



**LEGISLATION AND PUBLIC POLICY COMMITTEE (LPPC)
MEETING NOTICE/AGENDA**

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THE PUBLIC MAY LISTEN IN BY CALLING:	1-800-839-9416
PARTICIPANT CODE:	8610332

DATE: June 23, 2015

TIME: 10:00 a.m. to 3:00 p.m.

LOCATION: State Council on Developmental Disabilities
1507 21st Street, Suite 210
Sacramento, CA 95811
(916) 322-8481

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 the meeting, should contact Michael Brett at 916/322-8481 or michael.brett@scdd.ca.gov. Requests must be received by 5:00 pm on June 17, 2015.

AGENDA

PAGE

- | | |
|---------------------------------|----------|
| 1. CALL TO ORDER | J. Lewis |
| 2. ESTABLISH | J. Lewis |
| 3. WELCOME/INTRODUCTIONS | J. Lewis |

For additional information regarding this agenda, please contact Michael Brett, 1507 21st Street, Ste. 210 Sacramento, CA 95811, (916) 322-8481. Documents for an agenda item should be turned into SCDD no later than 12:00 p.m. the day before the meeting to give members time to review the material. The fax number is (916) 443-4957.

4. **MEMBER REPORTS** Members

This item is for committee members to provide a report on their legislative and/or public policy activities related to the agency or group they represent. Each person will be afforded up to three minutes to speak.

5. **APPROVAL OF MAY 28, 2015 MINUTES** J. Lewis 5

6. **PUBLIC COMMENTS**

*This item is for members of the public only to provide comments and/or present information to the Council 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.*

7. **OLD BUSINESS (Standing Items)**

- a. Budget Update B. Giovati/ N. Nieblas
- b. IHHS and CMS Updates J. Lewis
- c. Federal & State Legislation Updates/Council Update on LPPC Bill Package & SB 277, SB 644 B. Giovati/N. Nieblas 11
- d. Self-Determination C. Lapin
- e. Disparity Issues B. Giovati/All 17

8. **NEW BUSINESS**

- a. Legislative/Committee Request Form J. Fernandez/B. Giovati 29
- b. Developmental Center Closures J. Lewis

9. **ADJOURN** J. Lewis

Item 5
APPROVAL OF May 28, 2015
MINUTES



DRAFT

**Legislative and Public Policy Meeting Minutes
May 28, 2015**

Attending Members

Janelle Lewis (FA)
David Forderer (SA)
Jennifer Allen(SA)
Tho Vinh Banh
Connie Lapin (FA)
Sandra Aldana (SA)

Members Absent

Feda Almliti(FA)
Lisa Davidson
April Lopez (FA)

Others Attending

Bob Giovati
Nelly Nieblas
Karim Alipourfard
Michael Brett
Anastasia Bacigalupo
Wayne Glusker

1. CALL TO ORDER

Chairperson Janelle Lewis (FA) called the meeting to order at 10:05 p.m.

2. ESTABLISHMENT OF QUORUM

A quorum was established.

3. WELCOME AND INTRODUCTIONS

Members and others introduced themselves.

4. MEMBER REPORTS

David Forderer (SA) reported on his plan to meet with DDS Director Santi Rogers to advocate for DC residents who do not have family members in the community.

5. APPROVAL OF APRIL 23, 2015 MEETING MINUTES

It was moved/seconded (Lapin (FA)/Allen (FA)) and carried to approve the April 23, 2015 LPPC minutes with the following correction: Adding Wayne Glusker as attending the April 23rd meeting (All in favor with no abstentions. See attendance list for voting members)

Legend:
SA = Self-Advocate
FA = Family Advocate

6. PUBLIC COMMENTS

No Public Comment.

7. OLD BUSINESS

a. Budget: (May Revise)

Regarding the DD system in general and the Lanterman Coalition's "10%" effort in particular, the Senate and the Assembly each voted for increased funding, but using different methods. The two versions will go to the Senate-Assembly Budget Conference Committee for discussion. The final budget will depend largely on the legislative leaders' negotiations with Governor Brown.

The Assembly version would give a 10% across-the-board increase phased in over two years, starting January 1, 2016, while the Senate plan would give 10% to some to services and exclude others. However, the senate version would also ask the administration to create a funding formula for the future that would include savings produced by closing of the developmental centers.

b. IHSS and CMS Updates

Connie Lapin (FA) discussed the IHSS and CMS issues and problem with shortage of budget and resources for related services.

