



**Self-Advocates Advisory Committee (SAAC)
Meeting Minutes
July 15, 2014
Hilton Arden West Hotel, Sacramento**

Members Present

Nancy Clyde
David Forderer
Rebecca Donabed
Kerstin Williams
Ning Yang
Molly Kennedy
(briefly)
Kecia Weller

Members Absent

Others Attending

Carolyn Meshack
Angela Lewis
Mark Polit
Mike Clark
Sherry Beamer
Wayne Glusker

1. CALL TO ORDER

Ning Yang, Chairperson, called the meeting to order at 1:12 p.m.

2. ESTABLISHMENT OF QUORUM

A quorum was established.

3. WELCOME AND INTRODUCTIONS

All present introduced themselves.

4. PUBLIC COMMENT

There were no public comments.

5. APPROVAL OF May 28, 2014 MEETING MINUTES

It was noted that the date of the meeting is incorrect as January 14, and needs corrected to March 19. It was moved/seconded (Clyde / Donabed) and carried to approve the May 28 14, 2014 meeting minutes with the correction.

6. SSAN (Statewide Self-Advocacy Network) REPORT

David reported that the SSAN met on June 23, 24 in Sacramento. Activity highlights were creating a brochure/information sheet to publicize the Network, reports on member self-advocacy activities, and free high speed internet available to people with disabilities. The key discussion was whether the SSAN could become a non-profit in two years-a timeline suggested by the Council. The Network is interested in pursuing becoming a non-profit, but feels 4-5 years is needed to accomplish this. This recommendation will be placed on the SAAC September meeting agenda for a vote to take to Council if needed after the response David receives when reporting on this to the Council tomorrow.

7. REPORT ON EMPLOYMENT FIRST COMMITTEE (EFC) MEETING

Kecia Weller gave the following report highlights:

The committee reviewed a draft version of a flyer explaining California's Employment First Policy. It will be translated into 20 languages.

Andrew Mudryk from Disability Rights California (DRC) reported that DRC is in the process of filing a complaint with United States Department of Justice on sheltered work. On behalf of Capitol People First, the complaint will claim that California unnecessarily segregates people in sheltered workshops, which would be discrimination under the Americans with Disabilities Act.

A Resolution on Subminimum Wage and Sheltered Workshops brought by the Council's Self Advocacy Advisory Group was approved that includes the following: promote services that best support individuals in integrated competitive employment, advocacy for systematic transition away from sheltered work, research what has already been accomplished in California and in other states regarding reducing reliance on sheltered work and subminimum wage; request that the Department of Developmental Services develop a plan to phase out sheltered workshops and the use of subminimum wage.

Assembly Joint Resolution (AJR) 36 was discussed. If passed, both the Assembly and the Senate of the State of California would request that the

United States Congress phase out the use of subminimum wages. The EFC voted to support this decision.

A motion was made for the State Council on Developmental Disabilities to sponsor legislation to require the Employment Development Department to share individual income data for Regional Center consumers with the Department of Developmental Services, and require the Department of Developmental Services to collect data on all working age regional center clients including hours worked, income earned, what type of job and other information needed to better assess the implementation of the Employment First policy.

8. FACILITATION

This item is postponed to the September meeting.

9. GOAL SETTING

The group discussed their responses to the Goal Setting guide in the meeting packet about the SAAC's purpose in the Council Bylaws:

a. Advise the Council on ensuring self advocate participation and inclusion in all meetings.

The Committee feels this is happening but can be improved. Making sure that Facilitation is formally available will help with this. Also the Orientation class that the Council Executive has provided has been very helpful with a binder provided that includes information on the Area Boards/Regional Offices, Bylaws, Council Roster, Roberts Rules of Order and the Bagley Keene requirement.

b. Advise the Council regarding policies, programs and any other area affecting self-advocates in California.

The Committee feels this is not happening, and will best be accomplished if the Committee chooses at least one issue to focus on. It was recommended that the Committee revive its former work that was not well documented to choose abuse and/or deinstitutionalization as the issue.

c. Review materials and other Council produced information to evaluate and make recommendations regarding plain language approaches.

The Committee feels this is happening. The Plain language version of the MTARS Report was given as an example. Molly commented that the Council leadership is currently considering Plain Language guidelines.

It was decided that Goal Setting would continue at the September meeting.

10. **PARLIAMENTARY PROCEDURE**

David and Kerstin reported that they had reviewed the material and found it to be helpful. This item will be postponed for future discussion after the Council MTARS business is resolved.

11. **SAMPLE OF DISABILITY AWARENESS PROGRAM EFFECTIVENESS RESEARCH**

Sherry Beamer briefly reviewed her results from the short research project on the effectiveness of Disability Awareness Programs for elementary students. There is limited research available. Most research that is readily available is on a program named Kids on the Block. As this item initially was discussed during Goal Setting at a previous meeting, this will be included in that topic at the September meeting.

12. **BOARDS FOR ALL TRAINING MATERIAL REVIEW**

Members were not able to access the online link to review the materials.

It was moved/seconded (Forderer / Weller) and approved that a segment of the Boards for All training material be reviewed online as a group at the September SAAC meeting.

If the material is found to be helpful, the Committee may choose to schedule training for the Committee and may recommend it to the Council as well.

13. REVIEW OF COUNCIL PACKET

Mark Polit reviewed the May 28, 2014 Council Packet with the members.

14. TOPICS FOR FUTURE DISCUSSION

Time did not allow for this agenda item.

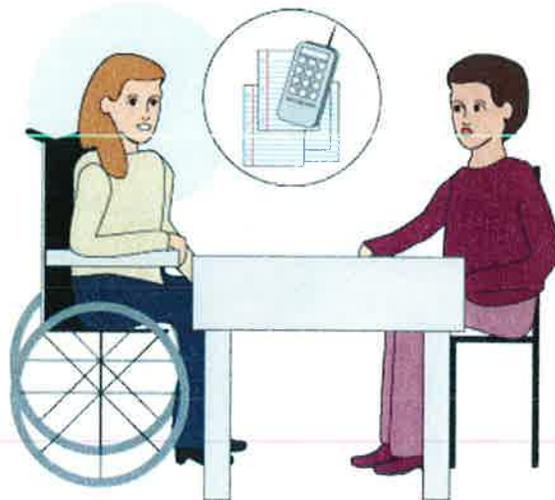
15. ADJOURNMENT

Ning Yang adjourned the meeting at 4:08 p.m.

DRAFT

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FACILITATION



PURPOSE – PLANNING – PRACTICE

The State Council on Developmental Disabilities gratefully acknowledges the assistance and feedback provided by many self-advocates who have served on governance boards, councils or advisory committees and support persons who have provided facilitation services.

We would like to extend special thanks to the Department of Developmental Services Consumer Advisory Committee and the State Council on Developmental Disabilities Self-Advocate Advisory Committee.

State Council on Developmental Disabilities



Scan the code with your phone to connect directly to the SCDD website, or go to <http://www.scdd.ca.gov>

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Facilitation and advocacy publications
<http://brcenter.org/library>

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From the Executive Director

The disability rights movement has demonstrated that individuals with diverse abilities can play an active and principal role in shaping public policy when provided with suitable support. However, it has often been difficult to provide appropriate assistance or accommodations to achieve this goal.

This guidebook was developed to emphasize a commitment to providing customized supports that promote inclusion and sustain meaningful participation in advocacy and governance groups. This assistance should be viewed as an investment in successful organizational outcomes by expanding the diversity of voices. It is strongly believed that increasing access to fuller participation for some, enriches opportunities for all.

The purpose of Facilitation: Purpose – Planning – Practice is to underscore the State Council's commitment to self and peer-advocate engagement in policy-making by providing a framework for councils, boards or committees who utilize meeting facilitators or mentors. This guide provides background and planning tools that lead to more effective accommodation for individual members as they carry out their responsibilities before, during and after meetings.

The guide draws from strategies developed by self-advocacy groups, tested facilitation practices and published resource materials.



Carol Risley
Executive Director
California State Council on Developmental Disabilities

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What Is Facilitation?

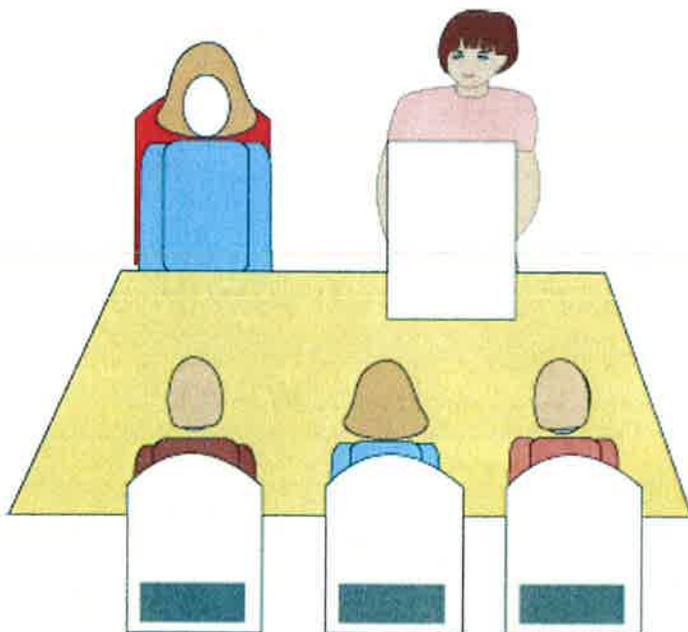
Facilitators provide personalized support to persons with diverse abilities serving on boards and committees.

Increased diversity is one of the greatest changes happening across society today. Many organizations are examining their policies and practices to address opportunities offered by the range of differences that make up their communities, such as race, ethnicity, gender, age, disability, family structure and more.

With the success of consumer and disability rights movements came service models that focus on the individual, with basic rights to speak and be heard. As a result, persons with varied abilities have joined advocacy groups, advisory committees or governing bodies that oversee services and supports. As organizations recognize the importance of including community members who use their services, it is clear that support in this leadership role is an essential accommodation.

As boards, committees or councils welcome diverse participation, it may be difficult for them to provide satisfactory support that allows all members to be heard.

Borrowing from other human service fields and the business community where a “facilitator” assists employees or small groups to find success, individualized support for board, committee or council members has come to be called “facilitation.”



Think – Plan – Do

To ensure participation, meeting organizers, participants and their facilitators need to identify the type of support required by a member, develop a facilitation plan, and carry it out.

