Georgia Council on Developmental Disabilities

October 14-16, 2015

M I N U T E S

Present: Josette Akhras, Marcey Alter, Kate Brady, Becky Brightwell, Tom Connelly, Dan Crimmens, Pam Hunter Dempsy, Trace Haythorne, Theresa Heard, Debbie Hibben, Leslie Lipson, Geneice McCoy, Darlene Meador, Brenda Munoz, Eren Neidenhoffer, Evan Nodvin, Ron Pound, Mitzi Proffitt, Debbie Reagin, Marcia Singson, Zo Stoneman, Lynn Walker

Staff: Dottie Adams, Dawn Alford, Caitlin Childs, Lisa Eaves, Eric Foss, Eric Jacobson, Jhai James, Gabby Melnick, Kim Person, Nick Perry, Valerie Suber

Guest: Diane Schlachter

The purpose of the October Council meeting was to work on the GCDD strategic plan. Below are the notes from flip charts created throughout the meeting. GCDD staff will be using this information to create recommendations about goals and objectives that will be presented at the January meeting.

The mission of GCDD is to advance social change, public policy, and innovative practices that increase opportunities for individuals with developmental disabilities and families to thrive where they live, learn, work, play and worship in Georgia’s communities.

Vision: In Georgia, all people are valued and fully included in our communities and are supported to realize their fullest potential.

WE VALUE:

1. public policies founded on sound research, accurate information and practices in alignment with the principles of the DD Act
2. a network of advocates comprised of people with and without developmental disabilities, family members, and others working together to support the principles of the DD Act
3. diverse, inclusive communities that allow for full participation by all people
4. available, accessible, flexible and responsive services that promote self determination and community integration
5. the gifts and talents that people with developmental disabilities contribute to their communities
6. supportive, informed families who actively advocate for their loved ones with developmental disabilities by making significant contributions toward preparing for their future

**Targeted Disparities**

* people with special needs whose community hold a stigma
* kids in GNETS
* Young people getting out of high school (graduation rates data)
* Young people involved in faith communities
* Rural people who are isolated
* Incarcerated people
* People needing assistive technology
* People where English is a second language
* Those with intellectual disabilities and mental health concerns

**What should the future be like for people with developmental disabilities and their families? What can GCDD do to make that a reality?**

* **What is the goal?**
* **What are the activities**
	+ **Advocacy**
	+ **Convening**
	+ **Public information**
	+ **Public Policy**
	+ **Capacity building (training; funding)**
* **What are the measureable changes you are trying to create?**
	+ **Your intended results?**
* **Any possible partners or collaborator?**

**Child Care:** the vision for child care is access to high quality, affordable childcare for all families. Need to

* Identify data around unemployment and lack of daycare availability
* Training programs for child care programs that are robust
* Continuation of supports from school to daycare
* After school options for children
* Fully inclusive

**Employment:** The GCDD vision for employment is “meaningful employment based on unique skills, interests, and talents in the marketplace earning a liveable wage with career advancement opportunities. The underlying assumption is that everyone can work. The goal is economic self sufficiency; being able to work our way out of the system and protecting our benefits.

Effective Transition from school to work includes social capitol, opportunity and education

Unmet Needs

* Provider capacity (not enough options)
* Job coach graining (skill development)
* Employer education
* Disconnect between employer and job coach
* Employment First legislation is not signed and barriers need to be addressed
* Lack of soft skills and leadership training (initiative, promptness etc)
* Lack of upward mobility on the job for people with developmental disabilities
* Lack of access throughout the state for Project Search business led transition programs providing on the job training

What can GCDD do to help?

* Collaborate with a group (DBHDD) to create a fidelity scale for supportive employment that service people with developmental disabilities (convening)
* Collaborate with federal contractors for compliance with OFCCP (Office of Federal Contract Compliance Programs) regulations for provider accountability and higher standard of excellence (7% requirement to hire people with disabilities)
* Exempt participants from TABE test to obtain workforce development funding for skilled labor jobs (advocacy)
* Support effective (collaborate with IHDD and assistive technology) curriculum for job coaches and/or providers to create it leading to certification (capacity building/training)
* Continue to advocate for employment first (advocacy and public policy). Collaborators include IHDD, GAO, GVRA, DBHDD, GAPSE, DOR, WIOA, and Supported employment providers
* Continue to support and expand access to Project Search programs for students transitioning from school to workforce and others for competitive employment
* Change policy influence and collaboration for effective and successful models utilizing the discovery process in their community to create meaningful employment to employees (self advocates) Partner with IHDD
* Target disparity goal: ,unserved and underserved people who want to work
* Work with DBHDD and Dr Terry Timberlake on supported employment and impact to ensure good providers
* Impact: increase employment outcomes and ease anxiety
* Capacity building and training
* Increase relationships between job coach and providers
* Consider aligning the DD issue with GAPSE
* Increase employment outcomes it is community building program due to multidisciplinary team
* Project Search model is a vehicle for day programs to move in a structured way
* Next five years is critical for moving away from sheltered workshops due to DOJ
* EFG was a pilot to train VR counselors but not practiced everywhere Expand the practice
	+ Best practice
	+ In their community
* Resource: Michael Callahan
* IHDD partner

**Early Intervention**: Advocate for a policy that expands eligibility for early intervention services. Georgia currently provides early intervention services to the least amount of children. The policy in Georgia needs to be that the developmental concerns of all children are recognized early as part of routine surveillance and screening. Families need to receive timely referrals for evaluation.

