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ISSUER:

Eastern Oregon Center for Independent Living's (EOCIL) Institute for Disability Studies and Policy (IDSP)

IDSP POLICY POSITION (SUPPORT FOR SB664):

SB 664 "requires school districts to provide instruction about Holocaust and genocide."

EOCIL's IDSP supports SB664. The IDSP finds SB664 a necessary for the following reasons:

1. Honoring the victims
 - a. Estimated 250,000+ adults and children with disabilities;
 - b. Estimated 6 million+ Jewish people;
 - c. Estimated 5 million+ Slavs;
 - d. Estimated 3 million+ ethnic Poles;
 - e. Estimated 200,000+ Romani people;
 - f. Estimated 9,000+ from the LGBTQ+ community¹.
2. According to the United Nations Education and Cultural Organization, it is important to teach about the Holocaust for the following reasons:
 - a. Demonstrates the fragility of all societies and of the institutions that are supposed to protect the security and rights of all. It shows how these institutions can be turned against a segment of society. This emphasizes the need for all,

¹ The Holocaust and the United Nations Outreach Programme. 2019.
<https://www.un.org/en/holocaustremembrance/index.shtml>

- especially those in leadership positions, to reinforce humanistic values that protect and preserve free and just societies.
- b. Highlights aspects of human behaviour that affect all societies, such as the susceptibility to scapegoating and the desire for simple answers to complex problems; the potential for extreme violence and the abuse of power; and the roles that fear, peer pressure, indifference, greed and resentment can play in social and political relations.
 - c. Demonstrates the dangers of prejudice, discrimination and dehumanization, be it the antisemitism that fueled the Holocaust or other forms of racism and intolerance.
 - d. Deepens reflection about contemporary issues that affect societies around the world, such as the power of extremist ideologies, propaganda, the abuse of official power, and group-targeted hate and violence.
 - e. Teaches about human possibilities in extreme and desperate situations, by considering the actions of perpetrators and victims as well as other people who, due to various motivations, may tolerate, ignore or act against hatred and violence. This can develop an awareness not only of how hate and violence take hold but also of the power of resistance, resilience and solidarity in local, national, and global contexts.
 - f. Draws attention to the international institutions and norms developed in reaction to the Second World War and the Holocaust. This includes the United Nations and its international agreements for promoting and encouraging respect for human rights; promoting individual rights and equal treatment under the law; protecting civilians in any form of armed conflict; and protecting individuals who have fled countries because of a fear of persecution. This can help build a culture of respect for these institutions and norms, as well as national constitutional norms that are drawn from them.
 - g. Highlights the efforts of the international community to respond to modern genocide. The Military Tribunal at Nuremberg was the first tribunal to prosecute “crimes against humanity”, and it laid the foundations of modern international criminal justice. The Convention on the Prevention and Punishment of the Crime of Genocide, under which countries agree to prevent and punish the crime of genocide, is another example of direct response to crimes perpetrated by Nazi Germany. Educating about the Holocaust can lead to a reflection on the recurrence of such crimes and the role of the international community².

EOCIL’s IDSP recommends that state agencies, school districts, and adults and children with disabilities access Oregon’s Independent Living Program, specifically, Centers for Independent Living (CILs) to assist with curriculum development, implementation, and evaluation as well as peer-based services.

² United Nations Education and Cultural Organization. January 2018. <https://en.unesco.org/news/importance-teaching-and-learning-about-holocaust>

ISSUER BACKGROUND:

Eastern Oregon Center for Independent Living (EOCIL) is a global cross-disability resource and advocacy center that promotes independent living and equal access for all persons with disabilities. EOCIL has two primary functions:

1. To operate the Institute for Disability Studies and Policy (IDSP). Through the IDSP's core research and policy officers, the IDSP provides original and scholarly actionable research for disability systems change to enhance independent living, equitable access to services and resources, and universal human rights;
2. To provide peer-based services to people with disabilities living in eastern Oregon. Based in Ontario, Oregon, with additional offices in Pendleton and The Dalles, EOCIL serves consumers in 13 central and eastern Oregon counties: Baker, Gilliam, Grant, Harney, Hood River, Malheur, Morrow, Sherman, Umatilla, Union, Wallowa, Wasco and Wheeler.

The IDSP is the location for disability research, education, and advocacy. The Institute provides actionable research that is disseminated to centers for independent living, other disabled persons' organizations (DPOs), and non-governmental organizations (NGOs).

The IDSP is an integral part of EOCIL and operates as the center's research and policy analysis entity. The IDSP intends to provide recommendations on behalf of Oregonians with disabilities.

For more information please contact W. Kirt Toombs, MMDS at wkirttoombs@eocil.org.

SYNOPSIS OF OREGON CILs:

Oregon has 7 CILs providing five core services in 22 counties:

- Abilitree (Deschutes, Crook and Jefferson Counties);
- EOCIL (Baker, Gilliam, Grant, Harney, Malheur, Morrow, Umatilla, Union, Wallowa and Wheeler Counties);
- HASL (Jackson and Josephine Counties);
- ILR (Multnomah, Washington and Clackamas Counties);
- LILA (Lane County);
- SPOKES (Klamath Falls and Lake)
- UVDN (Douglas County)³.