Think – Plan – Do, a straightforward process for planning and taking thoughtful steps to achieve success, is a helpful tool for any user. As a basic learning strategy, it can be applied to develop and implement a personalized facilitation plan for any member of a governing board, advisory committee or council.

Think – Plan – Do is easily utilized to identify group member responsibilities and support that will assist with effective participation.



THINK:

What is required to be a successful board, committee or council member?



PLAN:

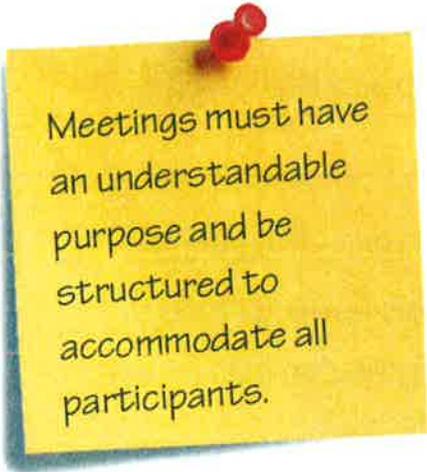
Type of support needed to be an active and effective member.



DO:

Take steps to carry out the facilitation plan.

Accessible Meetings



Meetings must have an understandable purpose and be structured to accommodate all participants.

Because boards of directors, committees and councils are structured to accomplish specific purposes, meeting organizers must be clear about the function of their groups. Whether organized to provide advice, deliver recommendations or take action, member responsibilities should also be clear for successful participation.

It is important that organizational leaders create ground rules for group process that include and support all meeting members. Typically, participants are expected to follow basic meeting rules that direct interactions and fulfill the purpose of the meeting. While helpful, these do not alone guarantee that meetings are accessible to individuals with diverse abilities.

“Facilitation is a functional equivalent of a wheelchair, personal attendant, communications computer, or ramp.”

1989 (Capitol People First)

Meeting organization and practices should be designed to ensure that all participants have equal access to information, opportunity to participate, and responsibility to carry out duties.

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Think:

Do our meetings accommodate members' needs?



Plan:

Restructure meeting schedules, processes and practices to better include all members.



Do:

Gather input from members and carry out restructuring.

Group Facilitation



*Accommodating
all members is
key to effective
participation by all.*

Member participation is affected by both the meeting leader's style and the process. Traditional meeting procedures and communication methods may need to change to hear contributions from all members. Leaders may need more open approaches, or provide more time for discussion and interactions among group members.

Inclusive practices by meeting leaders to ensure participation:

- ✓ Direct a reasonable pace and adequate time for meeting business.
- ✓ Check-in with members for general understanding by all group members.
- ✓ Provide multimedia presentation of topics. Provide practical examples.
- ✓ Summarize significant points, positions, actions.
- ✓ Monitor group discussion so all members have opportunities to contribute.
- ✓ Use plain language to ensure better understanding .
- ✓ Rely less on traditional meeting format, modify schedules, rules.
- ✓ Be observant! Check in with members to see if a break is needed.
- ✓ Provide time for interactions between meeting members.

Finding Support



A mentor is a guide or coach to help navigate the meeting.

Organizations reinforce inclusive practices by using meeting mentors. Experienced members volunteer to provide support to new participants who may require assistance to be successful.

Mentoring is a strategy that provides encouragement and instrumental support in “learning the ropes,” and becoming more engaged with the group. Using mentoring as a natural support helps all participants know what is expected of them and their responsibilities as group members.

The mentoring process provides an opportunity of increased communication between members outside of regular meetings. The experienced board member can share ways of adjusting to demands of board participation and help prevent a new member from feeling overwhelmed or isolated.

Mentor strategies may include:

- ✓ Introduce the new member to others and encourage social connections.
- ✓ Familiarize a new member with the organization and its structure.
- ✓ Meet with a new member to review agenda and action items.
- ✓ Review meeting outcomes and follow-up responsibilities after the meetings.
- ✓ Explain background on issues presented at meetings.

Finding Support

For the Person Mentored:

Mentors are interested in every member being successful and a contributor to the meetings and organization. As a natural support, he or she is experienced in areas that a new member may not be. A mentor leads by example to help other members understand the organization and how meetings are conducted. When working with a mentor, keep in mind they are volunteering and are not paid meeting facilitators.

Member Responsibilities when Working with a Mentor:



Think: What assistance is needed from a mentor to be a successful?



Plan: Create a plan with a mentor.



Do: Take steps to accept guidance from the mentor.

Remember to:

- ✓ Follow agreements.
- ✓ Ask questions.
- ✓ Share ideas and concerns.

Member and Mentor Teams:

- ✓ Interview each other to make sure the team wants to work together.
- ✓ Meet on a regular basis and plan how to work together.
- ✓ Encourage social relationships and information-sharing among members.

Facilitation Basics

Facilitation is support that meets the individual needs of a member so he or she can perform the general functions of the board, committee or council position. It includes:

BEFORE

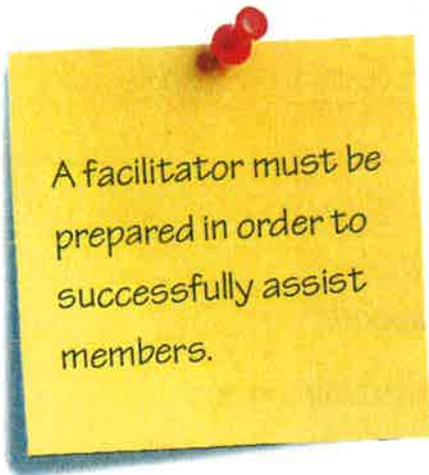
- ✓ Study the meeting materials to provide knowledgeable support.
- ✓ Assist member to prepare by reviewing meeting materials, explaining and adapting materials.
- ✓ Provide impartial analysis of issues, when needed.
- ✓ Help member identify questions and positions on issues that will be brought up at the meeting.

DURING

- ✓ Explain meeting materials and related information.
- ✓ Explain concepts, terms, acronyms, etc.
- ✓ Take notes on key issues, discussions, action items.
- ✓ Provide guidance on meeting process, agenda items and actions.
- ✓ Assist with communicating comments, positions, votes.



Facilitation Basics



AFTER

- ✓ Review notes from meetings.
- ✓ Provide copy of the meeting notes to member in their preferred format.
- ✓ Review actions taken at meetings and important discussions.
- ✓ Assist with related tasks, such as travel arrangements and calendars.
- ✓ Follow-up on assigned duties.



Think:

What is needed before, during and after meetings?



Plan:

Create preparation schedule and agree on facilitation strategies using facilitation worksheets at back of the book.



Do:

Carry out schedule and facilitation support.

Partnerships

Effective facilitators are flexible, willing to learn, and knowledgeable about the organization.

Successful facilitation depends on a respectful partnership between a facilitator and a member. The facilitator extends him or herself by providing support effectively so the member is confident and productive.

Before beginning facilitation, it is helpful to observe a meeting to learn about the process and significant issues facing the organization.

- ✓ Get to know each other's needs, skills, values, preferences.
- ✓ Give and receive constructive help.
- ✓ Give and receive "pats on the back."
- ✓ Preserve privacy.

Facilitation involves assistance the member can understand and learn from, and is always done with a tactful and respectful approach.

Choosing moments carefully during meetings to promote independence is critical for the member to be a connected participant.



Knowledge and Skills



A Facilitator

1. Has knowledge about the organization, type of meetings, role of members (or will obtain).
2. Has knowledge about meeting rules and procedures (or will obtain).
3. Supports member with making "informed decisions."
4. Adapts meeting materials and explains related information.
5. With member, creates strategies for assisting before, during and after meetings.
6. Encourages member inclusion during meetings.
7. Is flexible and adapts to changing needs of member.
8. May act in these roles:

Note Taker—Take notes using accessible plain language the member desires.

Meeting Coach—Guide the member on meeting structure and rules.

Adaptation Specialist—Provide materials the member understands.

Scheduler—Assist the member to maintain meeting calendar.

Researcher—Find information the member may need for meetings.

Code of Ethics

Facilitators support members without influencing them with their own opinions or beliefs.

A productive partnership between the member and facilitator extends mutual respect, trust and dependability. It is important that both facilitator and member observe workplace boundaries so the member contributes and the facilitator performs professionally.

While challenging at times, a facilitator must avoid any influence of their own personal beliefs, opinions or conflicting interests. This requires a facilitator to be self-aware and be a watchful partner, not a self-promoter.

While another party may be a facilitator's "employer of record," the member is a facilitator's "boss" and responsibility to that arrangement must be remembered.

- ✓ Avoid influence on the member's voting and decision making.
- ✓ Avoid speaking up or acting "like a member" at meetings.
- ✓ Recognize you may not always agree, and address in a respectful manner.
- ✓ Acknowledge and address barriers faced in being a facilitator.
- ✓ Do not use the organization or facilitation position for personal advantage.
- ✓ Maintain confidentiality, do nothing to violate the trust.
- ✓ Maintain confidentiality regarding discussion and decisions from "closed" meetings.



Resources

PLAIN LANGUAGE

Center for Plain Language

Nonprofit organization promoting the use of plain language in the public and private sectors. <http://www.centerforplainlanguage.org>

Is it Plain? A Manual for Language Writers (2001). Janet Pringle. Vocational and Rehabilitation Research Institute, 3304 33 Street N.W. Calgary, Alberta T2L 2A6.

Plain Language Action & Information Network

Promotes plain language for all government communications. Strategies to improve communication from the federal government to the public. <http://www.plainlanguage.gov>

ACCESSIBLE MEETINGS

Accommodations and Supports for Including Special Populations in Leadership and Decision Making Activities (2002). NY State Developmental Disabilities Planning Council. http://tcsip.tarjancenter.ucla.edu/docs/AccommodationforSpecial_Populations.pdf

Board Resource Center (BRC) “Making Complex Ideas Simple”

Advocacy publications and media emphasizing strategies that ensure inclusive boards and committees. Focus group developed tools, using graphics and plain language developed for public agencies. Download library available http://brcenter.org/lib_library.html

Developmental Disabilities Planning Council’s Promoting Leadership Opportunities Demonstration Project (2002). Esther Kabuga and Cheryl Spear. Technical Assistance and Resource Center, Center on Human Policy, Syracuse University, 805 South Crouse Syracuse, NY 13244-2340.

Facilitation: A Ramp to Success. Tools to Assist Members with Effective Participation (2006), Supported Life Institute (for Alta California Regional Center). 2035 Hurley Way, Suite 250 Sacramento, CA 95825 (916) 567-1974.

