



Governor's Commission on Disabilities
Executive Committee
Monday March 30, 2015 3:15 PM - 5:30 PM

John O. Pastore Center, 43 Cherry Dale Court,
 Cranston, RI 02920-3049
 (voice) 401-462-0107 (fax) 462-0106 (tty) via RI Relay 711
 (e-mail) GDC.Disabilities@gcd.ri.gov (website)
www.disabilities.ri.gov



Attendees: Timothy Flynn (Chair.); Sarah Everhart Skeels; Casey Gartland; Jack Ringland; & Linda Ward

Absentees: Andrew Argenbright; Rosemary Carmody, (Vice Chair.); Judi Drew; Ronald McMinn; & Harvey Salvas

Guests: Steven Florio (CDHH),

Staff: Bob Cooper, Executive Secretary



3:20 Call to Order and Acceptance of the Minutes, Timothy Flynn, Chair

Chair calls the meeting to order at 3:20

Action Items:



3:30 Interviews and Selection of Fellows, Timothy Flynn

Purpose/Goal: To select college fellows for the next 2 semesters

Discussion: There are 3_ applicants for the summer and, 0 for the fall fellowships.

Eligibility

This program is designed for individuals with demonstrated leadership and expertise in policy and research affecting people with disabilities. Candidates must:

- ◆ Have completed at least 3 semesters of college-level study;
- ◆ Be enrolled as a full or part-time student in an accredited college or university in Rhode Island;
- ◆ Have leadership ability;
- ◆ Have the endorsement of a current/former supervisor;
- ◆ Have approval on the part of the college/university to receive credit for the fellowship if selected;
- ◆ Have the ability to participate in the semester-long program in Rhode Island for at least two hundred and forty (240) hours during the semester; and
- ◆ Demonstrate the ability to perform the duties of the fellowship.

G. Frank Hanaway Architectural Accessibility Fellowship¹

The Fellow's duties include:

- 1) Assisting the Commission's Americans with Disabilities Act (ADA) Title II State and Local Government Services, Title III Public Accommodations and Commercial Facilities, and Public Transportation technical assistance activities including:
 - a) Training
 - b) Technical assistance
 - c) Information dissemination
 - d) Outreach
 - i) Target population: The profile of disability has changed over the years in terms of types of conditions for children and adults, cultural and socio-economic patterns of disability, and the implications of an aging society. In addition to our existing target populations, we intend to broaden our reach to populations that include emergency management personnel in the public and private sectors, youth especially those within the spectrum of prevalent learning, developmental, mental health and chronic health conditions, veterans and older workers, increasingly likely to remain in the workforce into their '70s, people with disabilities from multi-cultural communities and low income communities
 - e) Capacity building
 - i) The Commission is expand the "State ADA Coalition" to include new target population: emergency management personnel, youth (college students under age 3D), older workers, veterans and people with disabilities for m multi-cultural communities.
- 2) A special emphasis of this fellowship is out reach to the following populations:
 - a) Disabled Veterans. The wars in Iraq and Afghanistan have resulted in proportions of well over 20% collecting disability benefits. For many, the injuries are at a level of severity that would not have been survivable in previous conflicts. Of the 1M troops who've left active duty in Iraq and Afghanistan, 46% have pursued VA services and 48% of them have pursued mental health care (USDVA). Traumatic Brain Injury (TBI) is routinely referenced as the signature disability of these wars.
 - b) Youth with Disabilities. The priority to reach youth in transition and college students with disabilities demands additional TA products that align with their appetites as well as needs. Young people with disabilities, specifically those who are higher education students, are often hard to reach.
 - c) Older Workers. The demographic tsunami of aging is hitting the US now as the 78M Baby Boom generation shift to being mostly over 55 with profound implications for workplaces for the foreseeable future. Given the incidence of disability in older cohorts, making this new reality work is a pervasive challenge. Recognizing that the generation that has reinvented everything over the course of their lives warrants special attention in designing an approach to them and in the design of Technical Assistance materials.
 - d) Emergency Preparedness and Homeland Security - A strong investment in building capacity in this area in the region will require orchestrating a set of interlocking activities and resources, some available through the various national initiatives on this topic in the last decade and some to supplement those.
- 3) Observing the rules of confidentiality regarding the privacy of the parties and cases before the

¹ This fellowship is funded through a grant from the New England ADA Center at the Institute for Human Centered Design NIDRR Grant # H133A110028.

Patricia Ryherd EMPLOYMENT POLICY FELLOWSHIP²

The Fellow's duties include:

- 1) Assisting the Commission's Americans with Disabilities Act (ADA) Title I Employment Rights of Workers with Disabilities technical assistance activities including:
 - a) Training
 - b) Technical assistance
 - c) Information dissemination
 - d) Outreach
 - i) Target population: The profile of disability has changed over the years in terms of types of conditions for children and adults, cultural and socio-economic patterns of disability, and the implications of an aging society. In addition to our existing target populations, we intend to broaden our reach to populations that include emergency management personnel in the public and private sectors, youth especially those within the spectrum of prevalent learning, developmental, mental health and chronic health conditions, veterans and older workers, increasingly likely to remain in the workforce into their '70s, people with disabilities from multi-cultural communities and low income communities
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 - b) Youth with Disabilities. The priority to reach youth in transition and college students with disabilities demands additional TA products that align with their appetites as well as needs. Young people with disabilities, specifically those who are higher education students, are often hard to reach.
 - c) Older Workers. The demographic tsunami of aging is hitting the US now as the 78M Baby Boom generation shift to being mostly over 55 with profound implications for workplaces for the foreseeable future. Given the incidence of disability in older cohorts, making this new reality work is a pervasive challenge. Recognizing that the generation that has reinvented everything over the course of their lives warrants special attention in designing an approach to them and in the design of Technical Assistance materials.
 - d) Emergency Preparedness and Homeland Security - A strong investment in building capacity in this area in the region will require orchestrating a set of interlocking activities and resources, some available through the various national initiatives on this topic in the last decade and some to supplement those.
- 2) Observing the rules of confidentiality regarding the privacy of the parties and cases before

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the Commission.

Mary Brennan Public Policy Fellowship

The focus of the fellowship is a series of Public Forums on the Concerns of People with Disabilities and their Families are held annually during the week the anniversary of the signing of the Americans with Disabilities (July 26th). The purpose of the forums is to ensure the State Government and the sponsoring organizations hear from people with disabilities and their families, their concerns and ideas from improving the lives of all Rhode Islanders with disabilities.

- 1) The Summer Fellow manages the logistics of running 5 - 7 forums throughout the state.
 - a) Securing the rooms for each forum;
 - b) Securing a host organization for each forum;
 - c) Soliciting sponsors of the forums;
 - d) Lining up panelists to listen to the testimony at each forum;
 - e) Arranging for CART transcription service at each forum , interpreters, and other accommodations;
 - f) Sending invitations to local & state elected officials;
 - g) Sending press releases to the local media;
 - h) Placing newspaper advertisements;
 - i) Putting together a forum brochure describing the sponsoring organizations mission and contact information, leading up to the forums; and
 - j) Recording attendance at each forum.
- 2) The Fall Fellow:
 - a) Reviews the transcripts from each of the forums;
 - b) Identifies common concerns and issues;
 - c) Tags the transcript with hyperlinks for easy retrieval of testimony by those themes;
 - d) Assists in setting up working groups to review the testimony, and develop recommendations to address the concerns raised at the forums; and
 - e) Compiles the findings and recommendations and edits the final report for submission to the Commission for its adoption and creating of the Commission's legislative agenda for the next General Assembly session.
- 3) The fellows must observe the rules of confidentiality regarding the privacy of the parties and cases before the Commission.

Standard Questions

1. Please tell us about yourself i.e. where you're going to school, what your studying, why, etc.
2. What interests you about the work that the Commission does?
3. Tell us about your experience working/interacting with people with disabilities.
4. Why are you interested in becoming a fellow with the Governor's Commission?
5. What knowledge or skills do you currently have that can be applied to the Commission's work?
6. Tell us about your computer skills:
 - a. Describe your experience with Microsoft products including Access.
 - b. Describe your experience building or maintaining web sites? (only necessary for the communication fellowship)
7. We're interested in your availability and time constraints, given this:
 - a. When would you be able to work during regular business hours 9 - 4 weekdays?
 - b. Occasionally, work needs to be done, primarily for presentations, would you be available before or after regular business hours?
 - c. Do you participate in other activities or have another job, in addition to attending classes?
8. Please share with us your approach to managing your time and meet deadlines.
9. How do you expect to use what you acquire during this fellowship, in the future?
10. Do you have any questions for us or is there anything else you feel we should know about you?

