



**STATE PLAN COMMITTEE (SPC)
MEETING NOTICE/AGENDA
Posted at www.scdd.ca.gov**

DATE: August 25, 2014

TIME: 1:00 p.m. – 4:00 p.m.

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

THE PUBLIC MAY CALL IN AT:

Phone Number: 1-800-839-9416

Participant Code: 8610-332

TELECONFERENCE SITES:

Resources for Independence, Central Valley (RICV)
220 N Santa Fe
Visalia, CA 93292

Area Board 13
8880 Rio San Diego Drive, Suite #250
San Diego, CA 92108-1634

Palo Verde District Library
125 W. Chanslorway
Blythe, CA 92225

Because of the rights explained in Government Code §1123.1 and 11125(f), people with disabilities who need accessible formats of the agenda, the meeting materials or any auxiliary aids/services in order to be able to participate in the meeting, should contact Thomas Johnson at 916-322-4302 or Thomas.johnson@scdd.ca.gov by 5 pm on August 21, 2014.

1. **CALL TO ORDER** N. Clyde
2. **ESTABLISHMENT OF QUORUM** N. Clyde
3. **WELCOME AND INTRODUCTIONS** N. Clyde
4. **PUBLIC COMMENTS** N. Clyde

This section is for members of the public to make comments or present information to the Council's State Plan Committee. Each person will be given up to three (3) minutes to talk. Written questions or comments will be handled first. The Committee will also give people another time to comment (no longer than a total of seven minutes for everyone) before any action on each agenda item.

5. **APPROVAL OF MINUTES.
JUNE 23 AND JULY 8, 2014** N. Clyde
6. **GRANTS FROM AREA BOARDS 9 AND 11** M. Polit
7. **2014 PROGRAM PERFORMANCE REPORT
(PPR) PROCESS**
T. Hamlett & J. Fernandez
8. **STATE PLAN AMENDMENT PROCESS** M. Polit
9. **MTARS COMMITTEE UPDATE** M. Kennedy
10. **EXAMPLES OF OTHER STATE PLANS** M. Polit
11. **POSSIBLE STATE PLAN AMENDMENTS** M. Polit

12. PLAN FOR NEXT MEETING

N. Clyde

13. ADJOURNMENT

N. Clyde

For additional information about this meeting,
Please contact Thomas Johnson,
1507 21st St., Ste. 210, Sacramento, CA 95811,
(916) 322-8481.

DRAFT State Plan Committee

Meeting Minutes of June 23, 2014

Sacramento, California

Members Present

Jonathan Clarkson

Nancy Clyde (Chair)

Janelle Lewis

Sandra Smith

Carmela Garnica

Members Absent

Robin Hansen

Rebecca Donabed

Others Present

Sheryl Matney, NACDD

Mark Polit, Staff

1. Call to Order

Nancy Clyde, Chairperson, called the meeting to order at 1:07PM

2. Quorum

A quorum was established.

3. Welcome and Introductions

Those in attendance introduced themselves.

4. Public Comments

No public comments were presented.

5. Training on Council's Planning Responsibilities

Sheryl Matney of NACDD presented to the committee on the responsibilities of the Council with respect to state plan development, tracking implementation, and amending the state plan. The focus was on where we are currently in the cycle: Gathering data on and ensuring adequate plan implementation.

4. How do we currently Track State Plan Implementation?

Thomas Hamlett attended the committee meeting to inform the members of how the Council currently tracks plan implementation. Thomas collects the activity reports from the regional offices, and was the primary compiler of the last three Program Performance Reports (PPRs). The PPR is the Council's main report on state plan implementation.

5. Tracking Area Board Contribution to State Plan Goals and Objectives.

Thomas explained how the Council receives reports from the regional offices on their activities in support of state plan implementation and is consolidated into the PPR. The committee asked that the implementation data be aggregated by regional office to better get a sense of how the plan is implemented throughout the state. This is the first step in developing more strategic control of implementation of the State Plan.

6. Adjournment

The meeting was adjourned at 3:47 PM by Chairperson Nancy Clyde.

