

AB 86 Sierra ASSESTS Consortium
ADULTS WITH DISABILITIES WORKGROUP

Friday, April 24, 2015
8:00 a.m. – 11:30 a.m.
Holiday Inn, Auburn

Welcome / Introductions/ Agenda /Recollections Review

David Luke – New workgroup member from Dept. of Rehab in Auburn. Has four counselors to serve clients out of three separate offices –many clients to serve! “Without relationships, it is hard to fill the gaps for clients.” Working to find ways to be realistic with clients about services. “When a client is disabled and is able to find a job and be self-sufficient – it is powerful.”

Stephanie Ortiz is the new contact for the Sierra Joint Consortium Steering Committee. The Steering Committee reports to State Govt., manages money allotted to Consortium, provides the organizational structure for movement and administration of Consortium.

Outreach to former clientele: Procedures to Identify Individuals, Explore Barriers to Success

Joy: How do we contact *students that aren't attending or haven't reenrolled* and find a way to help them achieve their goals? We could try to use the Sierra College “Hub” Student Ambassador model. Call these students, ask their reasons for not returning, and provide referrals and suggestions for support as needed.

Clark: How do we reach our *people that we “don't know about?”* How do we find those *students who aren't as productive as they want to be?* Perhaps outreach to students that haven't graduated, are still under 22 years old, and are eligible for services. ***Call students and make an appointment. The goal with a meeting is to see what the next step is.*** If they aren't interested in our services, perhaps they're heading a different direction. We can help them find a resource (e.g., a job fair or career center).

Roseville adult school – counselors make personal calls to reach out to students about non-attendance, to find out about reasons for non-attendance/barriers students are facing, and to find ways to help them return to school.

Barriers to Going Back to School or Work?

- Lack of access to public transportation (especially in rural areas of Placer/Nevada counties)
- Maintenance of personal transportation
- Money (start-up costs)
- (Myth of) Loss of SSDI or SSI benefits
- (Myth of) Loss of medical benefits
- Lack of access to computers/technology
- Daycare
- Client “medical instability” (i.e., fear of failure, anxiety, not medicated)
- The disability itself
- Lack of awareness of the disability

- Caregiving responsibilities
- Lack of awareness of financial aid
- Cognitive and/or academic abilities
- Lack of readiness for college programs
- Belief that “same level of service” will be provided at college level
- Lack of communication between high school and postsecondary support staff

Concerning Myth of Loss of Benefits: Only ½ to 1% of SSI clients ever end up getting off benefits. Pilot is underway to educate clients about this. The truth is that clientele are automatically eligible for services through DoR and there are many work incentives. There is no reason that people should be fearful to go to work. Some of these incentives include a nine-month trial work period and graduated reduction of benefits (e.g., \$0.50/dollar reduction)

IDEA!: Transition Faire for regional adults with disabilities (not just high school/workability connected students) to learn about services/supports

Revisit: ASSET Maps

ASSET Maps are about identifying the Services that are provided by each agency; Eligibility Requirements; Application/Intake Procedures; Referral Process; Referral “Path”. What services exist regionally in the Sierra College boundaries? Each separate AB86 workgroup (Basic Skills, ESL, AWD, and CTE) wanted information about regional agencies. Need to determine **how to effectively use this information and make it useful for clients and services providers.**

IDEA!: Perhaps a “One Stop Website” for students to find out what they are eligible for (needs to be user-friendly and ADA-compliant)?

We need to **improve ASSET Map completion**; need to **expand number of “agencies at the table”** in AWD workgroup. (David can get someone at External Affairs in the Sacramento office to help fill out an ASSET Map.) It would be great to have reps from Golden Sierra, Alta Regional. (Mike is working on Kasia Demauri from Golden Sierra Auburn, Michael Luna from NorCal Services, and Phil Perez from Alta Regional.)

IDEA!: Maybe send out partially completed ASSET Map to organization so that they will notice the incorrect information and fill it out?

Include the website for **every K12 district in the county** that support students with disabilities between the ages of 18 and 22 years of age.

We need to **keep the Web site simple** – maybe have some web links in the documentation. Everyone please check out the site, send suggestions about wording and content to Steering Committee rep.

We need to ensure that the website is ADS compliant.

Each agency needs a contact person. But, people retire/leave – how do we keep these ASSET Maps current?

Follow-Up Surveys / Needs Assessments

We need more **student input** to learn about how our clientele are not being served.

We need to learn more about **the gaps in our services** for our clientele.

The DoR has conducted satisfaction surveys that can be used as a template.

Other templates have been drafted for “program non-completers” (dropouts) at community college and high school levels.

Some of our agencies are starting to adopt best practices for outreach.

For June 12th X-Workgroup Meeting

1. What do we want from the CTE group?
 - a. Labor Market Info: where are the jobs?
 - b. Is embedded academic working in CTE?
 - c. Success rate/employment of program completers?
2. Can steering committee collect questions for other work groups?
 - a. Jeff Clark will develop our questions for Basic Skills
 - b. Gwen Joy will develop our questions for ESL.

By August 1st –

1. Review and prioritize Tables 3-6 (Highlight a couple of items that you believe are priorities for the Team to consider. Please clarify/explain why you are choosing particular items. (Mike will distribute Table electronically with new column for input.)
2. Complete ASSET Maps
3. Review SierraAssets.org Website and send feedback to Steering Committee
4. Develop a Glossary of terms for each agency – for use by students/clients

Fall Task:

1. How do we help adult learners assess their own potential for adult educational services?
 2. Update tables 3-6
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Parking Lot Issues:

- Discuss/share sequence of service requests
- Develop map of AWD organizations to serve their needs
- Clarify eligibility qualifications/documentation to receive services
- Develop Pre-Eligibility/Pre-Application Checklist
- One-Stop-Shop concept
- Sources of funding available to clients (e.g. transportation, instructional materials)
- Survey
- Model Transition Programs