3:30 Interview: Raffi N. Jansezian, Johnson & Wales University

In state resident (Providence), without a disability, attending Johnson & Wales University, but not majoring in disability related course of study (BS in Graphic Design & Digital Media). Applying for the summer Public Policy Fellowship.

- ✓ Have completed at least 3 semesters of college-level study;

- ✓ Be enrolled as a full or part-time student in an accredited college or university in Rhode Island;
 - ✓ Has the endorsement of a current/former supervisor; and
 - ___ Has approval on the part of the college/university to receive credit for the fellowship if selected.
-

Narrative Statement

I'm interesting in the Mary Brennan Public Policy Fellowship and working in order to improve legislation helping those with disabilities. Congressmen and Senators don't write the laws, the people who have to deal with the laws every day do. I want to be a part of that gathering data and helping to create legislation that might have an actual difference.

During my undergrad studies at Alfred University I was able to work as the Managing Editor of the student newspaper, an assistant-director during a theatre production, as well as an active member of Student Senate and the Model UN club, among various other extracurricular activities. The thing is, I didn't know what I was doing, I had no experience with these clubs and programs before I joined. I thrive on learning, and learning quickly, on being the best I can when I'm needed. As a club leader and member I was tasked with training writers for the paper, running workshops for the Drama club and organize countless events from fundraisers to trips. As a student my goal is to be an active learner, participating in class, asking a question when I don't know the answer, giving a presentation on a whim and doing what I can to involve myself. Education is the only way to rise above one's circumstances, whether learning from your environment or from a university; an education allows us to become more. That's my goal, to be more.

The fellowship only offers as much as I want to put into it and I plan on putting a lot into it. The fellowship seems to offer real on the ground experience with the early points of legislation as well as immediate experience in helping individuals and people as a whole. Honestly I'm not sure exactly what I'll be taking from the fellowship; I hope to gain insight into the world of writing laws and governmental process. I hope to help those with disabilities. I hope to make a positive change, even in the minutest of ways. I want to experience everything and anything the fellowship offers, everything is a chance to learn.

During my time at Alfred University, while Managing Editor of the student newspaper; I was in a position of great responsibility. The paper, The Fiat Lux, is a 100-years-old and the entire operation was dependent on me, I was not going to let it fall. I organized events both on and off campus, these included guest speakers/panels, fundraisers, and dances. Throughout my time in Alfred I was able to gain contacts and friends in many parts of the university administration. I worked closely with each on campus events, articles, and many other things. From press releases to managing advertisements to handling the budget to training new writers, I was the point person. I had the answers, the experience, and the ideas to push the paper out from the brink and back onto its feet. Currently working on my second degree from Johnson & Wales University, each experience I've had has helped me to be prepared for anything. To think on my feet and make a decision, as well as to stick my nose where it might not quite belong, but has to be.

Raffi N. Jansezian

Cell: (401) _____
_____@gmail.com

"Dare to be different"

Education

Alfred University (September 2010 - May 2014) Alfred, NY

Bachelor of Arts in Communication Studies with a Minor in Philosophy

Johnson & Wales University (March 2015 - May 2017) Providence, RI

Bachelor of Science in Graphic Design & Digital Media

Professional Experience

Fiat Lux Student Publication of Alfred University, Alfred, NY (Oct. 2010 - May 2014)

Managing Editor, March 2012-May 2014

Managed and trained a staff of 7-12 student employees, running day-to-day operations including setting up meetings, editing content, acting as a liaison between the paper and the administration. Oversaw production and personally edited all of the copy.

Printed the paper without a formal operating budget and oversaw transition to digital. Helped re-brand the paper for the new student body, reigniting campus interest in the publication.

Created headlines, wrote leads, contributed regular content including play reviews, opinion articles, hard news stories, political stories, also assigned stories.

Freelance Writer (May 2014-Present)

Written for various blogs and small businesses providing an array of web-content from standard copy and specialized articles.

The Alfred Sun, Alfred, NY (Jan. 2012 - Oct. 2013) Freelance Contributor

Contributed opinion pieces and feature stories.

Herrick Memorial Library, Alfred, NY (Sept. 2011 - May 2014)

Student Supervisor

Managed student employees, acted as liaison between front desk staff and librarians. Oversaw operation of front desk and the assisting of library patrons with any problems, as well as training new student employees in use of library systems and protocol.

Skills & Interests

Working Knowledge of AP and MLA Style Copy Editing, Copy Writing

Flexible Writer Fast-Learner Dedicated

Working under deadline Conducting Interviews Public Speaking

Proficiency with Microsoft Office Suite & Apple OS Working Knowledge of Social Media

Fun Loving, Relaxed

Works well with a team

From: Westacott, Emrys G
To: Alyssa Gleason
Date: March 23, 2015
Subject: Letter of recommendation for Raffi Jansezian

Dear Alyssa Gleason,

Raffi Jansezian has asked me to write a letter supporting his application for an internship in which he will be helping the Rhode Island State Government in work relating to the Americans with Disabilities Act. I am very happy to write this letter on his behalf. I have no doubt that he would quickly prove himself a valuable asset to any group he joined, and I know that this is just the sort of opportunity he is looking for to develop his own research and writing skills while undertaking work that has a clear social value.

Raffi graduated from Alfred University in Spring 2014 with a major in Communications and a minor in Philosophy. During his time at Alfred he took several classes with me, including Greek Philosophy, Nietzsche, Revolution and Culture, Happiness, and Philosophy and Everyday Life. So by the time he graduated I knew him quite well and was familiar with the quality of his work.

Raffi's outstanding quality is his enthusiasm for the world of letters and the life of the mind. He reads voraciously in many fields, particularly current affairs, technology, American literature, and philosophy. In all the classes he took with me he was a pleasure to have in class and he made many valuable contributions to class discussion. He was especially good at making connections between the ideas encountered in classic texts of thinkers like Plato, Hegel, Marx or Nietzsche, and contemporary cultural phenomena.

Another quality that Raffi consistently exhibited was a strong desire for self-improvement. He is helped in this by the fact that he is scrupulous honesty with himself and others. If I sometimes criticized his written work for being associative rather than logical in its organization, or for being insufficiently, he always took such criticism very well and clearly worked hard (and successfully) to improve his writing.

Great curiosity, a drive for self-improvement, a deep interest in the social, political, and cultural issues of our times, and a delightfully open and vivacious personality will, I believe, stand Raffi in good stead in any career he pursues. He did a fine job of editing the student newspaper here at Alfred, and I have no doubt that he has the intelligence, energy, and commitment to do valuable work for you should he be given the internship. I recommend him with enthusiasm.

If you have any questions, please feel free to contact me.

Emrys Westacott
Professor of Philosophy
Alfred University
Alfred, NY 14802

3:50 Interview Alexander Nunnely, Providence College

Out of state resident (MA), without a disability, attending Providence College, but not majoring in disability related course of study (BA in Political Science). Applying for the summer Public Policy or Employment Policy Fellowships.

- ✓ Have completed at least 3 semesters of college-level study;
- ✓ Be enrolled as a full or part-time student in an accredited college or university in Rhode Island;
- ✓ Have the endorsement of a current/former supervisor; and
- ✓ Have approval on the part of the college/university to receive credit for the fellowship if selected.

Narrative Statement:

I am applying to the Mary Brennan Public Policy Fellowship and the Patricia Ryherd Employment Policy Fellowship. I will be living in Providence this summer and am looking into how I can make a difference in my area. As a political science major with a certificate in public administration, I am fascinated by government and politics as agents of change. I seek to use my skills and knowledge to make a lasting positive difference. Living with a roommate in a wheelchair. I see many of the difficulties associated with having a disability and want to help in any way I can. As the employment policy and public policy fellowships most closely relate to my skillset. I would be able to make the biggest impact in one of these two fellowships.

The skills I offer the Commission align with the duties of the fellows. In addition to working well independently I am able to meet and exceed deadlines, both marked by my experience as a research assistant this and last year with another professor. These positions have given me quality writing and editing skills and require me to be detail oriented. Not only do I work well independently, but I am a true team player. I am a co-chair of my school's Relay For Life event where I work with three other co-chairs to lead the most successful fundraiser on campus. We then work with the entire Relay committee of around 30 other students to delegate duties and ensure that this Relay is more successful than last year's. We have become New England's third largest college Relay For Life and won club of the year on campus raising over \$90,000 last year. Similar to public forums, Relay For Life is one all night event which requires event planning months in advance, soliciting for donations and sponsors, community outreach to promote the event and get volunteer speakers and vendors. and time management skills. Working with the American Cancer Society's Cancer Action Network, I have been in contact with state officials and have the proper communication skills. My current internship involves working with others, community outreach, meeting deadlines, and an understanding of government which I would like to increase.