All agreed that there should be robust exceptions to overtime rules

Person centered Planning: Los Angeles Regional Office did training on Person Centered planning. It was also suggested that it would be helpful if DDS get involved in this issue to.

The first motion was moved/seconded to discuss creating training materials for person centered planning. Lapin (FA)/Forderer (SA) (Failed) (All not in favor with abstentions. See attendance list for voting members)

The second motion was moved/seconded to discuss creating training materials for person center planning with appropriate council committees to be used statewide. (Lapin (FA)/Forderer (SA)

(Unanimous) (All in favor with no abstentions. See attendance list for voting members)

c. Federal & State Legislation:

The package presented to the Council supported LPPC's position with few changes.

1- AB 571 (Property Tax) and AB 796(Health care coverage) were both removed from the list.

2- SB 128 (End of life) the Neutral Position was changed to No Position.

d. Update on Council Decision Regarding LPPC proposed 2015 bill package:

Bob Giovati, Deputy Director of Policy and Planning, reported that letters have been sent to the legislators on the bills the Council is supporting.

Deputy Director Giovati explained that the staff will follow up on active bills specially those bills that Council supports.

e. Disparity Issue

Deputy Director Giovati spoke about research done on this topic by the Senate Select Committee on Autism & Related Disorders.

f. Self Determination

Ms. Lapin (FA) discussed the issue of self-determination within a multifaceted perspective:

She explained that Self-Determination Task force is focusing on training in the following areas:

Financial Management Services

Person centered planning

Use of generic services

Criminal background check

Training in self-determination

Next taskforce meeting is scheduled for June 16, 2015

g. Discussion of SB 277

SB 277 would eliminate the exemption from current specified immunization requirements based upon personal beliefs, but would allow exemption from future immunization requirements deemed appropriate by the State Department of Public Health for either medical reasons or personal beliefs. The bill would exempt pupils in a home-based private school and students enrolled in an independent study programs.

Chairperson Lewis (FA) has been studying this bill closely. There was a roundtable discussion regarding the overall provisions of the legislation.

8. NEW BUSINESS

a. Legislative Committee Request Form

Was not available to discuss at this meeting.

b. Developmental Center Closure

The subject was covered in other topics of the discussions.

c. Future LPPC Meeting Schedules

The Future meetings date set as follows

- June 23, 2015
- August 25, 2015
- September 21, 2015
- October 19, 2015

9. Adjournment

Chairperson Lewis (FA) adjourned the meeting at 3.05 p.m.

Item 7c
Federal & State Legislation
Updates/Council Update
on LPPC Bill Package &
SB 277, SB 644



SCDD Legislation Positions Voted on May 20, 2015

Assembly Bills (AB) – Support



- AB 74 – Calderon, Inspections
- AB 449 – Irwin, ABLE Account
- AB 563 – Lopez, Aging and IDD
- AB 564 – Eggman, Parental Fees
- AB 643 – Nazarian, Silver Alerts
- AB 648 – Low, Dental Care
- AB 662 – Bonilla, Restrooms
- AB 763 – Burke, Income and Medi-Cal Eligibility
- AB 881 - Garcia, Bullying
- AB 918 – Stone, Seclusion & Restraints
- AB 987 – Levine, Reasonable Accommodation Retaliation
- AB 1218 – Weber, Veterans Contracts
- AB 1261 – Burke, Adult Day Care
- AB 1369 – Frazier, Dyslexia



SCDD Legislation Positions Voted on May 20, 2015

Senate Bills (SB) – Support



Senate Bills (SB) – Support

- SB 11 – Beall, Peace Officer Training
- SB 29 – Beall, Peace Officer Training
- SB 190 – Beall, Brain Injury
- SB 324 – Pavley, ABLE Program
- SB 490 – Beall & Huff, Regional Centers
- SB 492 – Liu, Coordinated Care
- SB 589 – Block, Voting

OTHERS

- SB 128 – Wolk, End of Life NO POSITION
- HR 3717 – Murphy, Mental Health Crisis Act OPPOSE

Survey: Most Calif. Adults Support Childhood Vaccine Requirements

Thursday, June 4, 2015

More than two-thirds of California adults support requiring children to obtain vaccines before they are admitted to school, according to a survey released Wednesday by the Public Policy Institute of California, KQED's "State of Health" reports.