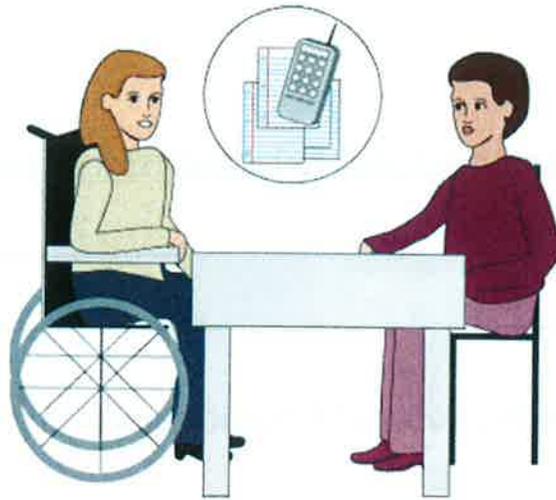
Get on Board and Make a Difference: Effective Practices for Including People with Developmental Disabilities and New Members on Boards and Committees. Green Mountain Self-Advocates and the Arc of Vermont <http://www.ddas.vermont.gov/ddas-publications/publications-dds/publications-dds-documents/dds-publications-advocacy/dds-advocacy-get-on-board>

The Guide: NASDDDS Handbook on Inclusive Meetings and Presentations (2006). National Association of State Directors of Developmental Disabilities Services. 113 Oronoco Street Alexandria, VA 22314 (703) 683-4202. <http://www.nasddds.org>

Making Meetings Accessible: How to Enable Real Participation. Vermont Division of Disability and Aging. (802) 241-2614.

Not Another Board Meeting: Guides to Building Inclusive Decision-Making Groups (1995). Oregon Developmental Disabilities Council.

FACILITATION



PURPOSE – PLANNING – PRACTICE

Facilitation Plan

All members of boards, committees and councils must be able to participate equally and make informed decisions. It is important that members who need assistance on a board, committee or council be encouraged and made aware that accommodations are available to enhance their participation.

The following worksheets are designed as a self-survey that addresses a range of facilitation support needs to help identify the type and amount of support that may be useful. The worksheets are designed to be completed by the member and facilitator. Discussion by the facilitation partners is an important component of the self-survey. It provides an opportunity to learn how the team will work together and best ways to provide support.

Facilitation Worksheet

Facilitator and Member to complete.

Organization:

1. Does the organization have a job description for facilitators? (If so, review)

2. Can the organization or meeting leader add the facilitator to important mailing lists?

3. What adaptations does the member currently use at work or home?

4. Would these adaptations be useful at meetings? (Which ones)

5. How will personal care needs be met, if required?

6. Is there specific support the member wants? (List)

Facilitation Worksheet

Facilitator and Member to complete.

Personal Needs:

1. Mobility (walking, help with stairs and elevators, transferring in/out of wheelchair, opening doors, etc.)

Support I want:

2. Meeting Site (location, contact information, meeting room, bathroom)

Support I want:

3. Transportation (making arrangements)

Support I want:

4. Hotel Accommodations (accessible room, locating people, meeting room, etc.)

Support I want:

5. Food and Drink (assistance with meals, eating or drinking)

Support I want:

Facilitation Worksheet

Facilitator and Member to complete.

Personal Needs:

6. Medication (reminders to take, and medication effects)

Support I want:

7. Personal Appearance

Grooming

Professional Image

Hygiene

Support I want:

8. Bathroom Assistance (opening doors, transferring, etc.)

Support I want:

9. Transportation (arranging: public, private, special)

Making arrangements _____

Paying for transportation _____

Waiting until ride arrives _____

Support I want:

10. Other:

Support I want:

Facilitation Worksheet

Facilitator and Member to complete.

Member Duty Needs:

1. Understanding organization's structure and process

- How meeting is run, Robert's Rules
- Review by-laws or operating rules
- How members communicate with each other and make decisions
- How the meeting makes decisions

Support I want:

2. Reviewing materials for the meeting

- Minutes
- Agendas
- Action items
- Other materials in packet

Support I want:

3. Speaking up

- Talking about ideas before meetings
- Highlighting main points to talk about
- Preparing statements, reports

Support I want:

Facilitation Worksheet

Facilitator and Member to complete.

Member Duty Needs:

4. Asking questions and making comments

- Writing down questions or comments to bring to meetings
- Making sure my points get across to the group
- Remembering at the meeting:
 - ask my question
 - make my statement

Support I want:

5. General Reminders

- Completing calendars, meeting dates and times
- Making phone calls and writing emails
- Getting information
- Completing assigned work
- Bringing materials to meetings

Support I want:

Facilitation Worksheet

Facilitator and Member to complete.

Member Duty Needs:

6. Making materials understandable

Adaptations:

- large print
- pictures only
- Braille
- plain language: easy-to-understand words
- pictures and text
- computer disk
- language translation

Support I want:

7. Reading materials

- Turning pages, highlighting main points
- Writing summaries
- Reading materials aloud
- Explaining hard-to-understand language
- Explaining acronyms or new terms

Support I want:

8. Taking notes

- Writing down important points, actions, decisions
- Take notes on paper or a computer
- Explaining notes

Support I want:

Facilitation Worksheet

Facilitator and Member to complete.

Professional Needs:

Do you want help with:

YES

NO

UNDERSTANDING HOW THE GROUP WORKS

Ground rules

Voting procedures

Meeting structure

Remembering people and their jobs

Staying on topic

DECIDING WHAT IS MOST IMPORTANT TO DO

Which project to do first

Which projects or committees to join

REVIEWING OR READING MEETING MATERIALS

Minutes

Agendas

Action items

Additional information

Facilitation Worksheet

Facilitator and Member to complete.

Professional Needs:

Do you want help with:

YES

NO

REMEMBERING THINGS

Meeting times

Scheduling the calendar

Making phone calls

Writing letters

Finding information

Completing assigned work

Bringing materials to meetings

COMMUNICATION

Using the phone

Leaving messages

Helping others understand me

Sending or receiving emails

Printing emails

Facilitation Worksheet

Facilitator and Member to complete.

Professional Needs:

Do you want help with:

YES

NO

DOCUMENTS

Signing documents

Signing my name with permission

Explaining what needs to be signed
(and what the document means)

READING MATERIALS

Reading materials aloud

Reading together during prep time

Putting important written ideas into pictures

UNDERSTANDING NUMBERS

Showing numbers as pictures (chart/graph)

Writing numbers as words

Removing zeros, rounding off

Understanding meaning of the numbers

REMEMBERING IMPORTANT INFORMATION

About members of board, committee, council

Things I have read

Important discussions

Questions to ask

Comments to make

Other:

Facilitation Worksheet

Facilitator and Member to complete.

Partnership:

The best way for us to:

Communicate between meetings

Work together at meetings

How do we sit at meetings? (at the person's side, in the audience, etc.)

What kind of cues to use during the meeting? (physical, pointing, verbal, writing)

How will the member present positions/statements at meetings? (speak independently, with assistance, read member statements)

Make adaptations

Facilitation Worksheet

Facilitator and Member to complete.

Summary Page:

Personal Needs:

Member Duty Needs:

Professional Needs:

Facilitation Worksheet

Facilitator and Member to complete.

Agreement

As partners we will communicate openly and honestly with each other.

As the member, I agree to:

- a. Work as a partner with my facilitator.
- b. Communicate when I have questions or concerns about facilitation.
- c. Be prepared and professional.
- d. Communicate when I need to change my plan.
- e. Respect confidentiality of the facilitator.
- f. Other

As the facilitator, I agree to:

- a. Work as a partner with the member.
- b. Communicate when I have questions or concerns about facilitation.
- c. Be prepared and professional.
- d. Respect confidentiality of the member.
- e. Other

signature (member)

date

signature (facilitator)

date

signature (organization)

date

Make copies for facilitator and organization

KEY PPR DEFINITIONS

ACTIVE IN

'Active in' as in "People active in systems advocacy." As this outcome implies there is a level of active involvement required. The Council needs some mechanism to measure "people active" in activities intended to change systems. For instance, activities might include legislative testimony, involvement on public policy committees, participation in public policy activities, budget testimony, etc.

FACILITATED

Facilitated – as in "People facilitated inclusive child care." Facilitate means to make easier or less difficult. People included in this measure would be people in various occupations and professions targeted by Councils to make it easier for people with disabilities to attain employment, housing, education, etc. For example, Councils worked within real estate systems to help people with developmental disabilities own their own homes. In this situation, people who "facilitated" would be real estate agents, mortgage bankers, etc.

BENEFITING

Benefiting as in "People benefiting from quality assurance efforts of the Council." The Council would be able to identify that an actual direct benefit has occurred to a specific number of individuals. For example, a Council helps to develop a state policy that allows state services funding to follow the person. The intent is to improve the quality of services. While the potential is for all people receiving services to benefit, the Council would need to report a number that can be officially verified. In some states, such data is provided through the state service system. It would not be appropriate for the Council to simply enumerate all people receiving services as having benefited.

EDUCATED

Educated as in "Public policymakers educated by Council about issues related to Council initiatives." Numbers recorded would be the result of specific "education" events. For example, perhaps the Council conducts an annual legislator training – an event to provide information about disability issues to state legislators. The number of legislators who attend could be counted in this outcome measure. In another example, the Council sends out its newsletter to state legislators. It would not be appropriate to put this number in 'policymakers educated' because there is no way to know that the policymakers actually read it. This measure would, however, be applicable to 'copies of products distributed to policymakers.' In this outcome measure it should also be understood that policymakers are not limited to legislators. Policymakers could also include state and local people who are in positions to develop policy relative to disability issues.

DOLLARS LEVERAGED

Dollars leveraged – refers to the results of an initial investment of Council funds (including time and other resources) to gain a dollar return from other sources. Funds can be either public or private.

Consumer Satisfaction Framework and Protocol for State Councils

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INTRODUCTION

The DD Act of 2000 requires a process for identifying and reporting on progress achieved through advocacy, capacity building, and systemic change activities in the areas of emphasis. In order to monitor how the DD Act programs address the areas of emphasis the Indicators of Progress are used to describe and measure at a minimum:

1. The satisfaction of individuals with developmental disabilities with the advocacy, capacity building, and systemic change activities provided by State Councils, Protection & Advocacy Systems and University Centers for Excellence in Developmental Disabilities, and
2. The extent to which these activities result in improvements in the ability of individuals with developmental disabilities to –
 - I. make choices and exert control over the type, intensity, and timing of services, supports, and assistance that the individuals have used;
 - II. participate in the full range of community life with persons of the individuals' choice;
 - III. access services, supports, and assistance in a manner that ensures that such an individual is free from abuse, neglect, sexual and financial exploitation, violation of legal and human rights, and the inappropriate use of restraints and seclusion.