DRAFT State Plan Committee

Meeting Minutes of July 8, 2014
Sacramento, California

Members Present

Jonathan Clarkson
Nancy Clyde (Chair)
Rebecca Donabed
Janelle Lewis
Sandra Smith
Carmela Garnica

Members Absent

Robin Hansen

Others Present

Kristie Allensworth, Staff

1. Call to Order

Nancy Clyde, Chairperson, called the meeting to order at 1:05PM

2. Quorum

A quorum was established.

3. Welcome and Introductions

Those in attendance introduced themselves.

4. Public Comments

No public comments were presented.

5. Review Area Board Mini-Grants Recommendations

The Area Boards submitted recommendations for funding to the State Plan Committee. These proposals were distributed with the packet for member review.

Area Board 1

Get Safe - Amount Requested: \$19,964

State Plan Goal – Emergency Preparedness

Project Summary

Get Safe will organize and provide four (4) workshops called “First Responder Training: Enhancing Your Ability to Effectively Respond to Persons with Developmental Disabilities.” Major activities of this project include four separate trainings that will be held in each of the four counties served by Area Board 1. Get Safe will provide a First Responder training that uses proven techniques and tools to help first responders such as police officers, EMT’s, fire personnel, district attorneys, criminal justice professionals, Physicians, hospital emergency staff, and any other service professionals, city employees, community members, etc. The training goal will help them to more effectively recognize and assist persons with developmental disabilities, especially in emergency and crisis situations. The training will also focus on prevention and intervention strategies and help the developmental disabled safely navigate the community and become stronger advocates for themselves. The workshops will include training for up to 200 first responders and other community stakeholders.

Sandra Smith moved and Janelle Lewis seconded to recommend to the Council funding of the proposal. Motion carried.

Area Board 2

AMJaMB, Beyond Inclusion - Amount requested \$20,000

State Plan Goals - Self Advocacy and Employment

Project Summary

AMJaMB proposes to expand the work of The Call Connection in the following ways: 1) Build upon its customer base through advertising in the community at-large which will increase consumer employees from 6 employees to 10 within the first year. According to the 2010 Census of a population of 26,218 living in the Town of Paradise, 7,131 (27.2cro) people are 65 years of age or older making The Call Connection is an attractive free service to people that are aging and lonely. 2) Develop a mentorship program for high school students with Paradise Unified School District and other school districts within Butte County that will support students with disabilities in preparing for work in the community using The Call Connection model. The mentoring program will be known as JAMMB'n.

Jonathan Clarkson moved and Janelle Lewis seconded to recommend to the Council funding of the proposal contingent upon receipt of clarification of the 15% indirect costs portion of the budget detail sheet. Motion carried.

Area Board 3

Not participating in Cycle 37.

Area Board 4

TransCen, Inc. - Amount requested \$20,000

State Plan Goal – #9 Employment, #13 Community based services

Project Summary

Although the idea of Employment First is gaining ground across the country, some people, especially those with more significant disabilities, still do not see integrated, direct hire employment as a viable option. To eliminate service gaps, address programmatic barriers and encourage people with more significant disabilities to pursue employment, TransCen, Inc. established Worklink, a San Francisco-based employment program that braids community-based day services with VR-funded Supported Employment. TransCen, Inc. is requesting a grant of \$20,000 to provide trainings and technical assistance to create braided services and replicate this successful approach in the North Bay. Training and support will focus on system integration, building the capacity of providers in the North Bay to use day services to support job placement, and aligning disability employment services to business needs and principles through the use of customized employment strategies. To promote Employment First and create an expectation of work, we will also conduct a workshop for individuals and families that will demonstrate the benefits of person-centered discovery and skills vs. deficits job search method. Support and instruction will be provided through a series of group workshops, meeting facilitation and on-site field work with two provider agencies.

Jonathan Clarkson moved and Janelle Lewis seconded to recommend to the Council funding of the proposal contingent on receiving clarification of the budget detail sheet. Motion carried.

Area Board 5

Community Gatepath-Amount requested - Amount requested \$20,000

Goal – #9/Objective #9a

Project Summary

The goal of this project is to build the capacity of service providers to implement job development programs more effectively. Community Gatepath (Gatepath) will accomplish this by creating an employment toolkit with resources for educating employers about the benefits of hiring people with disabilities. Our Business Development Manager will pilot use of the toolkit. We will then share the toolkit with other service providers and offer three training sessions. As a result, service providers throughout the Bay Area will be able to establish partnerships with new businesses, and more people with developmental disabilities will become employed.

