketed to or attracted youth, while many self-advocate leaders are nearing or have already passed the age of retirement. A statewide Youth Leadership training/forum model is needed and should be fully inclusive of underserved communities.

**2. What is the change/outcome you want the project to achieve?**

Youth (including those from underserved populations) will have access to assistive technology and internet services to obtain resources, information and self-advocacy training opportunities. Training will include topics about appropriate disability disclosure, disability awareness, accommodations, person-centered thinking/planning (PCT/PCP), peer leadership, community engagement, etc.

**3. Please provide a project description to be included in the RFP:**

The Youth Leadership project/model will develop curricula, training and outreach to increase the capacity of transition-aged youth (including those in underserved populations) for personal autonomy, authority, and leadership by building skills, experience, and goals in active leadership, and to seek desired supports and navigate service systems, especially during periods of life transition. The project will include a statewide youth forum, provide a replicable model, and compensate self-advocate leaders/trainers to provide peer support/mentoring and best/promising practice-modeling of effective strategies for demonstrating successful self-direction and personal leadership. The project will also identify, develop and/or provide leadership opportunities for youths and young adults with I/DD to increase or enhance autonomy, skills and personal authority when seeking supports and navigating service delivery systems.

This project is designed to build the confidence of individuals with I/DD in identifying needs and personally accessing or advocating for necessary specialized or generic services by gaining leadership and self-advocacy skills.

#### **4. Outputs/Deliverables:**

- a.** Basic self-advocacy curricula and training in disability awareness, disclosure, appropriate/available accommodations/supports/services, and self-governance
- b.** Advanced self-advocacy/peer leadership curricula and training, designed to prepare youths to apply for and engage in service on a cross-disability or community-based coalition, committee, or board by the age of 18-to-22
- c.** A replicable program/system to identify promising or research-based best practices in providing peer support, mentoring and leadership opportunities for youths with I/DD
- d.** Individual technical assistance (TA) or group TA clinics to facilitate/assist/educate youths with disabilities in acquiring assistive technology, internet service/access, and/or other equipment vital to peer and community engagement
- e.** A comprehensive report that identifies the information, knowledge and resources necessary to recognize and advocate for one's own and/or peer-based civil and service rights and documents the project, including real/potential barriers, promising and best practices used, underserved geographic/cultural/linguistic populations reached, expected and resulting outcomes and impacts for youths with disabilities, and recommendations for model implementation and project continuation in other regions/areas or populations

**\*\*Note:** All curricula, training and resources will be in plain language, fully accessible and available for translation into threshold languages

**1. What is the specific problem/issue/gap/disparity you want this project to address?**

At both the statewide and regional levels, there is insufficient understanding about the principles of person-centered thinking (PCT) and planning (PCP) by students, parents, and professionals within educational and regional center (RC) planning and service/support environments. By the time a student reaches adulthood and is expected to receive services through the RC system (rather through the special education [SpEd] system), most young adults and family members (including those in underserved populations) still lack skills, experience and/or information to consistently demonstrate the effective use of PCT/PCP.

**2. What is the change/outcome you want the project to achieve?**

Students and young adults will have increased knowledge of PCT/PCP principles to assist them in taking charge of their own meetings and develop desired service and support plans.

Students, families and educators will develop and demonstrate effective PCT/PCP skills at the IEP level, to extend the use of PCT/PCP principles at the RC level in building person-centered ISP/IPP's.

**3. Please provide a project description to be included in the RFP:**

This project will develop trainings and resources for students and families and create/provide resources for educators to learn about and utilize Person-Centered Thinking and Planning tools & techniques at IEP's to build more experience and utilize later at IPP's.

Trainings/Materials should be in plain language and available to be translated into other threshold languages.