In addition, State Councils are required at the end of each grant year to examine their goals and “determine customer satisfaction with Council supported or conducted activities.” (SEC.125(c)(3)(E). Council reports must include “information on consumer satisfaction with Council supported or conducted activities.” (SEC.125(c)(E)(ii)))

THE CONSUMER SATISFACTION PROCESS

The Administration on Developmental Disabilities worked with Council Executive Directors and self-advocates to develop a draft template that meets the requirements of the DD Act and also provides Councils with meaningful information. This work was based on preliminary discussions with a small sample of DD Councils and used a content analysis of forms used by various DD Councils. An exploration of DD Council experiences with their Consumer Satisfaction was undertaken at the national organization conference (in November 2002) to further refine the framework that we presented at the Technical Assistance Institute in June 2003. This draft includes information gathered through all these efforts and presentations. Dr. Tom Zastowny, PhD, who is a nationally-recognized consultant in measurement/outcome development and strategic/organizational planning facilitated the work group.

A. Consumer Satisfaction Framework

On September 3, 2003, Council Executive Directors met to build a framework for consumer satisfaction. The purpose of the framework is to:

1. ensure compliance with the DD Act of 2000
2. provide information to Councils to assist with State Plan implementation
3. satisfy Office of Management and Budget & Government Performance and Results Act requirements
4. provide information to plan for systems change
5. Document Councils' effectiveness

B. Development of Consumer Satisfaction Framework

Development of the framework included the following tasks:

- develop questions
- determine methodology

1. Consumer Satisfaction questions

Issues critical to consumer satisfaction question development:

- a. In order for the instrument to have national validity the questions must be generic to all Councils and specific in terms of what is asked. All Councils must use the same standardized questions.
- b. Self-advocates must review the questions prior to use in the pilots.

The language specific to the Indicators of Progress, and the DD Act required reports to the Secretary of Health and Human Services, was the initial basis for the consumer satisfaction questions. It was determined that Councils would utilize two different formats:

- **Consumer Satisfaction Individual Format** – determines satisfaction from the perspective of the individual with a developmental disability, family member, and others directly involved in Council activities.
- **Stakeholders Format** - determines Council systemic impact through responses from stakeholders including self-advocacy organizations, state advocacy organizations, provider organizations, Centers for Independent Living, State agencies, legislators and policymakers and others.

Optional questions determine satisfaction with specific Council supported or conducted activities such as demonstration projects, outreach, and training.

2. Methodology

The work group discussed at length the methodology specifically related to how the consumer satisfaction format should be conducted. The following items are a summary of those discussions.

- Councils should utilize a variety of techniques including paper, focus groups, telephone, personal interviews, and conference calls.
- All formats need to have a brief introduction that explains the purpose. The project name can be included at the top of the paper formats.
- Some individuals with developmental disabilities will need assistance in recording. However, in providing assistance the questions should be answered from the perspective of the individual with developmental disabilities, not the recorder.
- If Councils are going to sample from various projects, a variety of projects that serve a variety of geographic and ethnic groups should be utilized. Personal demographics should not be asked.
- Cost effectiveness
 - Stamped self-addressed envelopes are not a productive way of determining consumer satisfaction however there are methods to make them more effective
 - A process for determining consumer satisfaction can be built into contracts
 - Conference calls can be utilized if cost of focus group is prohibitive
 - Focus groups can be added on to an event that is already occurring. Councils should take every opportunity to utilize consumer satisfaction formats, i.e. grants, training sessions, conferences, legislative days.
 - Focus groups should have a list of Council accomplishments or annual reports to support discussion.

C. Pilots

January 2004 – May 2004.

Idaho, Illinois, Michigan and New York volunteered to serve as pilot states for the draft consumer satisfaction format. The states developed protocols and conducted individual and telephone interviews as well as focus groups.

Each state did a thorough analysis of the consumer satisfaction format including:

- wording of questions
- format of questions
- usefulness of responses
- Likert scale options
- necessity for satisfaction **and** impact questions

Self-advocates analyzed the questions and format and made recommendations for improvement.

In the spring of 2004 pilots met to present their findings, discuss the data, and evaluate the process. The pilots provided recommendations for improvement, and then developed a consumer satisfaction format that responded to the recommendations. The pilots presented that format to Councils at the TA Institute in June 2004 and, based on recommendations, slight changes were made to the formats.

The pilot states also contributed their expertise to the development of a consumer satisfaction toolkit. The toolkit includes the formats as well as protocol on conducting interviews and focus groups.

CONSUMER SATISFACTION

(Individual Format)

Project Activity: _____

We want to know what you think about this project activity by asking the following questions:

Directions – Please check the category that best describes you.

Individual with a disability Family member other _____

Directions- Please circle either **Yes** or **No** to tell us your opinion about the following statements.

1. I (or my family member) was treated with respect during this project activity. **Yes** **No**
2. I (or my family member) have more choice and control as a result of this project activity. **Yes** **No**
3. I (or my family member) can do more things in my community as a result of this project activity. **Yes** **No**

Directions- Please circle the number that best describes your opinion.

4. I am satisfied with this project activity.

4	3	2	1
Strongly Agree	Agree	Disagree	Strongly Disagree

5. My life is better because of this project activity.

4	3	2	1
Strongly Agree	Agree	Disagree	Strongly Disagree

What has been **helpful** or not helpful about this project activity?

Questions 6 & 7 (These are optional questions to be used when a project activity includes rights and protection issues.)

6. Because of this project activity, I (or my family member) know my rights. **Yes** **No**

7. I (or my family member) am more able to be safe and protect myself from harm as a result of this project activity. **Yes** **No**

CONSUMER SATISFACTION INDIVIDUAL FORMAT

Instructions

The consumer satisfaction individual format determines satisfaction from the perspective of the individual with a developmental disability, family member, and others directly involved in Council activities. Results collected from this consumer satisfaction form will meet the requirements of the Developmental Disabilities Assistance and Bill of Rights Act of 2000 and allow the Administration on Developmental Disabilities to analyze and report a uniform set of data that are reflective of all state councils.

The form can be administered in a variety of ways. It can be handed out to groups of individuals, mailed to participants, or it can be completed through face-to-face or telephone interviews. Councils may elect to use any single method or combination that best suits their particular situation.

A. Steps in gathering consumer satisfaction from participants in Council supported or conducted activities

1. Determine the number from which to collect information.
2. Have the consumer satisfaction format available in a wide range of formats, including:
 - Paper and pencil
 - Audiotapes
 - Braille
 - Large Print
3. Decide the method/methods that your Council will use in distributing the instrument.

TIPS:

By Mail:

- Include a stamped, self addressed envelope if you want forms returned to the Council office.
- Provide a brief instruction sheet and include return date.
- You may ask the project/activity to send out the forms for you. The projects could collect the completed forms and return to the Council or the projects could ask participants to return forms to the Council.
- Follow up reminders by postcard, telephone call or e-mail
- If possible, provide a small incentive for respondents upon receipt of completed survey.

Face-to-Face/Telephone Interviews:

- If possible, use a neutral interviewer so that there is less chance for responses to be given based upon what the individual may think the response should be.
- When asking grantees to interview participants, suggest that someone unknown to the participant do the interview. Some people may not be comfortable answering questions with someone who works for their service provider or who has control over their services in some way.
- Develop instructions for those who will be conducting one-on-one assisted interviews. Instructions may include:
 - What to read out loud and what not to read

- Strategies for determining whether the interviewee understood directions or questions (for example, asking the person to restate something in their own words or give an example)
 - What responses to look for
 - What to record on the form itself
 - Whether and/or how to rephrase statements for clarity if needed
 - When and how to probe answers
- Be sure to ask if anyone requires accommodations and provide the necessary assistance as requested. Some people may not be able to read or comprehend the questions in a written form. Others may have difficulty writing or may not know how to write.
 - For Likert scale questions (strongly agree, agree, disagree, strongly disagree), use voice inflection to demonstrate differences between these responses, or ask the person first whether they agree or disagree and then determine whether the belief is strong or average.

Handed Out to Groups at Council funded Activities:

- Prior to handing out the form, explain the purpose and why people are being asked to participate.
 - Explain that answers are confidential and no one should write their name on the form.
 - Be sure to ask if anyone requires accommodations and provide the necessary assistance as requested. Some people may not be able to read or comprehend the questions in a written form. Others may have difficulty writing or may not know how to write.
 - Go over the directions for each section, making sure that people understand they are answering questions about the project or activity in which they are/were involved.
 - For Likert scale questions (strongly agree, agree, disagree, strongly disagree), use voice inflection to demonstrate differences between these responses, or ask the person first whether they agree or disagree and then determine whether the belief is strong or average
4. Prior to distributing any consumer satisfaction form include the Council activity or project name.
- TIPS:**
- Some Councils use the term “project” while others use “activity”. Councils may elect to use either term or leave the usage as is. The important thing is that participants not be confused by the wording.
 - Fill in the blank at the top of the form with the name of the project or activity. It helps people understand what they are responding to.
 - Acknowledge that funding decisions are not based on survey responses.
5. Record results from each of the methods used and combine information for reporting results in the Annual Program Performance Report.

B. Preparing and conducting an interview

Preparing for the Interview

- Make an appointment
- Choose a setting with little distraction
- Know what you want to get out of the appointment ahead of time

- Write questions down before the interview

Conducting the Interview

- Be on time and prepared with pencil and paper
- Be friendly and courteous
- Explain the purpose of the interview
- Address term of confidentiality
- Explain the format of the interview
- Indicate how long the interview usually takes
- Ask if they have any questions before you both get started.
- Ask questions clearly
 - a. Questions should be as neutral as possible
 - b. Questions should be asked one at a time
 - c. Questions should be worded clearly
 - d. Be careful asking “why” questions
- Don’t interrupt
- Don’t count on your memory to recall their answers. Take good notes. Ask the interviewee to repeat what they said if necessary but only when it is something important.
- Be careful about appearance when taking notes. That is, if you jump to take a note, it may appear as if you’re surprised or very pleased about an answer, which may influence answers to future questions
- Don’t volunteer information unless it is to get the interview going, to get it back on track, or to give background information relevant to your goals
- Attempt to remain as neutral as possible (don’t show strong emotional reactions to their responses)
- Obtain all information needed before ending the interview.
- Thank the interviewee for his/her time

Immediately after the interview

- Make any notes on your written notes
- Write down any observations made during the interview

C. Assisted Individual Interview Format - Step-by-step Instructions

Read Aloud: I have some questions here that ask how you feel about this program. Would you like to answer them by yourself, using paper and pencil, or would you like me to read the questions to you out loud?

