**Unapproved Minutes**

**Coordinating Council for**

**Persons with Disabilities**

March 26, 2019

11:00 AM – 1:00 PM

Conference Room

Judy Ann Buffmire Rehab. Center

1595 West 500 South

Salt Lake City, UT 84104

**Committee Members**

**Present: Sarah Brenna, Chair Utah State Office of Rehabilitation**

**Angie Pinna Division of Services for People with Disabilities**

**Tonya Hales Division of Medicaid and Health Financing**

**Leah Voorhies Utah State Office of Education**

**Jeremy Christensen Division of Substance Abuse and Mental Health**

**Joey Hannah Parent Center**

**Absent: Nathan Checketts Division of Medicaid and Health Financing**

**Joel Coleman Utah Schools for the Deaf and Blind**

**Noël Taxin, M.S. UDOH, CSHCN**

**Minutes: Dee MacLee, Secretary**

**Stakeholders:**

**Brooke Wilson Statewide Independent Living Coalition**

**Joyce Dolcourt Legislative Coalition for People with Disabilities**

**Gina Pola-Money Family to Family/Family Voices**

**Libby Oseguera Utah Developmental Disabilities Council**

**Guests: Aaron Thompson Utah State Office of Rehabilitation**

**Adrie Green Utah State Office of Rehabilitation**

**Kellie Hess Division of Services for People with Disabilities**

**Tricia Jones-Parkin Division of Services for People with Disabilities**

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| **Agenda Item** | **Discussion** | **Action Needed** |
| Welcome/Open Meeting | At 11:08 am Sarah opened the meeting and welcomed the Committee. |  |
| Approval of Minutes | The minutes from the November 27, 2018 meeting were reviewed. *Jeremy Christensen made the motion to approve the minutes as written; Joey Hannah seconded the motion. The motion passed unanimously.* |  |
| Transition/Pre Employment | Aaron Thompson and Adrie Green from Utah State Office of Rehabilitation gave an overview of the program. Historically students with disabilities have been a primary population that the Vocational Rehabilitation has been responsible for providing services to. In 2014 changes to the regulations and laws states that state agencies have to reserve 15 % of their funding to provide funds to the pre-employment transition services. This program helps the eligible and potentially eligible students get prepared for adult life and start transitioning into the world of work.  Adrie stated that Pre-Employment Transition Services known as Pre-ETS is designed to provide Students with Disabilities with information, support and experiences that facilitate the exploration of their vocational interests, preferences, and abilities. Participation in Pre-ETS provides preparation for engagement in other transition services such as post-secondary training, permanent job placement services, supported employment, etc.  *The* ***5*** *Core Pre-ETS:*   * *Job Exploration Counseling* * *Workplace Readiness Training* * *Counseling on Postsecondary Education* * *Instruction in Self Advocacy* * *Work-Based Learning Experiences*   Participants have to be a student between the ages of 14 and 21, has a disability and enrolled in an educational institute. VR provides Pre-ETS in three ways: In house through VR counselors, fee for service authorized to providers and contracts. There are 10 contracts in place at this time. The students do not need to be a client of VR. Jeremy Christensen asked her to paint a picture as to how the contracts work. Adrie stated that each contract works differently. They each have a different program. Some go into the classroom, and some do 1 on 1 and determine what the student needs. Adrie stated that they are in the process of hiring Pre-ETS instructors to help with the needs of the eligible and the potentially eligible students. Joyce asked if home schooling would apply to be an educational institute. Aaron stated that it is possible it just takes a little more work. Jeremy asked if they are all ready to work with any disability. Adrie stated that yes they are all able to provide the services. Adrie passed materials indicating the Pre-ETS information that is available through VR.  Joey asked if private schools were eligible. Yes, any students that are within the age rage and they are participating in a school program they are eligible. Joyce asked if they taught the softs skills. Adrie said that the contracts teach and the IL centers are providing this service. The transition website is [jobs.utah.gov/usor/students](https://jobs.utah.gov/usor/students). |  |
| ASPIRE | PROMISE is the official name of the project. The inception of ASPIRE was in 2012. It was called the consolidated appropriation act of 2012. Congress appropriated funds investigate and to find out what could be done for youths that changes to their trajectory for their future. So they created a research study that ends this summer 9/30/19. It was originally proposed for single states to apply but they required minimum of 2000 youths between the ages of 14 and 17. At the time there were only 9 states that could apply. So they created a consortium. ASPIRES consortium consists of North Dakota, South Dakota, Montana, Arizona, Colorado and Utah. She passed out a flyer that shows what they do. There are 46 contracts across 6 states on what they are doing. Case management is monthly face to face in person meetings. They decided before they began they would do it this way. They had 14 performance measures. The main performance measure was by becoming employed and remaining in school or graduating. The goal was to get these youths employed at the same rate as non-disabled peers. Carol stated that this study doesn’t need to be replicated. There are 13444 youth across 11 states in this study. It is the single largest research to practice study out of the Department of Education. She stated that there is a lot of congressional interest in this study. Mathematica Policy and Research are doing the outcomes evaluation. They have spent about $4800.00 per youth which is the cheapest. They have presented to several different agencies on this study. Joyce asked if there is a possibly a continuation of this study. Carol stated she really doesn’t know. Carol said that this is the first time congress has put 4 federal agencies working together. She stated that all they can do is move forward. Kevin asked if there would be any post program evaluations done in maybe 3 to 5 years. Carol stated that MPR did 18 month survey and they will be doing a 60 month evaluation in 2021. She believes that the end date will be 2023. It was asked if benefits counseling was provided and who paid for it. She stated that it was a requirement and they also had to be CWICK. |  |