**4. Outputs/Deliverables**

- a. Up-to-date curricula
- b. Trainings
- c. PCT/PCP resources (e.g. information, tools and techniques)



**\*\*Note:** All curricula, training and resources will be in plain language, fully accessible and available for translation into threshold languages

**1. What is the specific problem/issue/gap/disparity you want this project to address?**

This project will build the capacity of families/individuals with I/DD to engage in housing-related advocacy efforts and to understand tenant and housing rights and subsidized housing programs, obtain ILS/SLS services, and explore a variety of housing options, including home ownership. Priority will be given to projects that focus on economically, geographically, culturally, ethnically and linguistically diverse, underserved populations (in urban and/or rural settings). Project leadership/implementation will include people with intellectual/developmental disabilities (PwI/DD) from the community the project seeks to address. The project will also support PwI/DD and their families in systems change efforts and/or capacity-building through skill and knowledge-building, services, resources, and tools.

**2. What is the change/outcome you want the project to achieve?**

The project will:

- a. Develop/provide plain language toolkit, curriculum, information/tips, resources/materials, etc. about housing and tenants'/renters' rights (including maintenance, evictions, Fair Housing standards, etc.), subsidized housing programs, funding options, planned/available housing options, local/regional/state policy entities associated with housing issues, etc.; and/or,
- b. Deliver a combination of guidance/technical assistance (TA) and multi-modal instruction/training about housing for individuals/families with I/DD throughout the lifespan; and/or
- c. Provide information and support for families/individuals with I/DD to engage in housing-related public policy advocacy efforts.

**3. Please provide a project description to be included in the RFP:**

This project will be a resource to inform those within the developmental disabilities service system to gain awareness of housing resources, tenant rights, and public policy, along with material resources, training/guidance and technical assistance in the area of housing, tenant rights, and public

policy. Finally, the project will identify and support individuals and families to remain and/or become active in housing advocacy.

#### **4. Outputs/Deliverables**

- a.** Plain language toolkit
- b.** Curriculum and training
- c.** Information/tips
- d.** Resources/materials
- e.** Guidance and technical assistance

# Cycle 46 RFP (#4606)

**1. What is the specific problem/issue/gap/disparity you want this project to address:**

Transition programs in schools for young adults (ages 18–22) often do not have the necessary expertise to succeed in helping students become gainfully employed. This lack, coupled with outmoded views of students with significant support needs as being 'unemployable,' results in few students transitioning out of these programs with competitive, integrated employment (CIE-).

**2. What is the change/outcome you want the project to achieve:**

The Social Security Ticket-to-Work (TTW) program offers opportunities for organizations such as school-based entities to improve employment outcomes for older students served by transition programs when the organization becomes an employment network under TTW. The project should achieve:

- a. More school-based entities (e.g. school, district, office of education, SELPA, etc.) becoming Employment Networks under Ticket to Work
- b. Increased opportunities for students served by school-based transition programs to be successfully employment and remain employed following their exit from school-based services

**3. Please provide a project description to be included in the RFP:**

The Council is seeking an organization with employment experience to:

- a. Develop a marketing strategy to assist school-based entities to become Employment Networks under Ticket to Work (TTW)
- b. Market TTW to school districts/offices of education and assist in the application process to become Employment Networks
- c. Provide technical expertise and training to school-based entities pursuing Employment Network status, including but not limited to:
  - 1) Applying best practices in implementing/sustaining competitive, integrated employment (CIE)
  - 2) Applying for and being accepted as an Employment Network
  - 3) Providing other areas of expertise that may be needed by school-based entities to successfully become and maintain status as an Employment Network
- d. Develop a 'Toolkit' to assist future educational entities in understanding, applying for, and implementing Employment Networks to support transition-aged youths and young adults with I/DD

#### **4. Outputs/Deliverables:**

- a.** Curricula and training
- b.** Outreach and marketing to educational entities about TTY
- c.** Application assistance to educational entities to successfully become Employment Networks
- d.** Technical assistance and guidance
- e.** 'Toolkit' to provide ongoing assistance to future/other educational entities
- f.** Six (6) new school-based entities (e.g. school, district, office of education, SELPA, etc.) will achieve status as or be in the process of becoming an Employment Network by the end of the grant cycle