I would love the opportunity to work on the Governor's Commission to gain real world experiences which will help me in a career in government in the future. I expect to gain a better understanding of policy issues and research so as to be better able to create and propose policies to improve cities and states. With my new skills and knowledge, I will raise the important questions in government and will go in with a desire to help people and make a difference. I expect to increase my leadership skills to be ready to lead in my next position. I anticipate improving my group skills to ensure I can work with any group to accomplish any task. I hope to create connections which will be mutually beneficial down the line. And I expect to gain a better understanding of some of the difficulties associated with having a disability.

I would be able to perform all duties as described based off of my skills and experience. As a political science major and intern in Central Falls City Hall, I understand the intricate workings

of government. With my certificate in public administration, I have taken courses to gain a rounded knowledge of the public sector including a public policy course where I worked with other students to create and debate on a new policy to improve Social Security. In addition to this, I am participating in Model Organization of American States where I work with nine other students representing Costa Rica to create draft resolutions which we will present at the Washington D.C. summit in April. I am a serious and skilled team worker looking to help and would be well equipped to work on the Governor's Commission.

Biographical data:

Education

May 2016

Providence College- Providence, RI

B.A. in Political Science and French Certificate in Public Administration

GPA: 3.77: Major GPA: 3.83: Dean's List

Pi Sigma Alpha Political Science Honor Society

Employment History

Press Intern, City Of Central Falls

Feb 2015 Current

- Interning in City Hall doing communications research, event and community outreach and prepping news clips in the Communications Department
- Handling resident relations, outreach and organization in the Planning Department
- Working with other interns and assisting all departments as needed

Research Assistant, Providence College Political Science Department

Jan 2015 Current

- Assisting Dr. Blum with research and editing for his book on globalization, *Worlds Apart*
- Examining cultural remittances return Kazakh migrants bring back to Kazakhstan and how they are received

Life Experiences

I have been good friends with my current roommate, Cisco Oller, since freshman year of college. I always knew he struggled with being in a wheelchair, though he has a level of optimism that would never show it. He is a motivational speaker and seems to embrace the challenges he faces on a daily basis. Living with Cisco as a roommate, I see beyond him as a motivational speaker. and see the difficulties he goes through with the most routine tasks. His condition also gives him poor hand-eye coordination which only makes things harder. Still, there is no one I see smiling more often than Cisco. While he says he enjoys the challenges of living with a disability I know it must be hard when he cannot do the same things that others are doing.

The extra struggles he has to endure, physically, mentally, and socially, make life hard enough as is. When he has to face discrimination on top of that for the way he was born, I get offended.

When he cannot visit his friends in their dorm because it is not handicap accessible, I know he feels like a burden. He is a class representative on campus and works towards making the school more handicap accessible and I support his efforts. I help Cisco get around campus, and I want to help others too.

From: "Blum, Doug"

To: "Alyssa Gleason"

Date: 3/10/2015 11:32 AM

Subject: recommendation for Alex Nunnelly

As we discussed on the phone, I am submitting my recommendation for Alex Nunnelly by e-mail because I am out of town this week. I am delighted to recommend Alex for the Governor's

Commission on Disabilities. He has been a student of mine and he is currently my personal research assistant, so I feel quite confident about my assessment of him.

Alex is a very talented young man. He is quite bright and is quickly able to penetrate to the very heart of an analytical problem. My courses on Political Ideology and Post-Soviet Politics deal with some difficult conceptual issues, which even good students tend to struggle with. Yet Alex was able to understand such concepts with ease. In addition to being able to grasp the main points he had a keen appreciation for subtleties, and I have often been struck by his ability to raise intriguing questions that show his grasp of the material as well as his creativity. In fact, on a number of occasions his contributions have significantly raised the level of class discussion. Alex received an A from me in both courses.

I should also point out that Alex was quite conscientious and thorough in his course preparation. He always did the assignments and thought about the required readings before coming to class. This is rather unusual for undergraduates, in my experience. He is organized, mature, and highly competent. By the beginning of this academic year, I had become so impressed with him that I requested that he be assigned as my personal research assistant. I have not been disappointed. Alex is extremely thorough and responsible, and I am often impressed by how quickly and carefully he fulfills my requests. It seems to me that these qualities should serve him well on the Governor's Commission.

Indeed, as I look back on Alex's performance I see no weak areas. He expresses himself confidently and articulately, and his written work is outstanding. He is friendly, considerate and polite – in fact, a real pleasure to be around. I feel sure that he would be a terrific all-round addition to the staff there at the Governor's Commission. In sum, I recommend him very enthusiastically and without any reservations.

Sincerely,
Dr. Blum

Douglas W. Blum
Professor of Political
Science Providence College
Providence, RI 02918



PROVIDENCE
COLLEGE

Department of Political Science

March 19, 2015

Fellowship Selection Committee
Governor's Commission on Disabilities
John O. Pastore Center
43 Cherry Dale Court
Cranston, RI, 02920-3049

Dear Sir or Madam:

Re: Alex Nunnelly

I am writing in support of Alex Nunnelly's application for a Mary Brennan Public Policy Fellowship. Alex was a student in my American Public Policy class Spring semester 2014. I also am familiar with his academic work in my roles as Political Science Department chair and Director of the Public Administration Program.

Alex was among the top three students in my public policy class last year. He has a keen interest in public policy issues which he demonstrated in every class meeting. He came to class well prepared and participated actively in class discussion. The class features debates on public policy issues at which Alex excelled. His research paper was well organized, cogently written, and offered practical suggestions for policy reform. He is a diligent and conscientious student.

I have no doubt that Alex would organize well the Public Forums required of a Mary Brennan Policy fellow. Beyond the listed tasks, his interest in public policy would lead him to research issues around people with disabilities. He works well with others.

Alex would be an excellent choice for this fellowship. If he is selected, he will receive 3 hours of academic credit for his work for the Governor's Commission through our course PSC 450 Political Science Internship.

William E. Hudson

4:10 Interview Tegan Crean, Providence College

Out of state resident (CT), without a disability, attending Providence College, but not majoring in disability related course of study (BA in History & Spanish). Applying for the summer Architectural Accessibility Fellowship.

- ✓ Have completed at least 3 semesters of college-level study;
- ✓ Be enrolled as a full or part-time student in an accredited college or university in Rhode Island;
- ✓ Have the endorsement of a current/former supervisor; and
- ___ Have approval on the part of the college/university to receive credit for the fellowship if selected.

As a current junior at Providence College I am applying for the Frank Hanaway Architectural Accessibility Fellowship with the Governor's Commission on Disabilities for the summer semester. I am interested in governmental work and I am actively seeking opportunities to immerse myself in a government organization to gain experience and explore my interests in this realm of work prior to my graduation in 2016.

I feel I can actively contribute to the Commission with the skills I have learned as a history and spanish double major and the experiences I have had working with members of the disabled community throughout my life. My double major has allowed me to strengthen my communication skills, attention to detail and research abilities, all which would help me to flourish in the Governor's Commission as we expand our outreach and seek new ways to target the disabled population.

Beyond the skills I have learned in the classroom, I am aware of the challenges faced by those who are impaired based on my own experiences with my grand mother, a victim of polio who was confined to a wheelchair most of her adult life; my sister, who has been legally blind since birth; and my involvement with the Best Buddies program at Providence College, an interactive mentor program for people with intellectual and developmental disabilities. From these experiences I have learned the importance of providing pathways to improve the lifestyles of the members of the disabled community.

This internship will provide me the opportunity to apply my skills and experience as well as learn more about opportunities in governmental work. I am highly motivated, passionate, outgoing, determined, and an advocate for those in need. I believe these attributes would serve me well in this fellowship.

Please consider me as a candidate for Frank Hanaway Architectural Accessibility Fellowship with the Governor's Commission on Disabilities for the summer of 2015. I feel I have a lot to offer and an opportunity with this Commission would allow me to explore and understand the possibilities of a future in the government.