The survey comes amid a highly debated legislative effort to require children to be vaccinated in order to attend public schools (Aliferis, "State of Health," KQED, 6/3).

Background

Currently, California law requires children entering kindergarten to obtain vaccinations for several diseases, such as measles (*California Healthline*, 2/3).

However, parents can opt out of vaccine requirements by first consulting with a licensed health care provider or by claiming religious objections (*California Healthline*, 6/3).

The state Senate last month approved a bill (SB 277) that would end personal belief exemptions to childhood vaccination requirements in the state.

The bill was amended to:

- Allow unvaccinated children to enroll in private home-schooling programs that serve multiple families, rather than programs that serve just one family;
- Allow unvaccinated children to participate in independent study projects that are overseen by school districts but do not include classroom time; and
- Remove a provision that would have required schools to inform parents of immunization rates.

The bill would allow exemptions for medical reasons (*California Healthline*, 5/15).

Details of Survey

According to "State of Health," the survey asked adults and parents of public school students whether they thought:

- Children who have not been vaccinated for measles, mumps and rubella should be able to attend public school; and
- Such vaccines were safe ("State of Health," KQED, 6/3).

Findings

Overall, the survey found that:

- 67% of adults said unvaccinated children should be barred from attending public school; and
- 65% of public school parents said unvaccinated children should be barred from attending.

Meanwhile:

- 57% of adults said vaccines for children are very safe;
- 30% said vaccines are somewhat safe; and
- 10% said vaccines are not very safe or not safe at all (Siders, "Capitol Alert," *Sacramento Bee*, 6/3).

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COUNCIL AGENDA ITEM DETAIL SHEET

BILL: SB 644, as amended, Hancock. Limited Examination and Appointment Program: persons with developmental disabilities.

ISSUE: The Limited Examination and Appointment Program (LEAP) was established as an alternative to the traditional civil service examination and appointment process to facilitate the hiring of persons with disabilities in the state civil service.

SUMMARY: SB 644 allows a successful internship performance at a State agency as the indicator as to whether an individual with intellectual or developmental disability is eligible for State civil service employment.

BACKGROUND/ISSUE/ANALYSIS: Jobseekers with disabilities living in California are certified eligible for LEAP through the state's Department of Rehabilitation. Once an individual receives a certification, that individual can apply for LEAP examinations during open testing periods (and they may also continue to apply for non-LEAP examinations as well). All examinations are provided online as well as by mail. After successfully passing the examination, the candidate will then be appointed to the civil service classification.

However, *LEAP is often not an effective alternative* to the standard civil service examination for individuals with ID/DD because it relies on a written test to initially evaluate candidates. Many people with ID/DD can successfully be employed in jobs involving complex tasks but need time and customized training to learn the job. Written tests are not a valid measure of their abilities.

DISCUSSION: This bill was originally presented to the LPPC during the April 2015 meeting. However, it has been substantially amended since the LPPC first reviewed it.

This bill would preclude an examination for a person with a developmental disability from including a written examination or readiness evaluation and would, instead, require that the competitive examination consist of an internship with a state agency that is not less than 512 hours (down from the original figure of 1,024 hours) in duration, and require the department to refer the names of eligible applicants who successfully complete the internship to the appointing powers for examination appointments.

It would not require people with I/DD to utilize the internship. Rather, they could decide to use the standard LEAP process if they believe they meet the qualifications for the job and feel they can pass the written exam.

The bill would require the department to create that internship program in coordination with the State Department of Developmental Services and the Department of Rehabilitation, as specified.

The bill would also authorize a state agency that provides the internship or appoints a person with a developmental disability to a position under LEAP to allow that person to receive on-the-job support and finance the internship or position with personnel funds or other available funds assigned to a vacant or unfilled position, as specified, but would provide that on-the-job support services are not the financial or programmatic responsibility of any state agency engaged in establishing the LEAP internship process. The bill would specify that LEAP is not a mandate on any state agency employer or job applicant except to the extent specifically directed by the State Personnel Board.

RECOMMENDATION: Support SB 644 (Hancock).