**Education**: GCDD has the following vision for education

1. Full inclusion and active involvement in school community i.e. clubs, band, drama, sports etc
2. Universal language and programming around meaningful, inclusive career planning and pathways that lead to purposeful, competitive employment
3. Meaningful, hands on curriculm
4. Readily available access to assistive technology
5. Funding structures that incentivizes service delivery in the most integrated setting

Goal: to address disparities in education

* Convene groups of minority organizations to address African-American boys with intellectual disabilities suspension, drop out and graduation rates.
* Collaborate with NAACP, Urban League, Rainbow/Push, UCED, 100 Black Men Of Atlanta, Gwinnett Stop, Dignity in Schools, My Brothers Keeper
* Work with DD Partners to research tracking program

Goal: expand project search into identified underserved areas

Goal: expanding diploma choices to align with career pathways

* Apprenticeships
* School industry connection

Goal: IPSE continued expansion, include technical colleges

Goal: inform educators, parents and students with developmental didabilities regarding transition options, agencies and resources for students

* Train general education counselors and transition coordinators in a bigger vision
* Promote “tearing down” the silos between general education and special education; merging the best practices of both

Goal: GCDD should be involved in advocacy efforts and support implementation of GNETS dispute between Georgia and DOJ

**Formal Community Supports: GCDD will support demonstration of new practices and influence public policies that support universal access to quality support and services that are integrated into typical formal and informal support systems** The outcomes that GCDD expects for formal supports are

* There are no waiting lists for services
* There is universal access to supports and services and those services are integrated into typical supports systems
* Elimination of age requirements/restraints life span services
* People with developmental disabilities have input into their services and support providers
* Multidisciplinary engaged stakeholder
* Formal supports that help build informal supports in the community – relationships
* Sustainable practices
* Shared vision of services and supports among community members
* Programmatic flexibility that supports individual needs
* Enriched employment opportunities for people with developmental disabilities beyond menial tasks/jobs
* Well trained and well paid direct support professionals

Goal: Continue to support the Children’s Freedom Initiative goal to get all kids out and shut the front door. advocacy, convening and public policy

Goal: support training and livable wages for direct support professionals public policy, convening, advocacy and capacity building

Goal: continue to support Unlock the Waiting List and transition to community to assure quality services. Advocacy, public policy, convening, cross disability coalition

Goal: moving from institutions to community (MFP) advocacy, public policy, convening, capacity building

Goal: HCBS Setting Rule: advocacy, public policy, convening and capacity building

Goal: Public information products on formal supports including video, audio, language access

Goal: Microboards faith communities, aging caregivers convening and capacity building

Goal: Sibling Network expansion convening, advocacy and public information

Goal; self directed network (self advocates and families convening, public information, advocacy

Goal: faith communities DHS Faith and Community Alliance work towards the inclusion of people with developmental disabilities in faith community convening

**Health Education:** Available, accessible, flexible and responsive

Wellness/Prevention focus: better trained medical professionals (including dentist) who have hands on experience and are kniwledgable about the social model of disability

Supported decision making:

More mobile medical services: telemedicine should be expanded

Use expertise of former institution MD’s to train/provide care

Central electronic personal health records

EPSDT

Youth initiative around education/wellness and sex education

Uber is piloting MD goes to family

Access to quality vision care and mental health services

Better physical access to weight, mammograms, toilet chairs, safety features for exam tables

Transportation to get to medical exams

Better use of technology for tests, diagnostics, treatment

**Housing**: We need safe, decent, affordable, visitable housing models

* How much need do we have for integrated community housing
* What does it look like? Possible models
	+ “money folliows the person” avenue to Section 811 Project Rental Assistance
	+ Larche housing mode, of shared housing, college housing
* Need education about housing capacity
* Housing choice vouchers

**Informal Supports:** people with developmental disabilities have real relationships with friends, peers, neighbors as do non-disabled. Focus on

* Sibling networks
* Faith communities
* Same age supportd
* Real communities continue

**Self Advocacy**

Goal: raise awareness of the family on the need for their support of their family member’s self advocacy (capacity building)

Goal: educate community leaders (church, business, school systems, legal services etc) on developmental disabilities and importance of encouraging self advocacy (capacity building)

Goal: research, identify, locate and publish community and state level resource which asset peiple in developing self advocacy (moving out of comfort zone, life coaches, community guides, peer programs) (public information)

Goal: work with DOE to expand ASPIRE to include confidence and leadership building and skills development for self advocates outside of school, thereby transferring their skills to other environments (advocacy, capacity building and convening)

Goal: providing self advocacy presentations via publications and webinars for distribution as a tool for private/non-profit and to build leadership skills (public information and capacity building)

Goal: identify other, cross disability self advocacy groups to provide possible funding to (capacity building)

**Transportation**: Public Transit: frequency, multiple routes, greater number of accessible vehicles. Affordability improve and expand paratransit services Providers need to be dependable and safe

Personal transportation for individuals and families needs to include informal supports such as car pools, needs to be affordable, and there needs to be driver education access to all with specialized training programs

There needs to be greater participation in board meetings and civic organizations pertaining to transportation such as MARTA