Oregon's CILs provide limited APD – ADRC contract specific services in 14 counties:

- EOCIL (Hood River, Sherman and Wasco Counties);
- HASL (Curry County);
- ILR (Clatsop, Columbia, Tillamook Counties);
- LILA (Benton, Lincoln, Linn, Marion, Yamhill and Polk Counties);
- UVDN (Coos County)⁴.

³ State Independent Living Council (SILC) (2017). State Plan for Independent Living (SPIL) for Oregon for 2017 – 2019 (pp. 40 – 44).

⁴ The Oregon Department of Human Services Aging and People with Disabilities (2016). Oregon CILs Service Area IR/IA Numbers 2016.





CENTERS FOR INDEPENDENT LIVING MAKE COMMUNITY LIVING POSSIBLE

WHAT IS COMMUNITY LIVING?

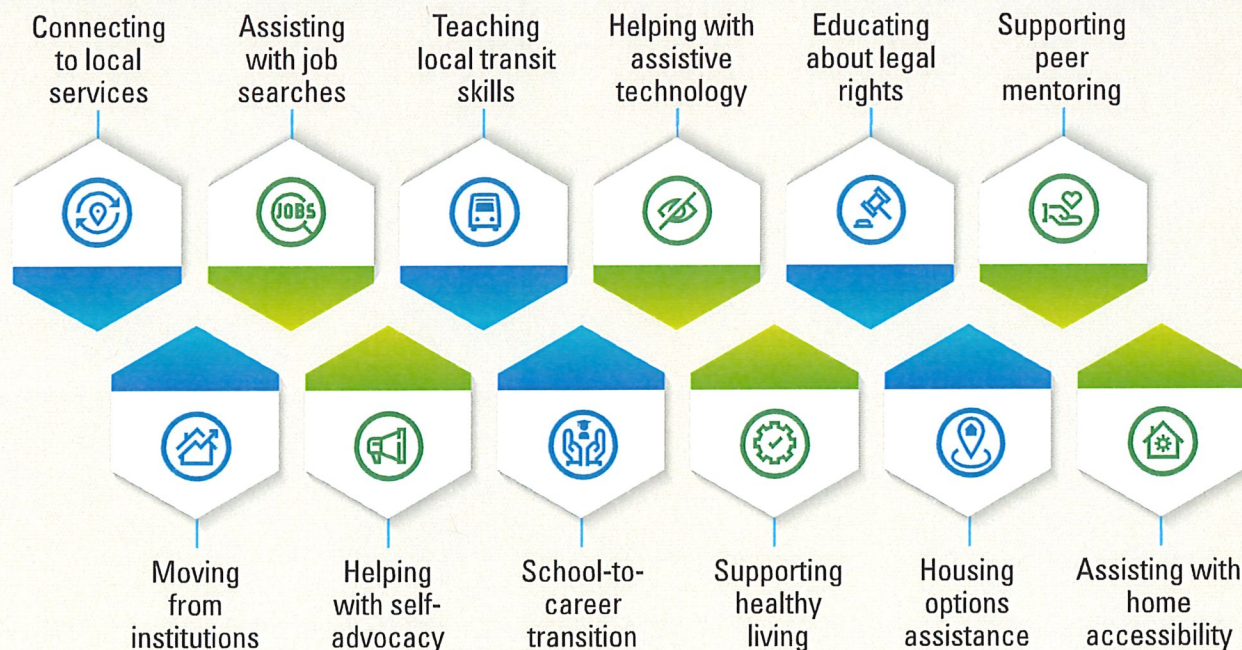
People with disabilities and older adults have the same opportunities as everyone else to:

- Choose for themselves where to live
- Earn a living
- Lead the lives they want
- Make decisions about their lives

WHY COMMUNITY LIVING?

-  People prefer it
-  It usually costs less
-  It's a legal right
-  Everyone benefits when everyone can contribute

HOW DO INDEPENDENT LIVING PROGRAMS HELP?



For more info, go to ACL.Gov or call us at (202) 401-4634.

 twitter.com/aclgov

 facebook.com/aclgov

ADMINISTRATION OF COMMUNITY LIVING (ACL) INFORMATION ON INDEPENDENT LIVING PROGRAM:

Independent living can be considered a movement, a philosophy, or specific programs. In the context of ACL, independent living programs are supported through funding authorized by the Rehabilitation Act of 1973, as amended (The Act). Title VII, chapter 1 of the Act states the current purpose of the program is to “promote a philosophy of independent living including a philosophy of consumer control, peer support, self-help, self-determination, equal access, and individual and system advocacy, in order to maximize the leadership, empowerment, independence, and productivity of individuals with disabilities, and the integration and full inclusion of individuals with disabilities into the mainstream of American society.”