EDUCATION

Providence College, Providence, RI **May 2016**

Double Major: History & Spanish

Cumulative GPA: 3.79, Dean's List 4 semesters

Member: Providence College Women's Club Volley ball Team, Intramural Athletics, Best Buddies Program, Liturgical Ministry (lector), San Miguel Mentor Program

Leadership Experience: San Miguel Mentor Program President, Intramural Athletic Board Supervisor

CIEE Liberal Arts/ Universidad de Sevilla, Seville Spain **Sept-Dec 2014**

- Completed all coursework during the semester abroad in Spanish

East Catholic High School, Manchester, CT **June 2012**

Member: Girls Volley ball Team, Girls Lacrosse Team, Ambassadors Club, Campus Ministry

Leadership Experience: Captain Varsity Girls Lacrosse Team

EXPERIENCE

Intramural Athletic Board Supervisor **January 2014 - present**

- Design athletic events for students, responsible for maintaining schedule of competitions and upholding rules and requirements of participating students

Curatorial Intern, The Little Museum of Dublin, Dublin Ireland **June-July 2014**

- Assisted in the research, design, and development of various museum exhibits

Customer Service Attendant, Flight Trampoline Park **2013**

- Worked the register, organized birthday parties, monitored the safety of the jumpers and assisted customers with inquiries about the facility

Entrepreneurial Lawn Care Service **2009 - 2012**

- Solicited and retained customers, providing a variety of lawn care services

COMMUNITY SERVICE

San Miguel Mentor Program, Providence, RI **Sept 2012 - Present**

- Served as a mentor to disadvantaged middle school boys in the Providence area

Providence City Archives **Jan-May 2014**

- Assisted in the organization and cataloguing of the Providence Police Archives

Urban Action Providence College, Providence, RI **Sept 2012 - April 2013**

- Volunteered to help clean up the neighborhoods of Providence by painting, planting, and removal of trash

Catholic Worker House, Hartford, CT **Fall 2009 Spring 2012**

- Worked with inner city youth after school programs for 150 hours over 4 school years

SCHOLARSHIPS & AWARDS

Phi Alpha Theta Honors Society (History) 2014-Present

Academic Scholarship from Providence College 2012-2016

Monsignor Robert W. Doyle Chapter of the National Honor Society	2011-2012
University of Rochester Frederick Douglas and Susan B. Anthony Award in Humanities and Social Sciences	2011
East Catholic High School Eagle Spirit Award - Lacrosse and Volleyball	2010-2012
East Catholic High School All Academic Award - Lacrosse and Volleyball	2008-2012

ADDITIONAL SKILLS AND INTERESTS

Language - Conversational Spanish

Computer - Proficient with Microsoft Word, Microsoft Excel, Microsoft PowerPoint, and Familiarity with both Mac and PC operating systems.

Interests - Hiking, Traveling, Volley ball, Lacrosse, Skiing, Reading, Arts, Outdoors



PROVIDENCE COLLEGE

Department of History

March 7, 2015

Fellowship Selection Committee
Governor's Commission on Disabilities
John O. Pastore Center
43 Cherry Dale Court Cranston, RI 02920-3049

Dear Fellowship Selection Committee,

It has come to my attention that one of my students and advisees, Tegan Crean, is applying for the G. Frank Hanaway Architectural Accessibility Fellowship through your office. I wanted to offer my highest possible recommendation for her to receive this fellowship.

Tegan is absolutely one of the hardest working students I've ever had in over 10 years of teaching at both the college and university level, and she is without a doubt one of the strongest history majors here at PC. She would bring a tremendous amount of intelligence, enthusiasm, and professionalism to your office. Tegan has taken my course in American history (in which she received an A) and flourished, as she was easily the best student in the class. She's a polished writer, a hard worker, and an excellent communicator. Indeed, even my colleagues observe (unsolicited, I might add) that she is both an assiduous student and an active participant in class, the very kind of student you want to see in the seats on the first day. I would imagine that would be the type person you would want to work with you in order to advance your program.

Her recent experience abroad would also help the mission of your office. First, she worked at the Little Museum in Dublin as a historical interpretation intern. Although it might seem unrelated, she was doing similar types of activities that she would be required if she receives this fellowship: analytical research, community outreach, and strong communication with her superiors. Secondly, and related to communication, she just spent a semester abroad studying Spanish in Seville (she is a History/Spanish double major). Although many students choose their study abroad programs based on perceived lack of scholarly rigor in order to spend the time travelling and exploring the region, Tegan intentionally selected her because it was reputed for being challenging, especially in terms of pushing her to sharpen her language skills. So, her experiences in Ireland and Spain helped to facilitate her development as a communicator with people from outside her own background, both in terms of finding common ground and in terms of the actual language skills

needed. Put simply, you could easily send her to work among Spanish-speaking communities and she'd be immediately successful.

When I think Tegan Crean, I think she ranks among the best students I have ever had. Her GPA suggests that he's a smart and successful young woman (I think she is just shy of a perfect 4.0), but I would also describe her as intellectually curious, diligent, motivated, and affable. As such, I'd like to offer my highest possible recommendation. If you have any questions, please feel free to email me at ____@providence.edu or call my cell phone at 401-_____. Thank you for your time and consideration.

Sincerely,

Edward E. Andrews, Ph.D.
 Associate Professor
 Department of History
 One Cunningham Square
 Providence College Providence, RI02918

	<p>MOTION: To appoint to the following summer 2015 fellowships:</p> <ul style="list-style-type: none"> • Architectural Accessibility Tegan Crean • Public Policy Summer I Alexander Nunnell & Summer II Raffi Jansezian <p>Motion moved by JR, seconded by SES, passed unanimously</p>
	<p><i>4:35 Commission's Position on Budget Articles, Timothy Flynn</i></p> <p>Purpose/Goal: To make recommendations to the General Assembly and Governor on the impact of legislation on people with disabilities and their families</p>
	<p>ARTICLE 18 RELATING TO DIVISION OF ADVOCACY</p> <p>The Article would "for budgetary and administrative purposes only" create within the executive office of health and human services the division of advocacy, which would consist of the commission on the deaf and hard-of-hearing, the governor's commission on disabilities, the office of the mental health advocate, and the child advocate office. The authority to hire, fire, and direct staff, to set priorities, conduct hearings, investigate complaints, etc. would appear to remain within the existing agencies.</p>

1 **ARTICLE 18**
 2 **RELATING TO DIVISION OF ADVOCACY**
 3 SECTION 1. Sections 23-1.8-1 and 23-1.8-2 of the General Laws in Chapter 23-1.8
 4 entitled "Commission on the Deaf and Hard-of-Hearing" are hereby amended to read as follows:
 5 **23-1.8-1. Purpose – Creation of commission.** – (a) In view of the barriers and
 6 disadvantages which deafness and hearing impairments impose on those individuals so affected,
 7 and in view of the testimony on deafness received by a legislative study commission, it is hereby
 8 proposed that a permanent Rhode Island commission on the deaf and hard-of-hearing be
 9 established. This commission shall be composed as follows: a thirteen (13) member commission,
 10 eleven (11) of whom are appointed by the governor, one representative appointed by the speaker
 11 of the house and one senator appointed by the president of the senate. Four (4) of the governor's

12 appointments shall be initially appointed for a term to expire July 1, 1995 and three (3) members
13 shall be appointed for a term to expire July 1, 1994. Thereafter the commissioners shall serve
14 staggered two (2) year terms, each member serving until his or her successor is appointed. These
15 commissioners shall be responsible for the establishment of policies and the appointment of an
16 executive director who shall be in the unclassified service and other staff as needed and for whom
17 appropriations are available. They shall meet not less than four (4) times per year, and shall not
18 be paid for their services, except for reimbursement of expenses incurred by their service. The
19 commissioners may elect their own officers.

20 (b) The members appointed by the governor shall include five (5) individuals who are
21 deaf who use American Sign Language, one individual who is deaf who does not use American
22 Sign Language, three (3) who are hard-of-hearing, and two (2) who are hearing. Commission
23 members shall select their own chairperson. Five (5) members shall constitute a quorum.

24 (c) For budgetary and administrative purposes only, the commission on the deaf and
25 hard-of-hearing shall be part of the division of advocacy established within the executive office of
26 health and human services pursuant to § 42-7.2-20.