Janelle Lewis moved and Sandra Smith seconded to recommend to the Council funding of the proposal. Motion carried.

Area Board 6

Vocational Coaching and Development Institute, Inc.

Amount requested \$20,000

State Plan Goal - #6 Youth w/DD and families get the help they need with Transportation

Project Summary

Vocational Coaching and Development Institute, Inc. (VCDI) envisions creating a subsidiary, to be named Transitional Coaching and Development Institute (TCDI), with the sole purpose of providing transitional aged individuals living with developmental disabilities pertinent and necessary information. This information will help to educate these individuals and their families navigate through transition from the educational system to adult life. TCDI will operate as an independent service in the provision of this information, discussing various potential pathways for these individuals and their families, rather than simply acting as a recruitment tool. TCDI will establish workshops at school sites, during which time various presentations will be given, participant surveys taken, and resources and information provided. Upon completion of the workshop, TCDI will follow up with the individuals, their families, the regional center, and classroom teachers regarding the outcomes of the surveys and make further recommendations as to what areas of concentration may be impactful during the transition process.

Sandra Smith moved and Janelle Lewis seconded to recommend to the Council funding of the proposal contingent upon receipt of clarification of the budget detail sheet. Motion carried.

Area Board 7

Get Safe - Amount requested \$19,964

Goal – Emergency Preparedness

Project Summary

For the past 15 years, Get Safe has successfully worked with Regional Centers and Area Boards throughout California to create collaborative partnerships between communities and the agencies that provide services for persons with developmental disabilities through its safety education, Self-advocacy forums and diversity-awareness trainings.

Based on experience interacting with and listening to the expressed needs of consumers and their families, services providers, and first responders, Get Safe has developed a First Responder Training that effectively protects and assists individuals with a developmental disability within the community. People with developmental disabilities may be misunderstood when interacting with law enforcement, community helpers, or when navigating the legal system. The goal of Get Safe's First Responder Training Program is to provide proven techniques and tools to help first responders and other professionals more effectively recognize and successfully assist persons with developmental disabilities, especially in emergency situations.

Get Safe's view of a "First Responder" is not strictly represented by a professional title, but instead, the first person to respond to an emergency situation.

Get Safe proposes conducting seven (7), 90-minute trainings for traditional first responders (i.e. police officers, EMT, & fire personnel), and any other service professional, community member, care giver, family member, and/or potential bystander that may have contact with an individual with a developmental disability.

The priority of Get Safe's First Responder Training is to educate and train first responders to more effectively communicate and safely assist individuals with a developmental disability while honoring these individuals' rights to safely navigate and contribute to their community.

Sandra Smith moved and Carmela Garnica seconded to recommend to the Council funding of the proposal. Motion carried.

Area Board 8

Deaf and Hard of Hearing Services Center, Inc. - Amount requested \$8,750

Goal – #2, #6 and #15

Project Summary

The Youth Employment Services (YES!) program focuses on preparing Deaf and Hard of Hearing middle and high school students for the world of employment and encourages them to establish attainable post-high school educational and career goals. Staff provides one-on-one and group sessions to these students to discuss a variety of topics that center on how to successfully transition from K-12 school to independence.

Jonathan Clarkson moved and Janelle Lewis seconded approval of the concept and to return Deaf and Hard of Hearing Services Center back to Area Board 8 for clarification of funding of up to \$12,000. Rebecca Donabed abstained. Motion carried.

Area Board 8

Clovis Junior Soccer League, Inc. - Amount requested \$11,250

Goal – #2

Project Summary

TOPSoccer provides an environment where individuals with developmental disabilities can feel safe, have fun, make friends, and learn to play soccer. For the past decade, TOPSoccer has demonstrated its ability to achieve and exceed these goals. TOPSoccer typically exceeds these goals by providing opportunities for the soccer coaches to help their players develop their social and team work skills.

Sandra Smith moved and Jonathan Clarkson seconded not to recommend to the Council funding of the proposal. Motion carried.

Area Board 9

Area Board 9 will be submitting their proposals for review at the August 25, 2014 State Plan Meeting.