(Interviewer Instruction) If the person wants to respond on their own, hand them the form that says "Consumer Satisfaction Form" at the top. Try to let them fill it out on their own.

(Interviewer Instruction) Please Write In Project Name: _____

Read Aloud: We want to find out what you think about the program that you are participating in. We will ask you some questions about the program and would like to hear your answers. Feel free to ask me questions if you do not understand what I am asking you, or if you don't know how to answer. Do you have any questions about what we're going to do, before we start?

Read Aloud: Ok, the first question is, are you an...

Individual with a disability a Family member?

(Interviewer Instruction) It may be necessary to make the question more clear by rephrasing, defining words, giving examples, etc.

Read Aloud: Next I am going to read you some statements. Listen to each statement and after each one, please say "yes" if you agree with the statement, or "no" if you do not agree with the statement. Do you have any questions about what we're going to do, before we start?

(Interviewer Instruction) One strategy that might help in determining whether the person understands the yes/no concept would be to try a "test" question, for example "I like ice cream", and make sure the person understands to say "yes" if they like ice cream, and "no" if they do not.

QUESTION 1

Read Aloud: The first statement is – "I (or my family member) was treated with respect during this project/activity."

Would you say yes, or no? YES NO

(Interviewer Instruction) If the person seemed to not understand this question, you may want to rephrase, define words give examples, etc.) to make the question more clear. The word "respect" may need defining/explaining.

(Probe questions) What made you feel respected? Did people listen to you when you spoke?

QUESTION 2

Read Aloud: The next statement is – "I (or my family member) have more choice or control as a result of this project activity."

Would you say yes, or no? YES NO

(Interviewer Instruction) *If the person seemed to not understand this question, you may want to rephrase, define words, give examples, etc.) to make the question more clear. The words “choice” and “control” may need defining/explaining.*

(Probe questions) How did it help you? What choices (control) do you now have?

QUESTION 3

Read Aloud: The next statement is - “I (or my family member) can do more things in my community as a result of this project activity.”

Would you say yes, or no? YES NO

(Interviewer Instruction: *If the person seemed to not understand this question, you may want to rephrase, define words, give examples, etc.) to make the question more clear. The word “community” may need defining/explaining.*

(Probe questions) What can you now do in your community that you could not do before? Why do you think you can do more?

QUESTION 4

Read Aloud: Next I’m going to read you a statement and then I will read some possible answers out loud. Pick the answer that describes how you feel about the statement. The statement is – “I am satisfied with this project activity.”

Do you agree or disagree that you are satisfied with this project/activity?

4	3	2	1
Strongly agree	Agree	Disagree	Strongly disagree

(Interviewer Instruction) *If the person agrees that his/her life is better, then determine whether she/he strongly agrees, agrees, or agrees somewhat.*

(Interviewer Instruction) *If the person disagrees that he or she is satisfied, then determine whether he/she strongly disagrees, disagrees, or disagrees somewhat.*

(Probe questions) What did you like about the project activity? What did you learn?

QUESTION 5

Read Aloud: Next I’m going to read you a statement and then I will read some possible answers out loud. Pick the answer that describes how you feel about the statement. The statement is – “My life is better because of this project activity.”

Do you agree or disagree that your life is better because of this project activity?

4	3	2	1
Strongly agree	Agree	Disagree	Strongly disagree

(Interviewer Instruction) *If the person agrees that her/his life is better, then determine whether she/he strongly agrees, agrees, or agrees somewhat.*

(Interviewer Instruction) *If the person disagrees that her/his life is better, then determine whether he/she strongly disagrees, disagrees, or disagrees somewhat.*

(Probe questions) How is your life better?

OPTIONAL QUESTIONS *(These are optional questions to be used when a project activity includes rights and protection issues.)*

Read Aloud: The next question is – “Because of this project activity, I (or my family member) know my rights.

Would you say yes, or no? YES NO

(Interviewer Instruction): *If the person seemed to not understand this question, you may want to rephrase, define words, give examples, etc.) to make the question more clear. The word “rights” may need defining/explaining.*

(Probe questions) What did you learn about your rights? How will that help you?

Read Aloud: The next question is – “I (or my family member) am more able to be safe and protect myself from harm as a result of this project activity.”

Would you say yes, or no? YES NO

(Interviewer Instruction): *If the person seemed to not understand this question, you may want to rephrase, define words, give examples, etc.) to make the question more clear.*

(Probe questions) Why do you feel safer? How can you protect yourself?

Good – however do you want or need to actually provide examples or mini-definitions of choice, control, rights, etc. for the consumer questions above?

STAKEHOLDERS FORMAT

We will start with a brief description of the work undertaken by the Developmental Disabilities Council in recent years. During the following discussion, we will be exploring the effectiveness of our advocacy, capacity building and systemic change activities such as:

- | | |
|---|--|
| <ol style="list-style-type: none"> 1. outreach 2. training 3. technical assistance 4. supporting and educating communities 5. interagency collaboration and coordination | <ol style="list-style-type: none"> 6. coordination with related councils, committees and programs 7. barrier elimination, systems design & redesign 8. coalition development and citizen participation 9. informing policymakers 10. demonstration of new approaches to services and supports |
|---|--|

We want to know:

What does the Council do well? _____

What could the Council do better? _____

After the discussion is completed, please respond to the following questions by circling the number that best describes your opinion.

IMPACT – Council activities have improved the ability of individuals with developmental disabilities and family members to:

1. make choices and exert control over the services and supports they use:

6	5	4	3	2	1
Strongly Agree	Agree	Agree Somewhat	Disagree Somewhat	Disagree	Strongly Disagree

Other comments: _____

2. participate in community life

6	5	4	3	2	1
Strongly Agree	Agree	Agree Somewhat	Disagree Somewhat	Disagree	Strongly Disagree

Other comments: _____

SATISFACTION – Council activities promote self-determination and community participation for individuals with developmental disabilities

6	5	4	3	2	1
Strongly Agree	Agree	Agree Somewhat	Disagree Somewhat	Disagree	Strongly Disagree

Other Comments: _____

STAKEHOLDERS FORMAT

Instructions

The Stakeholders Format was developed to determine Council systemic impact through responses from stakeholders including self-advocacy organizations, state advocacy organizations, provider organizations, State agencies, legislators and policymakers and others. The pilot states utilized a focus group format to carry out the stakeholders format.

FOCUS GROUPS

Focus groups are organized small group discussions that are focused in two ways: 1) the participants are similar in some way; and 2) the purpose of the discussion is to gather information about a single topic or a narrow range of topics guided by one set of discussion questions. Focus groups draw upon respondents' attitudes, feelings, beliefs, experiences and reactions in a way in which would not be feasible using other methods, for example observation, one-to-one interviewing, or surveys. Focus groups are particularly suited for obtaining several perspectives about the same topic.

Focus groups are a form of group interviewing but it is important to distinguish between the two. Group interviewing involves a number of people at the same time, the emphasis being on questions and responses between the facilitator and participants. Focus groups however, rely on interaction within the group based on topics supplied by the facilitator. Hence the key characteristic which distinguishes focus groups is the insight and data produced by the interaction between participants.

FOCUS GROUP PLANNING & PROTOCOL

Planning is the crucial aspect of conducting focus groups. As such, far more time will be used in planning the focus group than in the 60-90 minutes needed to conduct it.

- 1) Define the purpose of the meeting and organize your thoughts logically. Be sure that your purpose is clear and that you know what information you want from your participants.
- 2) Based on the desired information, determine who can provide you with that information.

***TIP:** It is not always easy to identify the most appropriate participants for a focus group. If a group is too heterogeneous, whether in terms of gender or population group, or in terms of professional and 'lay' perspectives, the differences between participants can make a considerable impact on their contributions. Alternatively, if a group is homogenous with regard to specific characteristics, diverse opinions and experiences may not be revealed. Participants need to feel comfortable with each other. Meeting with others whom they think of as possessing similar characteristics or levels of understanding about a given topic will be more appealing than meeting with those who don't.*

- 3) Decide what questions to ask.

***TIPS:** You will need about 4-6 questions ordered from the global to the specific. While questions should appear to be spontaneous, they should be carefully selected and worded to elicit the maximum amount of information. Keep them brief and open-ended. Also have 2-3 'probe' sub-questions available for each major question should the discussion stall or participants become confused.*

- 4) Select a facilitator. (see following Role of the Facilitator)
TIPS: *You are looking for someone comfortable and effective in leading group discussion and having some knowledge of your work. The person should be skilled in listening, paraphrasing and probing. Skilled facilitators might be found in your own organization or you can check with your local university or UCEDD for faculty or graduate students with the desired expertise as a volunteer or fee-based activity. The facilitator may also be willing to do the analysis and write your report.*
- 5) Plan the actual focus group session - including what tasks specific individuals are responsible for doing and the timeline for completing those tasks. This has several important sub-steps:
 - a. Schedule the session
TIPS: *You want 60-90 minutes in a comfortable and easily accessible environment on a date and time that will not limit participant availability. Neutral locations can be helpful for avoiding either negative or positive associations with a particular site or building. Otherwise, the focus group meetings can be held in a variety of places, for example, people's homes, in rented facilities, or where the participants hold their regular meetings if they are a pre-existing group.*
 - b. Send invitation to identified participants.
TIPS: *You want about 7-10 participants for the focus group but you may need to invite as many as 15 to get that number. Invitation should go out not less than 3 weeks in advance and some preparatory information (proposed agenda, session time, list of the questions the group will discuss) may be included with the invitation. Make a confirming call about 3 days before the focus group to confirm attendance. It is also possible to hold a focus group with an existing group by asking for an appropriate amount of time on the group's agenda at a time when group members are amenable to open discussion.*
 - c. Provide some kind of refreshments— whatever is appropriate to your region and the time of day the focus group is being held.
TIPS: *Food is often a good incentive for assuring participation. Providing a snack, continental breakfast or light lunch has been shown to be an effective incentive. If consumers or families are included, you may also want to include child care or provide a stipend to cover the cost of that child care.*
 - d. Develop a set of ground rules for sustaining participation in the discussion.
TIPS: *These ground rules should be simple and may include: a) stay focused; b) maintain momentum; c) get closure on questions; and d) respect for the views of all participants. It is important that your participants stay focused on the task at hand and not get sidetracked. It may also be wise to limit each person's comments to 2-3 minutes per question to allow for even participation. Be sure to share these ground rules with participants to encourage as much participation by each individual as possible.*