27 **23-1.8-2. Duties – Activities.** – The commission shall be primarily a coordinating and
28 advocating body, acting on behalf of the special concerns of deaf and hard-of-hearing persons in
29 Rhode Island. ~~Its activities shall be independent of any existing agency or department within the~~
30 ~~state.~~ The commission shall be accountable directly to the executive office of the state, and shall

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1 submit an annual report to the governor. The commission will assume the following duties:

2 (1) Bring about greater cooperation and coordination among agencies and organizations
3 now servicing or having the potential to serve the deaf and hard-of-hearing;

4 (2) Promote greater accessibility to services for the deaf and hard-of-hearing;

5 (3) Conduct an ongoing needs assessment;

6 (4) Promote increased awareness and provide information and referrals;

7 (5) Advocate for the enactment of legislation that would assist the needs of individuals
8 who are deaf and hard-of-hearing;

9 (6) Administer a sign language interpreter referral service;

10 (7) Take necessary action to improve the quality of life for deaf and hard-of-hearing
11 individuals living in Rhode Island;

12 (8) Develop a statewide coordinating council that will coordinate the implementation of
13 the comprehensive statewide strategic plan for children in Rhode Island who are deaf or have
14 hearing loss. The composition, functions and activities of the statewide coordinating council shall
15 be consistent with the provisions of the strategic plan developed through the Rhode Island
16 department of elementary and secondary education.

17 (9) Track the yearly services provided by exempted interpreters, as defined in subsection
18 5-71-15(4).

19 SECTION 2. Section 40.1-5-13 of the General Laws in Chapter 40.1-5 entitled “Mental
20 Health Law” is hereby amended to read as follows:

21 **40.1-5-13. Mental health advocate.** – (a) There is hereby created the office of mental
22 health advocate.

23 (b) For budgetary and administrative purposes only, the office of the mental health
24 advocate shall be part of the division of advocacy established within the executive office of health
25 and human services pursuant to § 42-7.2-20.

26 SECTION 3. Chapter 42-7.2 of the General Laws entitled “Office of Health and Human
27 Services” is hereby amended by adding thereto the following section:

28 **42-7.2-20. Creation of the division of advocacy.** – There is hereby established within
29 the executive office of health and human services the division of advocacy, which shall consist of
30 the commission on the deaf and hard-of-hearing, the governor’s commission on disabilities, the

31 [office of the mental health advocate, and the child advocate office.](#)

32 SECTION 4. Section 42-7.2-5 of the General Laws in Chapter 42-7.2 entitled "Office of
33 Health and Human Services is hereby amended to read as follows:

34 **42-7.2-5. Duties of the secretary.** – The secretary shall be subject to the direction and
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1 supervision of the governor for the oversight, coordination and cohesive direction of state
2 administered health and human services and in ensuring the laws are faithfully executed, not
3 withstanding any law to the contrary. In this capacity, the Secretary of Health and Human
4 Services shall be authorized to:

5 (1) Coordinate the administration and financing of health care benefits, human services
6 and programs including those authorized by the Global Consumer Choice Compact Waiver and,
7 as applicable, the Medicaid State Plan under Title XIX of the US Social Security Act. However,
8 nothing in this section shall be construed as transferring to the secretary the powers, duties or
9 functions conferred upon the departments by Rhode Island public and general laws for the
10 administration of federal/state programs financed in whole or in part with Medicaid funds or the
11 administrative responsibility for the preparation and submission of any state plans, state plan
12 amendments, or authorized federal waiver applications, once approved by the secretary.

13 (2) Serve as the governor's chief advisor and liaison to federal policymakers on Medicaid
14 reform issues as well as the principal point of contact in the state on any such related matters.

15 (3) Review and ensure the coordination of any Global Consumer Choice Compact
16 Waiver requests and renewals as well as any initiatives and proposals requiring amendments to
17 the Medicaid state plan or category two (II) or three (III) changes, as described in the special
18 terms and conditions of the Global Consumer Choice Compact Waiver with the potential to affect
19 the scope, amount or duration of publicly-funded health care services, provider payments or
20 reimbursements, or access to or the availability of benefits and services as provided by Rhode
21 Island general and public laws. The secretary shall consider whether any such changes are legally
22 and fiscally sound and consistent with the state's policy and budget priorities. The secretary shall
23 also assess whether a proposed change is capable of obtaining the necessary approvals from
24 federal officials and achieving the expected positive consumer outcomes. Department directors
25 shall, within the timelines specified, provide any information and resources the secretary deems
26 necessary in order to perform the reviews authorized in this section;

27 (4) Beginning in 2006, prepare and submit to the governor, the chairpersons of the house
28 and senate finance committees, the caseload estimating conference, and to the joint legislative
29 committee for health care oversight, by no later than March 15 of each year, a comprehensive
30 overview of all Medicaid expenditures outcomes, and utilization rates. The overview shall
31 include, but not be limited to, the following information:

32 (i) Expenditures under Titles XIX and XXI of the Social Security Act, as amended;

33 (ii) Expenditures, outcomes and utilization rates by population and sub-population served
34 (e.g. families with children, children with disabilities, children in foster care, children receiving

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1 adoption assistance, adults with disabilities, and the elderly);

2 (iii) Expenditures, outcomes and utilization rates by each state department or other
3 municipal or public entity receiving federal reimbursement under Titles XIX and XXI of the
4 Social Security Act, as amended; and

5 (iv) Expenditures, outcomes and utilization rates by type of service and/or service
6 provider.

7 The directors of the departments, as well as local governments and school departments,
8 shall assist and cooperate with the secretary in fulfilling this responsibility by providing whatever
9 resources, information and support shall be necessary.

10 (5) Resolve administrative, jurisdictional, operational, program, or policy conflicts

11 among departments and their executive staffs and make necessary recommendations to the
12 governor.

13 (6) Assure continued progress toward improving the quality, the economy, the
14 accountability and the efficiency of state-administered health and human services. In this
15 capacity, the secretary shall:

16 (i) Direct implementation of reforms in the human resources practices of the departments
17 that streamline and upgrade services, achieve greater economies of scale and establish the
18 coordinated system of the staff education, cross-training, and career development services
19 necessary to recruit and retain a highly-skilled, responsive, and engaged health and human
20 services workforce;

21 (ii) Encourage the departments to utilize consumer-centered approaches to service design
22 and delivery that expand their capacity to respond efficiently and responsibly to the diverse and
23 changing needs of the people and communities they serve;

24 (iii) Develop all opportunities to maximize resources by leveraging the state's purchasing
25 power, centralizing fiscal service functions related to budget, finance, and procurement,
26 centralizing communication, policy analysis and planning, and information systems and data
27 management, pursuing alternative funding sources through grants, awards and partnerships and
28 securing all available federal financial participation for programs and services provided through
29 the departments;

30 (iv) Improve the coordination and efficiency of health and human services legal functions
31 by centralizing adjudicative and legal services and overseeing their timely and judicious
32 administration;

33 (v) Facilitate the rebalancing of the long term system by creating an assessment and
34 coordination organization or unit for the expressed purpose of developing and implementing

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1 procedures across departments that ensure that the appropriate publicly-funded health services are
2 provided at the right time and in the most appropriate and least restrictive setting; and

3 (vi) Strengthen health and human services program integrity, quality control and
4 collections, and recovery activities by consolidating functions within the office in a single unit
5 that ensures all affected parties pay their fair share of the cost of services and are aware of
6 alternative financing.

7 (vii) Broaden access to publicly funded food and nutrition services by consolidating
8 agency programs and initiatives to eliminate duplication and overlap and improve the availability
9 and quality of services; and

10 (viii) Assure protective services are available to vulnerable elders and adults with
11 developmental and other disabilities by reorganizing existing services, establishing new services
12 where gaps exist and centralizing administrative responsibility for oversight of all related
13 initiatives and programs.

14 (7) Prepare and integrate comprehensive budgets for the health and human services
15 departments and any other functions and duties assigned to the office. The budgets shall be
16 submitted to the state budget office by the secretary, for consideration by the governor, on behalf
17 of the state's health and human services in accordance with the provisions set forth in § 35-3-4 of
18 the Rhode Island general laws.

19 (8) Utilize objective data to evaluate health and human services policy goals, resource use
20 and outcome evaluation and to perform short and long-term policy planning and development.

21 (9) Establishment of an integrated approach to interdepartmental information and data
22 management that complements and furthers the goals of the CHOICES initiative and that will
23 facilitate the transition to consumer-centered system of state administered health and human
24 services.

25 (10) At the direction of the governor or the general assembly, conduct independent

26 reviews of state-administered health and human services programs, policies and related agency
27 actions and activities and assist the department directors in identifying strategies to address any
28 issues or areas of concern that may emerge thereof. The department directors shall provide any
29 information and assistance deemed necessary by the secretary when undertaking such
30 independent reviews.