COUNCIL STRATEGIC PLAN OBJECTIVE: Goal 8: Employment. The State of California will adopt an Employment First policy which reflects inclusive and gainful employment as the preferred outcome for working age individuals with developmental disabilities

ATTACHMENTS: None.

PREPARED: Bob Giovati

Item 7e

Disparity Issues

Parents Feel Racial Socialization May Help Minority Children Succeed in School

UC Riverside-led study identifies racial socialization strategies used by minority parents to support success and resilience in young children

By [Jessica Kump](#) on MAY 28, 2015

RIVERSIDE, Calif. – A child's ability to succeed academically is one of the strongest determinants of his or her future quality of life. In particular, it has been directly linked to overall longevity and several other critical health outcomes.

[Ashaunta Anderson, MD, MPH](#), an assistant professor of pediatrics at the [Center for Healthy Communities](#) in the University of California, Riverside [School of Medicine](#), and a team of researchers have described the types of racial socialization in early childhood that may increase a child's ability to flourish in school and ultimately lead a healthier life.

Results of the study will be featured in *Academic Pediatrics*, a journal published by the American Pediatric Association. Co-authors of the article are [Aurora Jackson, Ph.D.](#), [Loretta Jones, M.A.](#), [David Kennedy, Ph.D.](#), [Kenneth Wells, MD, M.P.H.](#) and [Paul Chung, M.D., M.S.](#) The full article is available online through [Academic Pediatrics](#).

While seeking to describe the different ways families prepare children to navigate issues of race and racism, Anderson and her team of researchers have uncovered a connection between certain approaches to racial socialization in early childhood and parents' expectations for greater success in school.

Anderson and her team of researchers organized 16 focus groups involving 114 parents of children four years old and younger from the following ethnicity-language groups: African American, Spanish-language primary Latino, English language-primary Latino and Korean. Four focus groups were held for each ethnicity-language group.

Parents participating in the study felt that racial socialization in early childhood promotes school readiness, but were not sure of the best timing and particular approach for success. Approaches to racial socialization that promoted cultural pride and identity were commonly used for this young age group and have been consistently linked to positive outcomes in prior studies.

"The sense of pride and identity provided by this approach appears to give children some protection and resilience when they encountered racism from peers and others, which we begin seeing the effects of as early as preschool," said Anderson. "If we can educate parents of young children to use positive racial socialization before toxic experiences have the chance to cause lasting damage, we may be able to significantly influence the trajectory of many children's lives."

Statistically, educational disparities are strongly correlated with disparities in key health outcomes later in life and overall longevity. As a result, improving academic success has recently become recognized as a potential mechanism for improving public health.

As a race-based educational achievement gap in American schools persists, a corresponding assortment of race-based health disparities follow proportionately, according to multiple studies cited by Anderson. The results of this study may inform the development of culturally tailored parenting interventions designed to decrease the race-based achievement gap and the corresponding health disparities that typically follow in their wake.

A portion of this research was funded through support from [First 5 Riverside](#), Riverside County's Children & Families Commission.

Anderson's research explores the origins of health disparities in the social environments of early childhood. Her work is particularly focused on the impact of early school readiness on later academic achievement and related health outcomes. She is interested in the ways parents, health care providers, policymakers, and other stakeholders interact to support school readiness in all children.

The Center for Healthy Communities promotes research to improve the health of the culturally and economically diverse communities in Inland Southern California, especially those that are medically underserved. The center fosters collaborations between UCR faculty, community-based organizations, grass-roots community leaders, and investigators at RAND and UCLA.

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SMMUSD staff tackles disparity issues in all district schools

Alex Vejar, Staff Writer
11:20 am PDT May 27, 2015

The beginnings of a multi-year plan addressing the disparity in educational achievement among African American, Latino, white and Asian K-12 students was proposed to members of the Santa Monica-Malibu Unified School District Board of Education on Thursday, May 21.

Terry Deloria, assistant superintendent of educational services for SMMUSD, gave a presentation using statistical data of educational performance between those ethnic groups at all SMMUSD schools.

Issues raised during the presentation were those of college preparedness, enrollment in advanced placement classes, grade point average, dropout rates and others.