Area Board 10

Get Safe - Amount requested \$19,964

Goal - Emergency Preparedness

Project Summary

For the past 15 years, Get Safe has successfully worked with Regional Centers and Area Boards throughout California to create collaborative partnerships between communities and the agencies that provide services for persons with developmental disabilities through its safety education, self-advocacy forums, and diversity-awareness trainings. Based on experience interacting with and listening to the expressed needs of consumers and their families, services providers, and first responders, Get Safe has developed a First Responder Training that effectively protects and assists individuals with a developmental disability within the community. People with developmental disabilities may be misunderstood when interacting with law enforcement, community helpers, or when navigating the legal system. The goal of Get Safe's First Responder Training Program is to provide proven techniques and tools to help first responders and other professionals more effectively recognize and successfully assist persons with developmental disabilities, especially in emergency situations. Get Safe's view of a "First Responder" is not strictly represented by a professional title, but instead, the first person to respond to an emergency situation. Get Safe proposes conducting eight (8), 90-minute trainings for traditional first responders (i.e. police officers, EMT, & fire personnel), and any other service professional, community member, care giver, family member, and/or potential bystander that may have contact with an individual with a developmental disability, and five (5), 90-minute trainings for persons with developmental disabilities on prevention and intervention strategies to safely navigate the community. The priority of Get Safe's First Responder Training is to educate and train first responders to more effectively communicate and safely assist individuals with a developmental disability while honoring these individuals' rights to safely navigate and contribute to their community.

Sandra Smith moved and Carmela Garnica seconded to recommend to the Council funding of the proposal. Motion carried.

Area Board 11

Get Safe - Amount requested \$10,000

Goal - Emergency Preparedness

Project Summary

For the past 15 years, Get Safe has successfully worked with Regional Centers and Area Boards throughout California to create collaborative partnerships between communities and the agencies that provide services for persons with developmental disabilities through its safety education, self-advocacy forums, and diversity-awareness trainings. Based on experience interacting with and listening to the expressed needs of consumers and their families, services providers, and first responders, Get Safe has developed a First Responder Training that effectively protects and assists individuals with a developmental disability within the community. People with developmental disabilities may be misunderstood when interacting with law enforcement, community helpers, or when navigating the legal system. The goal of Get Safe's First Responder Training Program is to provide proven techniques and tools to help first responders and other professionals more effectively recognize and successfully assist persons with developmental disabilities, especially in emergency situations.

Jonathan Clarkson moved and Janelle Lewis seconded approval of the concept and to return Get Safe back to Area Board 11 for clarification of funding of up to \$17,756. Motion carried.

Area Board 11

Goodwill Industries of Orange County - Amount requested \$10,000

Goal - #9

Project Summary

In response to the State Council on Developmental Disabilities' goal #9 in its five year plan, Goodwill of Orange County (Goodwill) proposes to establish a community-based service model to help working age adults with developmental disabilities transition from work activity programs to community-based integrated work programs. Goodwill fully supports goal #9 (ensure individuals with developmental disabilities have the resources needed to succeed in inclusive and gainful work opportunities) and has designed the following goal, major activities, and outcomes to achieve this.

The goal of the Community-Based Services (CBS) program is to support individuals with developmental disabilities to participate in everyday life activities which mirror that of mainstream society. The major activities of the program will include but not be limited to: skills assessment, employment training, paid employment, social skills, self-help skills, community integration, mobility training, safety skills, and purchasing skills.

The program will have multiplying impact as stated below under "Outcomes" and the ultimate impact is that a minimum of 32 individuals with developmental disabilities will continue working and experience the least amount of disruption as they transition from work activity programs to community-based integrated work programs.

Janelle Lewis moved and Rebecca Donabed seconded not to recommend to the Council funding of the proposal. Motion carried.

Area Board 12

Area Board 12 will be sending the proposals to the August 25 State Plan Meeting.