- e. Develop an agenda for the session.
TIPS: *The agenda should be fairly streamlined and include: a welcome, review of the agenda, review of discussion goals, review of ground rules, introductions, discussion, questions and answers, and a wrap-up. The bulk of the time should be devoted to the discussion. It may also be useful to set a time limit for each portion of the discussion so that all questions are addressed during the allotted time.*
- f. Make plans to record the discussion in some way.
TIPS: *While audio recording may be used it also may inhibit the discussion and is often not particularly effective unless sophisticated equipment is used. Note takers may be a more effective option (usually two note takers outside of the facilitator – though always have fewer than the number of focus group participants). Reliance on memory alone does not work. While it is probably not possible to assure strict confidentiality, be sure to provide some assurance that the information shared during the discussion will be used only for organizational quality improvement and comments/suggestions/ recommendations will not attributed to specific participants.*
- g. Identify who will be doing the discussion analysis and be sure that their informational needs are addressed.
TIPS: *The information from the focus group may need to be transcribed to an electronic file or chopped up into sentence/paragraph size pieces to do the analysis depending on who does it and their preferred method. Be sure that the individual has been identified and has had an opportunity to define what they need prior to conducting the focus group.*
- 6) Conduct the focus group.
TIPS: *In setting up the room for your focus group, be sure that chairs are arranged around a table or in a circle or horseshoe so that all participants can see and maintain eye contact each other. Introduce yourself and the facilitator and explain the means to record the session. Once the group has been convened, conducting the focus group is largely the facilitator's job. The facilitator should conduct the discussion in a non-judgmental manner that assures useful information that meets the goal of the discussion. You want your facilitator to carefully word the questions, listen to the discussion, reflect back on the responses (clarify key or oblique points, acknowledge consensus or disparate points, etc.) prior to moving to the next question while ensuring even participation of participants. The facilitator should also provide gentle prompts to engage those who have not spoken during each section of the discussion. A copy of the discussion report can be offered to participants if desired – note that it will be forwarded to them upon completion and be sure that you have accurate contact information. Be sure to thank the participants.*
- 7) Immediately after the meeting, record your observations of the discussion, review notes for comprehensiveness and clarity, and de-brief with note-takers before moving on to other tasks.
TIPS: *While your memory is still fresh, it is important to go back and reflect upon the proceedings and discussion. Record your thoughts in some manner (audio recording, written notes, etc.). Note any aspects of the situation or discussion that may hold relevance for the analysis. Also, review your notes to be sure that no discussion points were missed.*

8) Conduct the analysis and write the report.

TIPS: *The analysis and reporting of the focus group discussion can be as simple or extensive as you desire and it should provide useful information for organizational quality improvement. Be sure to describe your participants to provide a frame of reference (provider/professional organizations, state agencies, grantee of statewide projects, advocacy org., etc.). An informal thematic analysis is important; this is a review of the data and categorization of discussion responses into themes (what do we do well, what not so well, where to improve, etc.). There is also the option of contracting out the facilitation & analysis of the focus group information.*

CONFERENCE CALLS

Due to time and financial restrictions it may be necessary to get input through conference calls. The same protocol would be used for conference calls as for focus groups.

ROLE OF THE FACILITATOR

The role of the facilitator is very significant. Good levels of group leadership and interpersonal skills are required to facilitate a group successfully.

Qualities of a facilitator

- A neutral individual with expertise in conducting focus groups (potentially someone from the UCEDD)
- Understands the mission, goals and objectives of the Council
- Understands the concepts used in the consumer satisfaction format
- Understands the purpose of obtaining the information and techniques used in soliciting responses

The facilitator needs to:

- Provide clear explanations of the purpose of the group
- Help people feel at ease
- Facilitate interaction between group members
- Challenge people by drawing out peoples' differences
- Probe for details, or move things forward when conversation is drifting
- Keep session focused
- Ensure everyone participates
- Do not show too much approval so as to avoid favoring particular participants
- Avoid giving personal opinions
- Let the conversation flow freely and encourage spontaneous conversation rather than "going around the table" responses.

It is recommended that one facilitator leads the discussion and there be another person to take notes.

REPORTING FORMAT

Following is the proposed reporting format. As a 'Word' version it may look a little different from the electronic version.

Section 4: Consumer Satisfaction

<u>SECTION 4: CONSUMER SATISFACTION WITH COUNCIL SUPPORTED OR CONDUCTED ACTIVITIES</u>	
Consumer Satisfaction:	
Number of responses: <input style="width: 100px;" type="text"/>	
1. Respect- I (or my family member) was treated with respect during project activity.	
Yes <input style="width: 100px;" type="text"/> %	No <input style="width: 100px;" type="text"/> %
2. Choice - I (or my family member) have more choice and control as a result of project activity.	
Yes <input style="width: 100px;" type="text"/> %	No <input style="width: 100px;" type="text"/> %
3 Community – I (or my family member) can do more things in my community as a result of project activity.	
Yes <input style="width: 100px;" type="text"/> %	No <input style="width: 100px;" type="text"/> %
4. Satisfied – I am satisfied with project activity.	
4 Strongly Agree <input style="width: 100px;" type="text"/> %	3 Agree <input style="width: 100px;" type="text"/> %
2 Disagree <input style="width: 100px;" type="text"/> %	1 Strongly Disagree <input style="width: 100px;" type="text"/> %
5 Better Life – My life is better because of project activity.	
4 Strongly Agree <input style="width: 100px;" type="text"/> %	3 Agree <input style="width: 100px;" type="text"/> %
2 Disagree <input style="width: 100px;" type="text"/> %	1 Strongly Disagree <input style="width: 100px;" type="text"/> %
6. Rights - Because of this project activity, I (or my family member) know my rights.	
Yes <input style="width: 100px;" type="text"/> %	No <input style="width: 100px;" type="text"/> %
7. Safe - I (or my family member) are more able to be safe and protect myself from harm as a result of activity.	
Yes <input style="width: 100px;" type="text"/> %	No <input style="width: 100px;" type="text"/> %
Comments:	
<div style="border: 1px solid black; padding: 5px;"> ↑ ↓ </div>	
Stakeholders Satisfaction:	
Number of responses: <input style="width: 100px;" type="text"/>	
Impact - Council activities have improved the ability of the individuals with developmental disabilities and family members to:	
1. make choices and exert control over the services and support they use:	
6 Strongly Agree <input style="width: 100px;" type="text"/> %	5 Agree <input style="width: 100px;" type="text"/> %
4 Somewhat Agree <input style="width: 100px;" type="text"/> %	3 Somewhat Disagree <input style="width: 100px;" type="text"/> %
2 Disagree <input style="width: 100px;" type="text"/> %	1 Strongly Disagree <input style="width: 100px;" type="text"/> %
2. participate in community life:	

6 Strongly Agree	<input type="text"/>	%	5 Agree	<input type="text"/>	%	4 Somewhat Agree	<input type="text"/>	%
3 Somewhat Disagree	<input type="text"/>	%	2 Disagree	<input type="text"/>	%	1 Strongly Disagree	<input type="text"/>	%
Satisfaction- Council activities promote self-determination and community participation for individuals with developmental disabilities.								
6 Strongly Agree	<input type="text"/>	%	5 Agree	<input type="text"/>	%	4 Somewhat Agree	<input type="text"/>	%
3 Somewhat Disagree	<input type="text"/>	%	2 Disagree	<input type="text"/>	%	1 Strongly Disagree	<input type="text"/>	%
Comments:								
<div style="border: 1px solid black; height: 80px; width: 100%; position: relative;"> <div style="position: absolute; top: 5px; right: 5px;"> <input type="text"/> </div> <div style="position: absolute; bottom: 5px; left: 5px;"> <input type="text"/> </div> </div>								

Table 1: ADD State and Recommended Sample Size for Satisfaction Evaluation

State	Recommended Sample¹	Comments
1. California, Texas, New York, Florida, Illinois, Pennsylvania, Ohio, Michigan, New Jersey, Georgia	100	
2. North Carolina, Virginia, Massachusetts, Indiana, Washington, Tennessee, Missouri, Wisconsin, Maryland, Arizona	60-90	
3. Minnesota, Louisiana, Alabama, Colorado, Kentucky, South Carolina, Oklahoma, Oregon, Connecticut, Iowa,	60-80	
4. Mississippi, Kansas, Arkansas, Utah, Nevada, New Mexico, West Virginia, Nebraska, Idaho, Maine	50-70	
5. New Hampshire, Hawaii, Rhode Island, Montana, Delaware, South Dakota, North Dakota, Alaska, Vermont, DC, Wyoming	50	
6. Guam, CNMI, American Samoa	30	

¹ Recommended sample size based on population, population density by state and incidence of individuals with DD by state; completion of these targets would yield approximately 3200 respondents across the country per year.

Quick Summary of SCDD Facilitation and Attendant Services Guidelines

Quick Summary of SCDD Facilitation and Attendant Services Guidelines for non-agency members

- SCDD reimburses non-agency members for facilitation and attendant services that are needed for the member to perform the function of their position.
- Member largely determines what services are needed.
- Member must send in documentation of the needed services
- SCDD reimburses the services on what has been considered reasonable. The rates of \$13.09 for facilitation and \$13.46 per hour for attendant care have been found to be reasonable.
- Payment for facilitation services is limited to two hours before, during and two hours after a Council related meeting.
- Facilitation is when a member gets help to understand what is happening in order for the member to develop his/her own informed decisions and express that decision during the meeting.
- Facilitators must accurately explain information in a way that it is easily understood without giving their opinions, thoughts or views.
- Facilitators may help with travel and getting or managing money need for attending Council related meetings.
- Attendants assist members to do activities of daily living and may include personal maintenance and hygiene, mobility and escort services.
- There are 2 task checklists to use to identify and document areas the member needs assistance to fully participate in Council related meetings. (Refer to Attachment B and C.)

Plain Language SCDD Facilitation and Attendant Services Guidelines

**STATE COUNCIL ON DEVELOPMENTAL DISABILITIES
FACILITATION AND ATTENDANT SERVICES GUIDELINES
FOR
NON-AGENCY MEMBERS**

INTRODUCTION

The Council recognizes that some members may require reasonable accommodations in order to remove barriers which would prevent their full participation. To address this issue, the Council has established guidelines for the provision of support services to non-agency members who require facilitation and/or attendant services.