The average GPA of African American and Latino students were 2.5 and 2.6, respectively, compared to 3.2 for white students and 3.2 for Asian students, according to Deloria's data. The data also showed African American and Latino students enroll much less in Advanced Placement (AP) classes than their white counterparts.

At Malibu High School, 91 percent of students are white, while only 10 percent are Latino and two percent are African American, according to the school's demographics. Deloria said the board's hurdle is trying to keep up with small changes and take them to a system-wide level.

"Probably more difficult is changing adults' mindsets [and] getting everybody thinking in the same direction that we're the ones responsible for student learning and if a student doesn't learn, it's on us," Deloria said. "That's difficult work to do and it takes time."

Deloria's presentation outlined what the schools in the district were already doing to help solve the achievement gap, and also gave suggestions to the board as to what can be done moving forward.

The data did not only show disparities in education. Deloria's research found that Latino and African American students were not meeting fitness standards when compared to white students. Several attendees spoke during the public comment portion of the meeting, many to give their approval of the program. However, some community members were not satisfied with the plan brought forth by SMMUSD staff.

Tynesha Williams, mother of a student attending Santa Monica High School, focused more on the what the data presented suggested about a student's psychological well-being. "I feel like this program is putting a label on my kid that is not helping his self-esteem," Williams said. "It's telling him that he is different, that he is incapable of achieving like the other kids, and he needs to be pulled out for several hours a day ... and be separated from the other students."

Joan Krenik, member of the Santa Monica-Malibu PTA Council, was complimentary of SMMUSD staff and showed faith in their research.

"I believe [the SMMUSD staff] are best positioned to evaluate the options that will complement the existing programs and recommend next steps," Krenik said. "I urge you to follow their guidance."

Board member Craig Foster, a Malibu resident, sympathized with the members of the community who were displeased with the data presented by SMMUSD staff, and said the achievement gap was not going to be fixed overnight.

"I'm extraordinary happy with the intervention that we're putting in place," Foster said. "We really are doing great things. This is not moving the desk chairs around. This is making substantive changes to the way our children are going to learn."

At the beginning of the meeting, several retirees who worked with the district were honored by the board. Highlights from their careers were read and those who were in attendance received rounds of applause from the audience.

Several former employees of Malibu schools were honored, including track coach John Cary, former assistant principle Wendy Wax Gellis, library assistant Denise Peak, founding member of the Shark Fund Maureen Bradford, and others.

The next SMMUSD board meeting will be held at 4 p.m Wednesday, May 27, in the district office.

R.I. ACLU: Students with disabilities suspended at much higher rate

By Linda Borg

Journal Staff Writer Posted Jun. 4, 2015 @ 11:44 am

PROVIDENCE, R.I. -- Students with disabilities across Rhode Island are suspended from school at disproportionately higher rates than their counterparts, according to a report by the American Civil Liberties Union of Rhode Island.

These rates, like those that affect racial minorities, begin in the earliest grades, and are often for low-risk behavioral issues that could be addressed in other ways, the ACLU says. During the 2013-2014 school year, every school district in Rhode Island and all but two charter schools over-suspended students with disabilities, according to the ACLU.

The ACLU report, "Suspended Education: The Over-Suspension of Students With Disabilities in Rhode Island," found that students with disabilities comprised 32.9 percent of all suspensions between 2005 and 2014.

This is more than twice what is expected, given that they made up just 16.11 percent of the student body population on average during that time. The report further says that students with disabilities are over-suspended at the highest rates when they are in elementary school—a particularly vulnerable time when they should be receiving much-needed individualized support, not punishment, according to the ACLU.

Among the report's other findings:

- Despite national recommendations that suspensions carry significant risks and should be used only for the most serious infractions, suspensions of students, and students with disabilities, are often issued for low-risk, behavioral infractions. Further, nearly 36 percent of suspensions for such offenses over the years studied were given to children with disabilities, 2.23 times the rate expected given their representation in the population.
- Twenty school districts and eight charter schools suspended students with disabilities at rates twice, or more than twice, as high as would be expected during the 2013-2014 school year alone.
- Suspension disparities against students with disabilities begin, and are at their highest, in elementary school. Thirty-eight percent of suspensions for elementary school students were issued to students with disabilities, 2.58 times higher than expected given their representation in the population. High school students with disabilities were suspended nearly twice as often as expected.
- During the 2013-2014 school year, 266 suspensions for fighting or assault were issued to students between kindergarten and the second grade; 21.05% of these suspensions were issued to students with disabilities.