Area Board 13

Get Safe - Amount requested \$19,522

Goal #4- Increase knowledge and awareness of the needs and challenges that persons with disabilities face when interacting with community first responders

Project Summary

For the past 15 years, Get Safe has successfully worked with Regional Centers and Area Boards throughout California to create collaborative partnerships between communities and the agencies that provide services for persons with developmental disabilities through its safety education, self-advocacy forums, and diversity- awareness trainings. Based on experience interacting with and listening to the expressed needs of persons with disabilities and their families, services providers, and first responders, Get Safe has developed a First Responder Training that effectively protects and assists individuals with a developmental disability within the community. People with developmental disabilities may be misunderstood when interacting with law enforcement, community helpers, or when navigating the legal system. The goal of Get Safe's First Responder Training Program is to provide proven techniques and tools to help first responders and other professionals more effectively recognize and successfully assist persons with developmental disabilities, especially in emergency situations. Get Safe's view of a "First Responder" is not strictly represented by a professional title, but instead, the first person to respond to an emergency situation.

Get Safe proposes conducting trainings for traditional first responders (i.e. police officers, EMT, & fire personnel), and any other service professional, community member, care giver, family member, and/or potential bystander that may have contact with an individual with a developmental disability. Get Safe also proposes conducting trainings for persons with developmental disabilities on prevention and intervention strategies to safely navigate the community, make healthier sexual/dating choices, and advocate for their general safety and well-being. The priority of Get Safe's First Responder Training program is to educate and train first responders to more effectively communicate and safely assist individuals with a developmental disability while honoring these individuals' rights to safely engage with and contribute to their community. The methodology proposed by Get Safe includes a total of thirteen (13) training sessions across three categories: A.) First Responder Training, B.) Self-Advocacy & Personal Safety (for persons with disabilities), and C.) Sexual Education & Healthy Relationships (for persons with disabilities). The number of sessions per category will be determined by Area Board personnel.

Sandra Smith moved and Carmela Garnica seconded to recommend to the Council funding of the proposal. Motion carried.

6. Adjournment

The meeting was adjourned at 3:18 PM by Chairperson Nancy Clyde.



MEMORANDUM

TO: STATE COUNCIL ON DEVELOPMENTAL DISABILITIES
FROM: ANASTASIA BACIGALUPO, EXECUTIVE DIRECTOR 
SUBJECT: RECOMMENDED PDG CYCLE 37 RECIPIENT FOR AREA BOARD 9
DATE: JULY 2, 2014
CC: MARK POLIT, DEPUTY DIRECTOR

Area Board 9 initially received only 2 grant proposals and then re-opened the application process. We then received 3 additional grant proposals. Board members carefully reviewed the grant proposals using the criteria. Please find the following documents for recommended grant proposal, "Early Start Transition Project":

- Cover Letter, *page 1*
- Project Data Sheet, *page 1a*
- Project Narrative, *pages 2-6*
- Budget Detail Worksheet, *page 6a*
- Continuation of Funding Letter, *page 7*
- Organization Chart, *pages 8-9*
- Curricula Vitae/Resumes and position descriptions, *pages 10-17*
- List of Previous Grants/Awards, *pages 18-19*
- Payee Data Record Form, *pages 20-21*
- (3) Letters of Support, *pages 22-28*
- Proposal Checklist, *page 29*
- Sample Surveys, *pages 30-31*

1. Cover Letter

a. The Early Start Transition Project is a collaborative partnership between Rainbow Family Resource Center of Ventura County, Alpha Resource Center of Santa Barbara, and Parents Helping Parents San Luis Obispo. The Early Start Transition Project will provide education and support opportunities to parents of children graduating from California’s Early Start Program into services provided by local education agencies, the Regional Center, health and other providers within Ventura, Santa Barbara, and San Luis Obispo Counties. In partnership, the three Early Start funded Family Resource Centers have developed a project that meets the immediate needs of families within each geographic area. Area Board funding will support transition training for parents and FRC staff training of trainers to ensure future replication of the workshop in other areas of each county as needed. It will also fund FRC staff time to support one-on-one, group, informal and formal direct support to families, including the availability for FRC staff to provide parent support at Individual Education Planning meetings. Activities funded will welcome and include community partners from various systems. This project will build upon existing FRC contracts with Tri-Counties Regional Center for the provision of parent support, education, information, referral, and transition assistance to families in California’s Early Start Program.

b. Alpha Resource Center is the lead agency in this application and will provide fiscal overview as well as financial support for the project until such time as invoices are submitted and reimbursement is received.

c. We have carefully read and understand all the provisions in this RFP and agree to be bound by them. We fully read and reviewed the terms and conditions as stated in the State Contracting Requirements, attached to the RFP, and, that by submitting a response understands that this document represents the agreement that we will be expected to execute if we are successfully awarded a Cycle 37 CPDG from the SCDD.