31 (11) Provide regular and timely reports to the governor and make recommendations with
32 respect to the state's health and human services agenda.

33 (12) Employ such personnel and contract for such consulting services as may be required
34 to perform the powers and duties lawfully conferred upon the secretary.

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1 (13) Implement the provisions of any general or public law or regulation related to the
2 disclosure, confidentiality and privacy of any information or records, in the possession or under
3 the control of the executive office or the departments assigned to the executive office, that may be
4 developed or acquired for purposes directly connected with the secretary's duties set forth herein.

5 (14) Hold the director of each health and human services department accountable for
6 their administrative, fiscal and program actions in the conduct of the respective powers and duties
7 of their agencies.

8 [\(15\) For budgetary and administrative purposes only, oversee the division of advocacy](#)
9 [established in § 42-7.2-20.](#)

10 SECTION 5. Section 42-51-1 of the General Laws in Chapter 42-51 entitled "Governor's
11 Commission on Disabilities" is hereby amended to read as follows:

12 **42-51-1. Establishment of commission.** – (a) There is established within the executive
13 department a permanent commission to be known as the "governor's commission on disabilities,"
14 hereinafter referred to as "the commission."

15 [\(b\) For budgetary and administrative purposes only, the governor's commission on](#)
16 [disabilities shall be part of the division of advocacy established within the executive office of](#)
17 [health and human services pursuant to § 42-7.2-20.](#)

18 SECTION 6. Section 42-73-1 of the General Laws in Chapter 42-73 entitled "Child
19 Advocate Office" is hereby amended to read as follows:

20 **42-73-1. Establishment.** – (a) There is created the child advocate office.

21 [\(b\) For budgetary and administrative purposes only, the child advocate office shall be](#)
22 [part of the division of advocacy established within the executive office of health and human](#)
23 [services pursuant to §42-7.2-20.](#)

24 SECTION 7. This article shall take effect as of July 1, 2015.

25 SECTION 8. This article shall take effect upon passage.

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Questions pertaining to the Division of Advocacy, raised with the Governor's Policy Director, Matthew Appenfelle, on March 17th:

1. Autonomy, will each of the agencies retain the independent authority to:
 - a. Hire, fire, and direct staff;
 - b. Set priorities;
 - c. Conduct hearings;
 - d. Investigate complaints,
 - e. Initiate legal action against other state agencies, public and private agencies, businesses;
 - f. Order corrective action; and
 - g. Control its budget requests; approve expenditures, etc. within the enacted appropriation?
2. Capital Project Consolidation, will the Commission retain its authority under RIGL 42-51-6 (3) Coordinating compliance with federal and state laws protecting the rights of individuals with disabilities by state agencies, to "(iv) Develop, make periodic revisions to, and oversee the implementation of a transition plan for the removal of environmental and communication barriers in state-owned facilities" while transferring the responsibility to manage the accessibility renovation

projects back to the Department of Administration - Capital Projects?

3. Office location;
 - a. The Commission and the Department of Administration have expended almost \$1 million upgrading the three "physicians cottages" at the Pastore Center.
 - b. The Commission occupies one of those cottages (# 41), which the Commission paid for sufficient accessible parking for Commission & its committee meetings.
 - c. The current location of the Child and Mental Health Advocates, 4th floor of the Pasteur Building, does not have enough parking for the current demand, let alone disability parking. The Commission has semi-weekly meetings of up to 20 attendees, including several who need disability parking spaces.
4. Status continuity, a provision needs to be added to the act regarding the status of the:
 - a. Current employees, retaining their status. A similar provision existed in prior reorganizations³.
 - b. Contracts, pending or current legal action, investigations, hearings, existing orders, etc.⁴

Additional concerns, after reviewing the budget bill

5. Any transition will be a need at least a month for the personnel, finance and other administrative systems to absorb a change of this nature. Based on previous transfers the Commission has been involved in, any shorter period could result in a payless payday and unpaid bills!
6. The budget merges the three general revenue accounts;
 - a. Operations;
 - b. Mary Brennan Fellowship; and
 - c. Disability Business Enterprises.

The Mary Brennan Fellowship account was created by statute (RIGL 42-51-10). I don't believe the Governor can merge that account with the other 2 without amending the statute.
7. Article 1 - the FY 2016 Appropriations no longer has any mention of the 4 advocacy agencies, not a separate line in the budget for the Commission, and the other 3 agencies, only a lump sum for the Division of Advocacy. This allows the Secretary to move funding amongst the individual agency budget accounts, without seeking the permission of the Governor, Senate President, and Speaker of the House of Representatives.
8. Article 1 Section 10 FY 2016 FTE Position Authorization, doesn't even have a Division of Advocacy FTE authorization, just one for the Secretariat. This allows the Secretary to transfer authorized vacancies to other portions of her office (i.e. Medicaid) as needed.

³RIPL 2002 CHAPTER 132 - SECTION 2. Section 42-51-8 of the General Laws in Chapter 42-51 entitled "Governor's Commission on Disabilities" is hereby amended to read as follows:

42-51-8. Transfer of personnel. – All of the personnel and employees of the "governor's committee on employment of the handicapped" shall be transferred to the "governor's commission on the handicapped". No person in the classified, non-classified, or unclassified service of the state on May 28, 1985 shall be discharged, separated from service, or downgraded in service by reason of the enactment of this chapter as provided by law or in the personnel rules and regulations of the state applicable to affected personnel.

All of the personnel and employees of the state building commission who enforce section 42-87-5 on the effective date of this act shall be transferred to the governor's commission on disabilities. No person in the classified, non-classified, or unclassified service of the state on the effective date of this act shall be discharged, separated from service, or downgraded in service by reason of the enactment of this act as provided by law or in applicable personnel rules and regulations.

⁴RIPL 2002 CHAPTER 132 - SECTION 3. Upon the transfer of the functions of the handicap accessibility unit of the state building commission to the governor's commission on disabilities, the governor is hereby authorized to transfer or reallocate in the appropriations and any other property of the handicap accessibility unit. Any proceedings or other business or matters, undertaken or commenced prior to the effective date of this act by the handicap accessibility unit and pending on the effective date of this act, may be conducted and completed by the governor's commission on disabilities.

The Budget Office's Consolidation Savings Projection

Agency	FY 2015 Recommendation	FY 2016 Pre Consolidation	FY 2016 Post Consolidation	FY 2016 Consolidation Savings	Notes
Governor's Commission on Disabilities					
General Revenue	\$357,895	\$383,056	\$0	(\$1,630)	1 ⁵
Federal Funds	\$305,524	\$35,459	\$0	(\$27,334)	2
Restricted Receipts	\$9,931	\$10,009	\$0	\$27,334	2
Operating Transfers	\$1,075,680	\$1,500,000	\$0	(\$1,500,000)	3
Total	\$1,749,030	\$1,928,524	\$0	(\$1,501,630)	
Commission on the Deaf and Hard of Hearing					
General Revenue	\$400,586	\$411,883	\$0	(\$120)	1
Restricted Receipts	\$80,000	\$80,000	\$0	\$0	
Total	\$480,586	\$491,883	\$0	(\$120)	
Office of the Child Advocate					
General Revenue	\$634,915	\$672,273	\$0	(\$575)	1
Federal Funds	\$50,000	\$45,000	\$0	\$0	
Total	\$684,915	\$717,273	\$0	(\$575)	
Office of the Mental Health Advocate					
General Revenue	\$508,499	\$560,304	\$0	(\$52,053)	1,4
Total	\$508,499	\$560,304	\$0	(\$52,053)	
EOHHS - Division of Advocacy					
General Revenue	\$0	\$0	\$1,973,138	(\$54,378)	
Federal Funds	\$0	\$0	\$53,125	(\$27,334)	
Restricted Receipts	\$0	\$0	\$117,343	\$27,334	
Operating Transfers	\$0	\$0	\$0	(\$1,500,000)	
Total	\$0	\$0	\$2,143,606	(\$1,554,378)	
Total	\$3,423,030	\$3,697,984	\$2,143,606	(\$1,554,378)	
Notes					
1 Various Operating Savings due to Consolidation					
2 New England ADA grant set up as restricted receipt account versus federal funds					
3 RICAP funds moved to DOA - Capital Projects; oversight still with Commission ⁶					
4 Consolidation of Administrative Staff					
Savings					
1.0 FTE Administrative Assistant in the Mental Health Advocate Office/Half year financing in accordance with anticipated retirement.				(\$51,953)	
Reductions in copiers, maintenance/repairs, etc.				(\$2,425)	
Reduction in RICAP Funds				(\$1,500,000)	
Total Savings				(\$1,554,378)	

ARTICLE 10 RELATING TO MAKING REVISED APPROPRIATIONS IN SUPPORT OF FY 2015

	Enacted	Change	Revised
Governor's Commission on Disabilities			
General Revenues	358,275	(1,134)	357,141
Federal Funds	141,350	164,174	305,524
Restricted Receipts	9,177	754	9,931
Other Funds			
Rhode Island Capital Plan Funds			

⁵ Savings: Wheelchair lift service contract \$1,038; Shredding/Recycling \$384; garbage bags \$75; portable water \$52

⁶ Department of Administration gets a new RICAP Handicapped Accessibility Project for \$1,000,000.