When it has been determined that a need exists for facilitator and/or attendant services and the member is providing services for the Council, reimbursement is available for these services. Payments that are eligible for reimbursement include those for services provided by individuals working in the support classifications of facilitator or attendant.

Reimbursement for facilitation or attendant services must be reasonable and comply with the State of California reimbursement rules. For guidance, Attachment A identifies costs for Facilitators, Attendants, and Facilitator-Attendants that have been considered reasonable based on factors such as the Council's pay rate of the Support Services Assistant, Hospital Worker, and Psychiatric Technician Assistant classifications, respectively.

DEFINITIONS

The following are definitions for facilitation and attendant services:

1. Facilitation refers to a service wherein the facilitator aids a member to perform the essential functions of his/her position. Assistance is provided based on the needs of the member, and may include some or all of the following:
 - a. Interpretation of policy related information, either written or verbal, into a form that is more easily understood by the member.
 - b. Providing, as necessary, an impartial analysis of the relevant issues. The analysis may include, but not necessarily be limited to, alternative positions and the implications and potential consequences for supporting or proposing any particular position. The intent is to provide the member with the knowledge necessary to make informed decisions.

- c. Assisting the member to effectively communicate both positions and questions on relevant issues.
 - d. Support to accomplish other related tasks, such as making travel arrangements and scheduling committee activities on behalf of the member.
2. Attendant service refers to assistance from others which compensate for a person's inability to independently perform activities of daily living. Services may include assistance with maintenance and hygiene, mobility and escort responsibilities, and to a lesser degree, assistance with related cognitive tasks.
3. Both facilitation and attendant services are defined as assisting the member to perform the essential functions of his/her official position. For example, while an individual may require nearly identical assistance from an attendant both in his/her home and while away on Council related travel, these guidelines address only those services directly related to fulfilling the responsibilities of a member.

RESPONSIBILITIES OF FACILITATORS AND ATTENDANTS

The need for, and level of, facilitation or attendant service should be determined largely by the member. During the new member's orientation to the Council, it is critical that the availability and significance of assistance be clearly explained. The new member must be able to make an informed decision as to whether an accommodation is necessary.

It is important to stress that accommodations may include those other than facilitation or attendant services. While these guidelines address only these two forms of accommodation, other forms may be more relevant, such as enlarged print, modified seating arrangements, and travel modalities.

A. FACILITATORS - RESPONSIBILITIES

Facilitators are responsible for providing services that enable the person to function as an integral member of the Council. The following list,

though not exhaustive, includes examples of activities with which the facilitator may assist:

1. Developing and maintaining a calendar of Council related meetings and activities that the member must attend. This may include assistance with reconciling subsequent commitments.
2. Making transportation/travel arrangements for Council related meetings.
3. Obtaining and/or managing funds required for taking part in Council related meetings. This may also include follow-up in reconciling any necessary documentation. Examples, if applicable, may include cash advances and travel claims.
4. Preparation prior to Council related meetings through review and interpretation of agenda items. Should the facilitator not understand an issue, he/she is responsible for obtaining any information necessary for clarification.
5. Support during meetings through interpretation of actions or discussions on agenda items. As with preparing for the meeting, if the facilitator does not understand an issue, he/she is responsible for making sure that it is clarified. Assistance may also be provided in following relevant group process rules, such as Parliamentary Procedure.
6. Reviewing after the meeting any actions taken or discussions held.

In addition to the preceding examples of responsibilities, there are two fundamental guiding principles that a facilitator should follow when providing services.

The first principle is that while interpreting, the facilitator must accurately convey both the content and spirit of any spoken or written communication, while at the same time assuring that the information is in a format that is more easily understood. This may be especially difficult when the facilitator disagrees with what has been said or written. The facilitator is not responsible for the content of the communication, only for presenting it accurately.

The second principle is a natural extension of the first. While the person being served is an appointed member of the Council, the facilitator, is not. For this reason, the facilitator should not counsel, advise, or interject personal opinions while assisting the

member in carrying out his or her official duties. Doing so may result in inappropriate participation and a likely impermissible exercise of authority by the facilitator.

B. ATTENDANTS - RESPONSIBILITIES

Responsibilities of attendants may include, but are not limited to, the following examples:

1. Assistance with personal maintenance and hygiene, which may include some or all of the following: dressing, grooming, eating, bathing, respiration equipment maintenance, and toilet functions such as bowel, bladder, catheter and menstrual tasks. Assistance assumes knowledge of the member's needs related to these tasks, and of other needs that may require only periodic assistance, such as what to do if the member experiences a seizure.
2. Assisting the Council member with traveling to and from Council related activities.
3. Assistance with mobility tasks, which may include helping the Council member to move from place to place within confined settings. Examples could include movement from a meeting room to a local restaurant or from one chair to another.
4. Assistance with some cognitive tasks, such as reading, money handling, making travel arrangements, simple clerical tasks, and some interpretation of difficult to understand information.

NOTE: Although attendants and facilitators may occasionally provide similar assistance with regard to cognitive tasks, the attendant does so to a much lesser degree, and typically would not interpret issues related to policy development.

PERFORMANCE

Each member is responsible for determining and assessing the performance of the facilitator or attendant providing services to the member. Job performance of a

facilitator or attendant is primarily determined by the unique needs of the Council member being served. Based on a self-assessment, the member specifies the type(s) of assistance that will be expected of the facilitator and/or attendant. Expectations are to be in precise terms and must be documented in writing. Each expectation, or task, once clearly defined, must be included in a checklist of tasks.

The task checklist will aid in identifying and documenting specific areas the Council member needs help with. For example, if the Council member indicates the need for a facilitator, the specific task(s) are also to be identified. Examples are assistance with making transportation/travel arrangements, interpretation of agenda items, and/or handling/managing funds. Similarly, a member may determine that he/she requires the aid of an attendant with three tasks: eating, bathing, and toileting. Further specificity may indicate that this member, for bathing, may require help with undressing and dressing, but not with washing, drying, or other remaining steps.

Additional information, worksheets, and sample checklists may be found in the Council's publication, "Facilitation: Purpose, Planning, and Practice." This publication may be accessed at: <http://www.scdd.ca.gov/res/docs/pdf/SSAN/Facilitation.pdf>

**ATTACHMENT A
STATE COUNCIL ON DEVELOPMENTAL DISABILITIES
FACILITATOR AND ATTENDANT SERVICES AND TRAVEL
REASONABLE AND REIMBURSABLE PAYMENTS**

SERVICES

When a non-agency member of the Council has determined that facilitator or attendant services are needed to assist them in performing his/her essential Council functions, the Council will authorize payment for facilitator or attendant services if those payments are reasonable under the State's reimbursement rules. For example, the following pay rates based on 2013 information compiled by the Department of Developmental Services have been determined to be reasonable and reimbursable:

<u>SERVICE</u>	<u>PAY RATE</u>
Facilitator	\$13.09 per hour
Attendant	\$13.46 per hour

The above pay rates are based on the mid-range monthly salaries of comparable state classifications. Each relevant salary was converted to an hourly rate and adjusted by 28.1 percent (the cost of state benefits) in order to recognize the self-employment cost to private vendors. Payment of these rates were limited to two hours before, during, and two hours after a Council related meeting.

Services Provided by Employees or Other Compensated Persons: If the facilitator or attendant is an employee of the Council, developmental center or regional center, or is already being compensated for the facilitation or attendant services, the Council will reimburse only for allowable travel related expenses.

Services Provided by Volunteers: If a member requires facilitation or attendant services and the facilitator or attendant is a volunteer, the council will authorize payment of travel related expenses for the volunteer.

TRAVEL

In accordance with PML 1986-001 entitled, "Travel Expenses of Non-State Employees," travel expenses of individuals providing facilitation or attendant services to a member may be reimbursed at rates equal to the rates allowed the member. Reimbursement for such travel expenses may be claimed on a travel expense claim which references the services provided and the name of the disabled member.

**ATTACHMENT B
STATE COUNCIL ON DEVELOPMENTAL DISABILITIES
FACILITATOR SERVICES TASK CHECKLIST**

The task checklist will be used in determining the reasonableness of costs for facilitator and/or attendant services used by the member.

This facilitator services task checklist is to aid in identifying and documenting specific areas the member needs assistance with to enable him/her to fully participate in Council related meetings.

Definition: Facilitation refers to a service wherein one person aids another to understand policy issues, to develop his/her own informed decisions regarding the issues, and to effectively express those decisions. A facilitator also assists with making transportation/travel arrangements, obtaining and/or managing funds required for attending Council related meetings, reviewing and interpreting agenda items, and providing support during meetings through interpretation of actions or discussions on agenda items.

In order to determine if the member requires the assistance of a facilitator, please indicate yes or no to the following list of Council related activities or functions:

1. Assistance is needed with the interpretation of policy related information, either written or verbal, into a form that is more easily understood.
YES ___ NO ___
2. Assistance is needed in making travel and transportation arrangements to attend Council related meetings and related functions.
YES ___ NO ___
3. Assistance is needed in obtaining and/or managing funds required for taking part in Council related meetings.
YES ___ NO ___
4. Assistance is needed in the interpretation of agenda items prior to meetings.
YES ___ NO ___
5. Assistance and support is needed during meetings with the interpretation of actions or discussions of agenda items.

YES ___ NO ___

DRAFT

**ATTACHMENT C
STATE COUNCIL ON DEVELOPMENTAL DISABILITIES
ATTENDANT SERVICES TASK CHECKLIST**

The task checklist will be used in determining the reasonableness of costs for facilitator and/or attendant services used by the member.

This attendant services task checklist is to aid in identifying and documenting specific areas the member needs assistance with to enable him/her to fully participate in Council related meetings.

Definition: Attendant services refer to assistance from others which compensates for a person's inability to independently perform activities of daily living. Services may include assistance with personal maintenance and hygiene, mobility, and escort services.

In order to determine if the member requires the assistance of an attendant, please indicate yes or no to the following list of activities:

1. Mobility and escort services to and from meetings.
 2. Activities of daily living (specify)
 - a. Dressing YES ___ NO ___
 - b. Bathing YES ___ NO ___
 - c. Eating YES ___ NO ___
 - d. Tilting YES ___ NO ___
 - e. Grooming YES ___ NO ___
 - f. Respirator equipment maintenance YES ___ NO ___
 - g. Other
-

3. Reading of materials YES ___ NO ___

DRAFT

SCDD Facilitation and Attendant Services Guidelines

PLAIN LANGUAGE

STATE COUNCIL ON DEVELOPMENTAL DISABILITIES FACILITATION AND ATTENDANT SERVICES GUIDELINES FOR NON-AGENCY MEMBERS

INTRODUCTION

The Council understands that some members may need reasonable accommodations to help them participate in meetings. To address this issue, the Council has set up guidelines on the support services for certain members who require facilitation and/or attendant services. These guidelines apply to all members except members who represent a government agency. Therefore, the following guidelines apply only to non-agency members.