PROJECT DATA SHEET

1. Applicant Information

Application Number: <i>(Assigned by Council)</i>	
Project Name <i>(55 characters)</i> :	Early Start Transition Project – An FRC Collaborative
Organization Name:	Alpha Resource Center of Santa Barbara
Organization Website:	www.alphasb.org
Organization Address:	4501 Cathedral Oaks Rd.
Organization City/State:	Santa Barbara, CA
Organization Zip Code:	93110
Taxpayer ID Number:	95-1966-996
Project Period: <i>(Month /Day/Year)</i>	Start Date 10/01/14 End Date: 09/30/15

2. Project Information

(Choices are: Non-profit, School District, County, Government Corporation, Tribal Government, For-profit, City / Town, State, Special or Regional Authority, State P & A Agency, University Center, or Other)

Type of Applicant:	Non-Profit
State Plan Goal(s)/Objective(s)	Goal 7: children birth to 3 who are at risk of or have a developmental delay and their families receive the early intervention services they need to achieve their potential

3. Project Funding Formula

TOTAL PROJECT COSTS	COUNCIL FUNDS	APPLICANT MATCHING FUNDS
\$25,000	Amount: \$20,000 Percentage: 75%	Amount: \$5,000 Percentage: 25%
Grant Type (Poverty or Non-Poverty)	Non-Poverty	

4. Contact Information:

Name of Project Director:	Patty Moore
Title:	Manager, Children, Family & Advocacy Services
Telephone:	805 683 2145
Fax:	805 967 3647
Email:	pjmoore@alphasb.org

Check if Same as Project Director

Name of Financial Officer:	Cory Woodruff
Title:	Chief Financial Officer, Alpha Resource Center
Telephone:	805 683 2145
Fax:	805 967 3647
Email:	cwoodruff@alphasb.org

5. Signatory Authority:

Check if same as Project Director

Name of Organization Director:	Kimberly Olson
Title:	Executive Director, Alpha Resource Center
Telephone:	805 683 2145
Fax:	805 9673647
Email:	kolson@alphasb.org
Date:	05/16/2014

3. Project Narrative

Abstract: The Early Start Transition Project will provide education and support opportunities to parents of children graduating from California’s Early Start Program into special education services, Regional Center children’s services and health and other community providers serving children with special needs within Ventura, Santa Barbara, and San Luis Obispo Counties. In partnership with the Early Start funded Family Resource Centers (FRC) serving the tri-counties, Area Board funding will support the following:

1. 2 Early Start Transition Workshops (one in Santa Barbara County, one in San Luis Obispo County)
2. 2 Early Start Transition Training of Trainers Workshops for FRC Staff (one in Santa Barbara County, one in San Luis Obispo County)
3. Early Start Transition Coordinator staff time in Ventura County

All activities will be culturally responsive and facilitated to meet the needs of the participants. Community partners will be welcomed and engaged to ensure enhanced community collaboration, communication and coordination. The three funded activities have been determined by FRC directors and staff as needed strategies for their own communities to enhance support, information, skills, and confidence in families who are undergoing or preparing for transition out of Early Start. The Early Start Transition Workshop will provide parents the opportunity to learn more about accessing the services their child may need within multiple systems. The FRC staff training of trainers will ensure future replication of the workshop in other areas of each county as needed. Through parent education and support, this project will ensure children birth to 3 who are at risk of or have a developmental delay and their family members receive the early intervention services they need to achieve their potential through the transition process and in years to follow. Through existing contractual responsibilities with the FRCs, ongoing parent support will be provided to ensure parental confidence in accessing the services. Parent participants will be encouraged to build upon the networks of support provided through the trainings and other FRC activities. Parent trainings will focus on the transition from Early Start, but will be open to all families seeking information. Staff training will ensure the opportunity for transition education and support in communities within each county and in both informal and formal venues. Activities will be offered in English and Spanish based upon parent preference.

Qualifications: Rainbow, Alpha, and Parents Helping Parents have been designated Early Start funded family resource centers since the inception of Part C (then Part H of IDEA) planning through the authorization of California’s Early Intervention Services Act (CEISA) in 1994 to present. TCRC wholeheartedly supports the CEISA mandate for parents to be informed of their rights and have access to family support and referral to the FRCs. All 3 FRCs are members of the Family Resource Centers Network of CA (FRCNCA) and all three directors currently serve as leaders on the FRCNCA steering committee.