Handicapped Accessibility	1,000,000	(100,000)	900,000
Grand Total - Governor's Commission on Disabilities	1,508,802	63,794	1,572,596
Section 4 FY 2015 FTE POSITION AUTHORIZATION			
Departments and Agencies			Full-Time Equivalent
Office of Health and Human Services			184.0
Office of the Child Advocate			6.0
Commission on the Deaf and Hard of Hearing			3.0
Governor's Commission on Disabilities			4.0
Office of the Mental Health Advocate			3.7
ARTICLE 1 RELATING TO MAKING APPROPRIATIONS IN SUPPORT OF FY 2016			
<i>Division of Advocacy</i>			
General Revenues			1,973,138
Federal Funds			53,125
Restricted Receipts			117,343
Total – Division of Advocacy			2,143,606
Grand Total – General Revenue Funds			889,519,628
Grand Total – Office of Health and Human Services			2,429,810,398
Section 10 FY 2016 FTE POSITION AUTHORIZATION			
Departments and Agencies			Full-Time Equivalent
Office of Health and Human Services			202.0

Governor's Recommended Allocation for the Commission

Description	FY 2015 Enacted	FY 2015 CSL	Governor's 2015	Difference	FY 2016 CSL	Governor's 2016	Difference
Commission Operations							
Wages and Benefits	\$310,800	\$334,595	\$326,549	(\$8,046)	\$350,567	\$351,893	\$1,326
Contracted Professional Services	\$3,620	\$3,986	\$4,145	\$159	\$4,989	\$4,807	(\$182)
Operating Supplies and Expenses	\$12,628	\$9,832	\$10,894	\$1,062	\$11,534	\$10,008	(\$1,526)
Assistance and Grants	\$0	\$0	\$0	\$0	\$0	\$14,718	\$14,718
Capital Purchases and Equipment	\$628	\$628	\$628	\$0	\$0	\$0	\$0
Operating Transfers	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Operations Subtotal	\$327,676	\$349,041	\$342,216	-\$6,825	\$367,090	\$381,426	\$14,336
Fellowships⁷							
Assistance and Grants	\$14,718	\$5,964	\$11,039	\$5,075	\$14,718	\$0	(\$14,718)
Fellowship Subtotal	\$14,718	\$5,964	\$11,039	\$5,075	\$14,718	\$0	(\$14,718)
Disability Business Enterprise							
Wages and Benefits	13,182	853	2,552	\$1,699	\$4,333	0	(\$4,333)
Contracted Professional Services	571	476	571	\$95	\$599	0	(\$599)
Operating Supplies and Expenses	1,748	763	763	\$0	\$1,067	0	(\$1,067)
Disability Business Enterprise	15,501	2,092	3,886	\$1,794	\$5,999	0	(\$5,999)
Total General Revenue	\$357,895	\$357,097	\$357,141	\$44	\$387,807	\$381,426	(\$6,381)
Federal: NE ADA Grant							
Wages and Benefits	\$0	\$7,791	\$20,234	\$12,443	\$18,987		
Contracted Professional Services	\$3,246	\$2,904	\$1,804	(\$1,100)	\$1,198		
Operating Supplies and Expenses	\$12,512	\$8,224	\$5,997	(\$2,227)	\$6,740		
Assistance and Grants	\$11,039	\$0	\$7,360	\$7,360	\$3,680		
NE ADA Grant Subtotal	\$26,797	\$18,919	\$35,395	(\$7,878)	\$30,605		
Federal: HAVA Election Assistance							
Wages and Benefits	\$21,606	\$25,710	\$17,643	(\$8,067)	\$5,996	\$7,986	\$1,990
Contracted Professional Services	\$6,402	\$245	\$0	(\$245)	\$476	\$0	(\$476)

⁷ Budget Office proposes merging the 3 General Revenue Accounts (Operations, Fellowships, & Disability Business Enterprise.

Governor's Recommended Allocation for the Commission

Description	FY 2015 Enacted	FY 2015 CSL	Governor's 2015	Difference	FY 2016 CSL	Governor's 2016	Difference
Operating Supplies and Expenses	\$33,134	\$23,569	\$28,863	\$5,294	\$200	\$139	(\$61)
Assistance and Grants	\$50,359	\$203,065	\$223,623	\$20,558	\$12,680	\$0	(\$12,680)
Capital Purchases and Equipment	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Operating Transfers	\$3,000	\$0	\$0	\$0	\$0	\$0	\$0
HAVA EAID Grant Subtotal	\$114,501	\$252,589	\$270,129	\$17,540	\$19,352	\$8,125	(\$11,227)
Restricted Receipts: Donations							
Contracted Professional Services	\$2,879	\$2,756	\$2,695	(\$61)	\$2,844	\$2,695	(\$149)
Operating Supplies and Expenses	\$6,298	\$5,267	\$7,236	\$1,969	\$7,314	\$7,314	\$0
Assistance and Grants	\$0	\$0	\$0	\$0	\$3,680	\$0	(\$3,680)
Capital Purchases and Equipment	\$0	\$650	\$0	(\$650)	\$0	\$0	\$0
Technical Assistance Subtotal	\$9,177	\$8,673	\$9,931	\$1,258	\$13,838	\$10,009	(\$3,829)
Restricted Receipts: NE ADA							
Wages and Benefits						\$16,644	(\$2,343)
Contracted Professional Services						\$1,134	(\$64)
Operating Supplies and Expenses						\$5,876	(\$864)
Assistance and Grants						\$3,680	\$0
NE ADA Grant Subtotal						\$27,334	(\$3,271)
Accessibility Renovation Funding							
RICAP Handicapped Accessibility	\$1,000,000	\$1,075,680	\$900,000	(\$175,680)	\$1,500,000	\$0	(\$1,500,000)
Accessibility Renovation Subtotal	\$1,000,000	\$1,075,680	\$900,000	(\$175,680)	\$1,500,000	\$0	(\$1,500,000)
Grand Total All Funding Sources	\$1,508,370	\$1,712,958	\$1,572,596	(\$164,716)	\$1,951,602	\$426,894	(\$1,539,426)

Potential Amendments to Article 18

On page 6 line 8 strike the word "purposes" and insert therein the words "support services". {The sentence would read "[\(15\) For budgetary and administrative support services only, oversee the division of advocacy.](#)" }

On page 6 line 9 after the period "." insert the following sentence

["In all other matters, the agencies within the division shall maintain their independence and autonomy; including but not limited to: advocacy; expenditures; investigations; issuing regulations and directives; legal actions; personnel; and the setting of priorities."](#)

On page 6 lines strike SECTION 5 lines 10 - 17 and insert therein the following SECTION:

SECTION 5. Sections [42-51-1](#) and [42-51-8](#) of the General Laws in Chapter 42-51 entitled "Governor's Commission on Disabilities" is hereby amended to read as follows:

42-51-1. Establishment of commission. – (a) There is established within the executive [office of health and human services](#) ~~department~~ a permanent commission to be known as the "governor's commission on disabilities," hereinafter referred to as "the commission."

(b) [For budgetary and administrative support services \[purposes\] only, the governor's commission on disabilities shall be part of the division of advocacy established within the executive office of health and human services pursuant to § 42-7.2-20.](#)

42-51-8 Transfer of personnel. – (a) All of the personnel and employees of the "governor's committee on employment of the handicapped" shall be transferred to the "governor's commission on the handicapped". No person in the classified, non-classified, or unclassified service of the state on May 28, 1985 shall be discharged, separated from service, or downgraded in service by reason of the enactment of this chapter as provided by law or in the personnel rules and regulations of the state applicable to affected personnel.

(b) All of the personnel and employees of the state building commission who enforce § 42-87-5 on August 1, 2002, shall be transferred to the governor's commission on disabilities. No person in the classified, non-classified, or unclassified service of the state on August 1, 2002, shall be discharged, separated from service, or downgraded in service by reason of the enactment of this act as provided by law or in applicable personnel rules and regulations.