| PIE Review | Tricia Jones-Parkin and Kellie Hess presented a power-point presentation. The PIE grant started year 3. There are 5 states: Kentucky, Massachusetts, Hawaii, Utah and Washington DC. The Grant is Utah School to Work Initiative. Working with school districts and partnering agencies to increase employment outcomes for transition students that were in the past not considered able to work. There are 9 School to Work sites and local team collaborating partners. Each site includes DSPD, Educators, VR, DWS Adult Service Provider and Independent Living and if the student has a support coordinator they like to bring them on board also. Within those 9 sites there are 64 students participating in the program. Once a school comes on board they are in for the duration and committed to the school work model.   * + *Year One: Ogden, Murray, Carbon*   + *Year Two: Salt Lake City, Jordan (Kauri Sue Hamilton and South Valley School)*   + *Year Three: Wasatch, Provo, Spectrum Academy*   They had a Community Practice and had the teams share their perspective of their impact at a local level. The feedback was so great that they shared some of the statements:  ***Educator:*** *The biggest impact from School to Work is the collaborative environment that comes from a team model.  Families feel a sense of relief knowing that continuing supports are in place after the student leaves school.*  ***VR:*** *Increased collaboration with other agencies and establishing partnerships. It’s such a benefit to have everyone meet together regularly to collaborate and get everyone on the same page.*  ***DWS:*** *It’s so great seeing a student get hired as the direct result of a positive internship experience.*  ***Adult Provider Agency:*** *The technical assistance provided through this Project has been so helpful in learning the Customized Employment process.*  The challenge was getting them to work together. At the Community of Practice Kellie stated that the internship is a very pertinent part of the process. The internships are customized to the individual student and can lead to a permanent position. DWS has helped the students and families get through the process. They have monthly team meetings. At these team shares they learn the rolls/opportunities of each other.  They were able to present a film called “Intelligent Lives” that covers the employment, education and higher education of 3 differently disabled individuals. The open intent was to get it out to the public. The partnership with USU Center for persons with Disabilities has developed a couple of tools that they have used in the school project. A student tracking form and continuous quality improvement tool. These are to see the where the student and teams are in the process. Kellie stated that they have seen new ideas and ideas change over the course of the project. Kellie shared a video clip of a client success story with the committee.  Jan asked about transportation for these students, Kellie stated that that is a high priority for this piece of the project. They could possibly utilize flex trans at a later date. Kevin stated that if they needed help with the E-Pass he would be happy to help with this area. |  |
| Legislative Summary | Joyce stated that they did not get to all of the items. She went over the handout with the committee. Unfortunately some of the language is redundant across the agencies. They tried to capture the things that were of importance to the committee.  Angie stated that they sent out a de-brief through mail chimp and not everyone got it. They received $1,000,000one time money for waiting list services. Jan stated that there were unique challenges this year, the Senate and the house could not agree on a budget until the end of the session. There are still concerns about the Medicaid expansion. Angie stated that what they call mandated additional needs was approved and funded as on going. Increase for transportation costs, and a move for 250 people to move to care facilities in the next 5 years and additional push to move of 150 more this year. There were a few things that were not funded: limited support waiver, employment service codes and nursing services for people on the waiting list. HB 73 is related to transition funding and was changed to help people to move out of immediate care facilities. SB 237 was caregiver compensation amendment.  Jeremey stated that if you want their legislative summaryhe will send it out.  Sarah stated that VR received Assistive Technology money.  Kevin stated that there is effectively 2 waivers that needs to be requested on called the Bridge Plan at 70/30 match rate, and SB 96 he feels will have a lot of discussion. Not many states have this.  Joyce asked if the annual transition plan would be discontinued. Kevin stated that it is not in the plan at this point. She also asked how many individuals are wanting to move. He stated that they are moving 48 right now but there are 80 to 100 more. Capacity issues are a high concern for them.  Jeremy stated that that there are two bills did not pass and there will be interim discussion on this for forensic evaluations. |  |
|  | Next Meeting: May 28, 2019 11 am – 1 pm  *Items for next meeting.*  *Forensic evaluation, civil commitment and insanity defense - Jeremy Christensen*  *Medicaid – Tonya Hales* |  |
| 1:00 | Ms Brenna made a motion to adjourn the meeting at 1:07 seconded by |  |

*Note: These minutes are not intended to be a verbatim transcript but are to record the significant features of the business conducted in this meeting. Discussed items are not necessarily shown in the chronological order they occurred.*

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Date Approved