When a member requires support, reimbursement is available for these services. The State Council on Developmental Services (SCDD) will provide payment for services provided by individuals working in the support classifications of facilitator or attendant. Reimbursement for facilitation or attendant services must be reasonable and follow the State of California reimbursement rules. For guidance, Attachment A identifies costs for Facilitators and Attendants that have been considered reasonable based on factors such as the Council's pay rate of the Support Services Assistant, Hospital Worker, and Psychiatric Technician Assistant classifications.

DEFINITIONS

The following are definitions for facilitation and attendant services:

1. Facilitation is when a member gets help to perform the necessary functions of his/her position. Help is provided based on the needs of the member, and may include some or all of the following:
 - a. Help explaining policy related information so it is more easily understood. This help can be either written down or explained verbally.
 - b. Providing a breakdown of the important issues without taking any sides. This may include different positions and suggestions for voting for and against any particular position. The intent is to

- provide the member with the knowledge necessary to make informed decisions.
- c. Helping the member to effectively communicate both positions and questions on important issues.
 - d. Support to accomplish other related tasks, such as making travel arrangements and scheduling committee activities on behalf of the member.
2. Attendant service refers to assistance from others to independently perform activities of daily living. Services may include assistance with care and hygiene, mobility and escort responsibilities, and to a lesser degree, help with cognitive tasks such as help with reviewing and processing certain information.
 3. Both facilitation and attendant services are defined as assisting the member to perform the important functions of his/her official position. For example, although an individual may need almost the same assistance from an attendant both in his/her home and while away on Council related travel, these guidelines address only those services directly related to doing the official job of a member.

RESPONSIBILITIES OF FACILITATORS AND ATTENDANTS

The need for, and level of, facilitation or attendant service should be determined largely by the member. During the new member's orientation to the Council, it is critical that the type of assistance available be clearly explained. The new member must be able to make an informed decision as to whether an accommodation is necessary.

It is important to stress that accommodations may include help other than facilitation or attendant services. While these guidelines address only these two forms of accommodation, other forms may be needed, such as enlarged print, modified seating arrangements, and ways of traveling.

A. FACILITATORS - RESPONSIBILITIES

Facilitators are responsible for providing services that enable the person to function as an important member of the Council. The following list includes some examples of activities with which the facilitator may assist:

1. Developing and maintaining a calendar of Council related meetings and activities that the member must attend. This may include assistance with following up on commitments.
2. Making transportation/travel arrangements for Council related meetings.
3. Obtaining and/or managing funds required for taking part in Council related meetings. This may also include follow-up in preparing any necessary paperwork. An example may be sending in receipts for cash advances or travel reimbursement claims.
4. Preparation prior to Council related meetings through review and interpretation of agenda items. Should the facilitator not understand an issue, he/she is responsible for obtaining any information necessary for clarification.
5. Support during meetings through interpretation of actions or discussions on agenda items. As with preparing for the meeting, if the facilitator does not understand an issue, he/she is responsible for making sure that it is clarified. Assistance may also be provided in following relevant group process rules, such as Parliamentary Procedure.
6. Reviewing after the meeting any actions taken or discussions held.

In addition to the facilitator responsibilities examples listed above, there are two important principles or ideas that a facilitator should follow when providing services.

The first idea is that while interpreting, the facilitator must accurately convey both the content and spirit of any spoken or written communication, while at the same time making sure that the information is in a format that is more easily understood. This may be especially difficult when the facilitator disagrees with what has been said or written. The facilitator is not responsible for the content of the communication, only for presenting it accurately.

The second idea follows after the first idea. While the person being served is an appointed member of the Council, the facilitator, is not. For this reason, the facilitator should not counsel, advise, or interject personal opinions while helping the member in

carrying out his or her official duties. Doing so may result in inappropriate participation and is not permitted by the facilitator.

B. ATTENDANTS - RESPONSIBILITIES

Responsibilities of attendants may include, but are not limited to, the following examples:

1. Assistance with personal maintenance and hygiene, which may include some or all of the following: dressing, grooming, eating, bathing, respiration equipment maintenance, and toilet functions such as bowel, bladder, catheter and menstrual tasks. Assistant assumes knowledge of the member's needs related to these tasks, and of other needs that may require only periodic assistance, such as what to do if the member experiences a seizure.
2. Assisting the Council member with traveling to and from Council related activities.
3. Assistance with mobility tasks, which may include helping the Council member to move from place to place within confined settings. Examples could include movement from a meeting room to a local restaurant or from one chair to another.
4. Assistance with some cognitive tasks, such as reading, money handling, making travel arrangements, simple clerical tasks, and some interpretation of difficult to understand information.

NOTE: Although attendants and facilitators may occasionally provide similar assistance with regard to cognitive (or "thinking") tasks, the attendant does so to a much lesser degree, and typically would not interpret issues related to policy development.

PERFORMANCE

Each member is responsible for deciding and judging the performance of the facilitator or attendant providing services to the member. Job performance of a facilitator or attendant is primarily determined by the unique needs of the Council member being served. Based on a self-assessment, the member specifies the type(s) of assistance that will be expected of the facilitator and/or attendant. Expectations are to be in precise terms and must be documented in writing in order to provide information for reimbursement. Each expectation, or task, once clearly defined, must be included in a checklist of tasks.

The task checklist will aid in identifying and documenting specific areas the Council member needs help with. For example, if the Council member indicates the need for a facilitator, the specific task(s) are also to be identified. Examples are assistance with making transportation/travel arrangements, interpretation of agenda items, and/or handling/managing funds. Similarly, a member may determine that he/she requires the aid of an attendant with three tasks: eating, bathing, and toileting. Further specificity may indicate that this member, for bathing, may require help with undressing and dressing, but not with washing, drying, or other remaining steps.

Additional information, worksheets, and sample checklists may be found in the Council's publication, "Facilitation: Purpose, Planning, and Practice." This publication may be accessed at: <http://www.scdd.ca.gov/res/docs/pdf/SSAN/Facilitation.pdf>

ATTACHMENT A

STATE COUNCIL ON DEVELOPMENTAL DISABILITIES FACILITATOR AND ATTENDANT SERVICES AND TRAVEL REASONABLE AND REIMBURSABLE PAYMENTS

SERVICES

When a non-agency member of the Council has determined that facilitator or attendant services are needed to assist them in performing his/her essential Council functions, the Council will authorize payment for facilitator or attendant services if those payments are reasonable under the State's reimbursement rules. For example, the following pay rates based on 2013 information compiled by the Department of Developmental Services have been determined to be reasonable and reimbursable:

<u>SERVICE</u>	<u>PAY RATE</u>
Facilitator	\$13.09 per hour
Attendant	\$13.46 per hour

The above pay rates are based on the mid-range monthly salaries of comparable state classifications. Each relevant salary was changed to an hourly rate and adjusted by 28.1 percent (the cost of state benefits) in order to deal with the self-employment cost to private vendors. Payment of these rates were limited to two hours before, during, and two hours after a Council related meeting.

Services Provided by Employees or Other Compensated Persons: If the facilitator or attendant is an employee of the Council, developmental center or regional center, or is already being compensated for the facilitation or attendant services, the Council will reimburse only for allowable travel related expenses.

Services Provided by Volunteers: If a member requires facilitation or attendant services and the facilitator or attendant is a volunteer, the council will authorize payment of travel related expenses for the volunteer.

TRAVEL

In accordance with PML 1986-001 entitled, "Travel Expenses of Non-State Employees," travel expenses of individuals providing facilitation or attendant services to a member may be reimbursed at rates equal to the rates allowed the member. Reimbursement for such travel expenses may be claimed on a travel expense claim which references the services provided and the name of the disabled member.

ATTACHMENT B

STATE COUNCIL ON DEVELOPMENTAL DISABILITIES FACILITATOR SERVICES TASK CHECKLIST

The task checklist will be used in determining the reasonableness of costs for facilitator and/or attendant services used by the member for purposes of reimbursement.

This facilitator services task checklist is to aid in identifying and documenting specific areas the member needs assistance with to enable him/her to fully participate in Council related meetings.

Definition: Facilitation refers to a service wherein one person aids another to understand policy issues, to develop his/her own informed decisions regarding the issues, and to effectively express those decisions. A facilitator also assists with making transportation/travel arrangements, obtaining and/or managing funds required for attending Council related meetings, reviewing and interpreting agenda items, and providing support during meetings through interpretation of actions or discussions on agenda items.

In order to determine if the member requires the assistance of a facilitator, please indicate yes or no to the following list of Council related activities or functions:

1. Assistance is needed with the interpretation of policy related information, either written or verbal, into a form that is more easily understood.
YES ___ NO ___
2. Assistance is needed in making travel and transportation arrangements to attend Council related meetings and related functions.
YES ___ NO ___
3. Assistance is needed in obtaining and/or managing funds required for taking part in Council related meetings.
YES ___ NO ___
4. Assistance is needed in the interpretation of agenda items prior to meetings.
YES ___ NO ___
5. Assistance and support is needed during meetings with the interpretation of actions or discussions of agenda items.

YES ___ NO ___

DRAFT

ATTACHMENT C

STATE COUNCIL ON DEVELOPMENTAL DISABILITIES ATTENDANT SERVICES TASK CHECKLIST

The task checklist will be used in determining the reasonableness of costs for attendant services used by the member.

This attendant services task checklist is to aid in identifying and documenting specific areas the member needs assistance with to enable him/her to fully participate in Council related meetings.

Definition: Attendant services refer to assistance from others which compensates for a person's inability to independently perform activities of daily living. Services may include assistance with personal maintenance and hygiene, mobility, and escort services.

In order to determine if the member requires the assistance of an attendant, please indicate yes or no to the following list of activities:

1. Mobility and escort services to and from meetings.
2. Activities of daily living (specify)
 - a. Dressing YES ___ NO ___
 - b. Bathing YES ___ NO ___
 - c. Eating YES ___ NO ___
 - d. Tilting YES ___ NO ___
 - e. Grooming YES ___ NO ___
 - f. Respirator equipment maintenance YES ___ NO ___
 - g. Other

3. Reading of materials YES ___ NO ___