[\(c\) All of the personnel and employees of the governor's commission on disabilities in the executive department shall be transferred to the governor's commission on disabilities in the executive office of health and human services. No person in the classified, non-classified, or unclassified service of the state on the effective date of this article, shall be discharged, separated from service, or downgraded in service by reason of the enactment of this act as provided by law or in applicable personnel rules and regulations.](#)

On page 6 between lines 17 and 18 insert therein a new SECTION:

SECTION 6. (a) Any proceedings or other business or matters, undertaken or commenced prior to the effective date of this article by the governor's commission on disabilities of the executive department, and pending on the effective date of this article, may be conducted and completed by the governor's commission on disabilities of the division of advocacy in the executive office of health and human services.

(b) Upon the transfer of the functions of the RICAP handicap accessibility renovation project management (line sequence 10.022. 7022101.05) of the governor's commission on disabilities to the department of administration, the governor is hereby authorized to transfer or reallocate in the appropriations and any other property of the handicap accessibility renovation project management. Any proceedings or other business or matters, undertaken or commenced prior to the effective date of this article by the RICAP handicap accessibility renovation project management and pending on the effective date of this act, may be conducted and completed by the department of administration.

(c) The governor's commission on disabilities will retain its authority, pursuant to RIGL 42-51-6(3), to “(iv) Develop, make periodic revisions to, and oversee the implementation of a transition plan for the removal of environmental and communication barriers in state-owned facilities.” The department of administration shall manage the handicapped accessibility renovation projects in accordance with this transition plan.

On page 6 line 18 strike “6” and insert therein “7”.

On page 6 line 24 strike “7” and insert therein “8”.

On page 6 line 24 strike the words “as of July 1, 2015” and insert therein “on or before August 1, 2015”.
 {The sentence would read “SECTION 8. This article shall take effect on or before August 1, 2015.”}

On page 6 strike all of line 25⁸.

⁸ Article 1 Relating To Making Appropriations In Support Of FY 2016 starting on page 14 line 15 to page 15 line reads:

Office of Health and Human Services

Central Management

General Revenues	26,934,665
Federal Funds	
Federal Funds	94,306,666
Federal Funds – Stimulus	105,512
Federal Funds Total	94,412,178
Restricted Receipts	5,122,130
Total – Central Management	126,468,973

Medical Assistance

General Revenue	
Managed Care	260,601,136
Hospitals	94,786,990
Nursing Facilities	91,317,512
Home and Community Based Services	33,343,114
Other Services	43,354,142
Pharmacy	54,877,899
Rhody Health	282,331,032
General Revenue Total	860,611,825
Federal Funds	
Managed Care	292,444,607
Hospitals	95,130,207
Nursing Facilities	92,493,905
Home and Community Based Services	39,871,939
Other Services	605,048,605
Pharmacy	1,157,420
Rhody Health	284,824,311

Potential Amendments to Article 1

On page 15 strike lines 13 to 15 and insert therein:

Office of the Child Advocate	
General Revenues	671,698
Federal Funds	45,000
Grand Total – Office of the Child Advocate	716,693
Commission on the Deaf and Hard of Hearing	
General Revenues	411,763
Restricted Receipts	80,000
Grand Total – Com on Deaf and Hard of Hearing	491,763
Governor's Commission on Disabilities	
General Revenues	381,426
Federal Funds	8,125
Restricted Receipts	37,343
Grand Total - Governor's Commission on Disabilities	426,894
Office of the Mental Health Advocate	
General Revenues	508,251
Grand Total - Office of the Mental Health Advocate	508,251

On page 36 line 23 strike “202.0” and insert therein “185.0”

On page 36 insert between lines 23 and 24 the following⁹:

Office of the Child Advocate	6.0
Commission on the Deaf and Hard of Hearing	3.0
Governor's Commission on Disabilities	4.0
Office of the Mental Health Advocate	4.0



MOTION: To oppose, as written Article 18 Relating To Division of Advocacy, for the following reasons:

1. Loss of autonomy, each of the agencies should retain the independent authority to:
 - a. Hire, fire, and direct staff;
 - b. Set priorities;
 - c. Conduct hearings;
 - d. Investigate complaints,
 - e. Initiate legal action against other state agencies, public and private agencies, businesses;
 - f. Order corrective action; and

Special Education	19,000,000
Federal Funds Total	1,429,970,994
Restricted Receipts	10,615,000
Total – Medical Assistance	2,301,197,819
<i>Division of Advocacy</i>	
General Revenues	1,973,138
Federal Funds	53,125
Restricted Receipts	117,343
Total – Division of Advocacy	2,143,606
Grand Total – General Revenue Funds	889,519,628
Grand Total – Office of Health and Human Services	2,429,810,398

⁹ The Department of Elementary and Secondary Education' has three FTE listing in the Budget Article, separate FTE authorizations for the RI School for the Deaf and the Davis Career and Technical Center.

- g. Control its budget requests; approve expenditures, etc. within the enacted appropriation (A line item in budget act).
2. Capital Project Consolidation, the Commission should retain its authority under RIGL 42-51-6 (3) Coordinating compliance with federal and state laws protecting the rights of individuals with disabilities by state agencies, to “(iv) Develop, make periodic revisions to, and oversee the implementation of a transition plan for the removal of environmental and communication barriers in state-owned facilities” while transferring the responsibility to manage the accessibility renovation projects back to the Department of Administration - Capital Projects?
3. Office location;
 - a. The Commission and the Department of Administration have expended almost \$1 million upgrading the three “physicians cottages” at the Pastore Center.
 - b. The Commission occupies one of those cottages (# 41), which the Commission paid for creation of sufficient accessible parking for Commission & its committee meetings.
 - c. The current location of the Child and Mental Health Advocates, 4th floor of the Pasteur Building, does not have enough parking for the current demand, let alone disability parking. The Commission has semi-weekly meetings of up to 20 attendees, including eight who need disability parking spaces.
4. Status continuity, a provision needs to be added to the act regarding the status of the:
 - a. Current employees, retaining their status.
 - b. Contracts, retaining pending or current legal action, investigations, hearings, existing orders, etc.
 - c. Provisions existed in all prior reorganizations.
5. Any transition will be a need at least a month for the personnel, finance and other administrative systems to absorb a change of this nature.
 - a. Based on previous transfers the Commission has been involved in, any shorter period could result in a payless payday and unpaid bills!
6. Commission line sequences, the budget mergers the three general revenue accounts;
 - a. Operations;
 - b. Disability Business Enterprises; and
 - c. Mary Brennan Fellowship.

The Mary Brennan Fellowship account was created by statute

	<p>(RIGL 42-51-10). The Governor cannot merge that account with the other 2 without amending the statute.</p> <p>7. Article 1 - the FY 2016 Appropriations no longer has any mention of the four advocacy agencies, not a separate line in the budget for the Commission, and the other three agencies, only a lump sum for the Division of Advocacy.</p> <p>a. This allows the Secretary to move funding amongst the individual agency accounts, without seeking the permission of the Governor, Senate President, and Speaker of the House of Representatives.</p> <p>8. Article 1 Section 10 FY 2016 FTE Position Authorization, doesn't even have a Division of Advocacy FTE authorization, just one for the Secretariat.</p> <p>a. This allows the Secretary to transfer authorized vacancies to other portions of her office (i.e. Medicaid) as needed.</p> <p>Motion moved by LW, seconded by CG, passed unanimously</p>
	<p>MOTION: To direct an emergency meeting of the Executive Committee @ 5:45 PM on 4/1/15 and the Commission @ 6 PM 4/1/15.</p> <p>Motion moved by LW, seconded by SES, passed unanimously</p>
	<p><i>5:25 Agenda for the Next Meeting, Timothy Flynn</i></p> <p>Purpose/Goal: To set the agenda for the next meeting.</p> <p>Discussion: Executive Committee meeting are on the 3rd Mondays 4 - 5 PM: 08/29th and 12/07th (winter fellowship interviews).</p> <ol style="list-style-type: none"> 1) Review the Proposed FY 16 & 17 Strategic Plans for committees and staff 2) Prepared recommendations for the FY 16 & 17 Strategic Plan and Budget Requests
	<p><i>5:30 Adjournment, Timothy Flynn</i></p> <p>MOTION: To adjourn at 5:35 PM</p> <p>Motion moved by LW, seconded by CG, passed unanimously</p>