In July 2014, the Workforce Innovation and Opportunity Act (WIOA) was signed into law, transferring the Independent Living programs, the National Institute on Disability, Independent Living, and Rehabilitation Research (NIDILRR), and the Assistive Technology programs to ACL. WIOA also included statutory changes that affect independent living programs, including the addition of new core services (transition), shifts in the process of developing and adopting state plans and changes in the functions of the SILC.

ROLES:

The Statewide Independent Living Council is an independent entity responsible to monitor, review, and evaluate the implementation of the State Plan for Independent Living.

Centers for Independent Living are consumer-controlled, community-based, cross-disability, nonresidential private non-profit agency that is designed and operated within a local community by individuals with disabilities, and provides an array of independent living services.

The State Plan for Independent Living must designate the DSE. Under WIOA, the SPIL is jointly developed by the chairperson of the Statewide Independent Living Council, and the directors of the Centers for Independent Living in the state, after receiving public input from individuals with disabilities and other stakeholders throughout the state. The SPIL is signed by the chair of the Statewide Independent Living Council (SILC or Council), acting on behalf of and at the direction of the Council and at least 51 percent of the directors of the centers for independent living in the state. The SPIL is also signed by the director of the DSE. By signing the SPIL, the director of the DSE agrees to execute the responsibilities of the DSE identified in the law. The responsibilities are:

- Receive, account for, and disburse funds received by the state based on the SPIL;
- Provide administrative support services for a program under part B, and a program under part C in a case in which the program is administered by the state under section 723;

- Keep such records and afford such access to such records as the Administrator (of ACL) finds to be necessary with respect to the programs;
- Submit such additional information or provide such assurances as the Administrator may require with respect to the programs; and
- Retain not more than 5% of the funds received by the State for any fiscal year under Part B for the performance of the services outlined in paragraphs (1) through (4). See Section 704 (c) of the Rehabilitation Act, as amended, 29 U.S.C. 796c(c).

SPIL:

Sec. 704(a) of The Rehabilitation Act, as amended requires the review and revision of the State Plan for Independent Living, not less than once every three years, to ensure the existence of appropriate planning, financial support and coordination, and other assistance to appropriately address, on a statewide and comprehensive basis, needs in the state for—

(A) the provision of independent living services in the state;

(B) the development and support of a statewide network of centers for independent living; and

(C) working relationships and collaboration between—

(i) centers for independent living; and

(ii)(I) entities carrying out programs that provide independent living services, including those serving older individuals;

(II) other community-based organizations that provide or coordinate the provision of housing, transportation, employment, information and referral assistance, services, and supports for individuals with significant disabilities; and

(III) entities carrying out other programs providing services for individuals with disabilities.

CILs:

Federal: Rehabilitation Act of 1973 as amended by WIOA, TITLE VII—INDEPENDENT LIVING SERVICES AND CENTERS FOR INDEPENDENT LIVING CHAPTER 1—INDIVIDUALS WITH SIGNIFICANT DISABILITIES:

PART A—GENERAL PROVISIONS SEC. 701. PURPOSE. The purpose of this chapter is to promote a philosophy of independent living, including a philosophy of consumer control, peer support, self-help, self-determination, equal access, and individual and system advocacy, in order to maximize the leadership, empowerment, independence, and productivity of individuals with disabilities, and the integration and full inclusion of individuals with disabilities into the mainstream of American society...;

(2) CENTER FOR INDEPENDENT LIVING.—The term “center for independent living” means a consumer-controlled, community-based, cross-disability, nonresidential private nonprofit agency for individuals with significant disabilities (regardless of age or income) that— (A) is designed and operated within a local community by individuals with disabilities; and (B) provides an array of independent living services, including, at a minimum, independent living core services as defined in section 7(17);

(3) CONSUMER CONTROL. —The term “consumer control” means, with respect to a center for independent living, that the center vests power and authority in individuals with disabilities, in terms of the management, staffing, decision making, operation, and provisions of services, of the center⁵.

STATE AND FEDERAL MANDATES OF OREGON CILs:

CILs are federally mandated to jointly develop, implement, and evaluate Oregon’s 3-year State Plan for Independent Living (SPIL) with the State Independent Living Council (SILC) and Oregon Vocational Rehabilitation Services (OVRs). The 3-year plan is submitted to, and approved by, the Administration of Community Living (ACL).

Additionally, CILs are required to:

2. Provide the following services to Oregonians with disabilities statewide:
 - Information and referrals,
 - peer-counseling,
 - independent living skills training,
 - individual advocacy and systems advocacy
 - transition services (services that facilitate transition from nursing homes and other institutions to the community, provide assistance to those at risk of entering institutions, and **facilitate transition of youth to postsecondary life**;
3. Centers also may provide, among other services: psychological counseling, assistance in securing housing or shelter, personal assistance services, transportation referral and assistance, physical therapy, mobility training, rehabilitation technology, recreation, and other services necessary to improve the ability of individuals with significant disabilities to function independently in their family or community and/or to continue employment⁶.

⁵ 113th Congress of the United States of America (2013 – 2014). Workforce Innovation and Opportunity Act.

⁶ 113th Congress of the United States of America (2013 – 2014). Workforce Innovation and Opportunity Act.