· Altogether, 14.45 percent of students with disabilities were suspended at least once between 2005 and 2014, compared to just 6.65% of students without disabilities.

“The figures suggest that, while students with disabilities are supposed to be given myriad services, they are being removed from school not because of their behavior, but because of the failure of schools to meet their needs. Worse, they are being disproportionately suspended for relatively minor, and often subjective, infractions,” the report states.

The ACLU report offered a series of recommendations to keep students in the classroom, including passage of legislation currently before the General Assembly that would limit the use of out-of-school suspensions to only the most serious offenses.

The ACLU further recommended that the Rhode Island Department of Education and local school districts examine their data to identify disparities in the suspension rates of students with disabilities, develop plans to reduce those disparities, and investigate alternative evidence-based disciplinary methods.

Hillary Davis, the report's author, said: “Suspensions have for too long been a first response to children's behavior instead of a last resort. That Rhode Island's children with disabilities are suspended even when federal law requires they be given particular behavioral supports only underscores the over reliance on suspensions to address the behavior that comes with being a child. Children with disabilities deserve better than a ‘troublemaker’ label and a trip down the school-to-prison pipeline, and Rhode Island must work to do better by them.”

Item 8a
Legislative/Committee
Request Form

Regional Issue: Request Form

RAC Contact:	Regional Office:	 Action/Request Question Information	Submission Date:
Relevant Goal Area:		Funds Requested: Yes <input type="checkbox"/> No <input type="checkbox"/> Amount Requested:	
Collaborators: University Centers of Excellence DD <input type="checkbox"/>		Disability Rights California <input type="checkbox"/> DDS <input type="checkbox"/>	
Others (Please list):			
Attachments (Please describe):			Yes <input type="checkbox"/> No <input type="checkbox"/>
Legislation: <input type="checkbox"/> Assembly (AB) <input type="checkbox"/> Senate (SB)			
Bill Number:		Author:	
Narrative of Issue/Request/Question/Information or Description of Legislation:			
Recommended Outcome(s):			
Time-sensitive issue <input type="checkbox"/> Response needed by: _____			
Council/Staff Action:			
Personnel Routing:		Committee Routing:	

Regional Office: Issue Advisory/Request Form

Personnel Routing:	<p>Aaron Carruthers Administration Policies EC MTARS MC</p> <p>Benita Baines Regional Offices</p> <p>Bob Giovati Legislation Planning Policy LPPC SPC</p> <p>Nelly Nieblas Communications EFC</p> <p>Mary Agnes Nolan SSAN/SAAC</p> <p>Robin Maitino Scheduling</p> <p>Lynn Cach Finance</p> <p>Kristie Allensworth Grants</p> <p>Sabrina Smith Emma Beza Personnel</p>	Committee Routing:	<ol style="list-style-type: none"> <li style="text-align: right;">1. Ad Hoc <li style="text-align: right;">2. Administrative <li style="text-align: right;">3. Employment First <li style="text-align: right;">4. Executive <li style="text-align: right;">5. Legislative & Public Policy <li style="text-align: right;">6. Membership <li style="text-align: right;">7. MTARS <li style="text-align: right;">8. Nominating <li style="text-align: right;">9. Self-Advocacy Advisory <li style="text-align: right;">10. State Plan <li style="text-align: right;">11. Statewide Self-Advocacy Network
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Regional Office:	<ol style="list-style-type: none"> 1. North Coast 2. North State 3. Sacramento 4. North Bay 5. Bay Area 6. North Valley Hills 7. Silicon Valley Monterey Bay 8. Sequoia 9. Central Coast 10. Los Angeles 11. Orange County 12. San Bernardino 13. San Diego Imperial 	State Plan Goal:	<ol style="list-style-type: none"> 1. Self-Advocacy 2. Rights Training & Advocacy 3. Quality Assurance & Innovation 4. Public Safety Outreach 5. Emergency Preparedness 6. Adult Transition 7. Early Start 8. Employment First 9. Employment/PSE Advocacy 10. Health 11. Housing Access 12. Housing Development 13. Generic Services 14. Public Policy 15. Multicultural
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