Collaboration: This is an FRC collaborative application. This project will ensure that families throughout the tri-counties will have access to quality information and resources to utilize through their child’s transition and in the years thereafter. Each FRC is a strong partner with Tri-Counties Regional

Center, their local education agency partners, and are active members of their county interagency coordinating council on early intervention with valued partnerships with their local providers. Alpha Resource Center is the lead applicant and will serve as the fiscal agent. Each FRC was active in the development of this project application. Team meetings via conference calls to monitor progress of implementation will be scheduled at the beginning and end of the project and as needed throughout the project. Each FRC has the responsibility of serving families within their respective counties and are committed to supporting each other for successful implementation of the project and follow-up activities.

Methodology:

a. The Early Start Transition Project will provide access to education and support for families preparing for or going through the process of transition from the provision of services in California’s Early Start Program to special education, regional center and other community based services after age 3. Education and support will focus on the process of transition, the Individual Education Plan (IEP), the Individual Program Plan (IPP), accessing generic resources and will include the following components:

- The role of the parent in the IFSP/IEP/IPP
- Listening and communication skill-building
- Emotional aspects of transition
- Importance of parent-to-parent support
- Process for conflict partnership and resolution
- Community resources

Two parent-professional partners, Linda Landry and Brigitte Ammons, will provide two Transition Workshops for parents, one in Santa Barbara and one in San Luis Obispo County. In addition, the trainers will provide two “trainer of trainer’s workshops” for FRC staff from Alpha, Parents Helping Parents, and Rainbow to allow for the replication of the Transition Workshop in other catchment areas of each county and the sharing of information presented in both formal and informal venues.

Linda Landry is a parent and chair of the Family Resource Centers Network of CA. She is a skilled presenter and trainer sharing over 25 years experience in the field of early intervention, parent support, and systems advocacy. She has served on numerous boards and organizations including the advisory council for the University Center on Excellence in Developmental Disabilities at USC, the Family Resource Centers Network Los Angeles County, Club 21, and helped to develop the CA Standards for Family Strengthening & Support. Brigitte Ammons is recently retired from Disability Rights California and was the founder of an early intervention program serving Los Angeles. She has devoted over 30 years to early intervention and works as a professional partner with FRCs throughout California to ensure California meets its mandate to families with children birth to age 3 who are at risk of developmental delay or diagnosed with a disability.

Respectful of the immediate needs in Ventura County, this application supports additional staff support at Rainbow for direct parent information and support through the transition process and the exploration

with community partners of future opportunities to engage, educate and support families. This may include discussion of specialized events such as transition fairs, workshops in local communities, and other avenues for the FRC and interagency partners to build on existing practices related to Early Start transitions.

b. This project meets the Council's mission by improving access to resources, information, and support for families who have children new to the developmental, educational and specialized systems of services. Knowledge increases informed access and participation in the utilization of services for their children. This ensures access and engages families in improving services to individuals with intellectual challenges. The Early Start Transition Project addresses the challenges parents face during the time of the earliest of transitions and builds a foundation of information and support to help their child reach their fullest potential by being active, skilled, and confident parent advocates and models for their children as future self-advocates.

c. The target population is parents of children receiving Early Start services within the Tri-Counties Regional Center catchment area of Ventura, Santa Barbara and San Luis Obispo Counties. As a child turns three and graduates from Early Start, parents may celebrate the progress their child has made by receiving early Intervention services, but for many this transition creates anxiety about new services and reopens the emotions surrounding acceptance of a child's special needs. Most often they have established relationships with their providers and many parents have stated with exasperation, "Just when we know who's who and our child is doing so well, it's time to move on to another program!" This is also a time when families learn that their child's needs may be greater than expected and they find that they are going to require lifetime services from a myriad of systems and supports. Moving from the Individualized Family Service Plan (IFSP) to the IEP and the IPP can be confusing and overwhelming because the focus is no longer on the family but the individualized goals of the child. During this time many families will prepare to change their regional center service coordinators as they leave Early Start and enter Children Services. In essence, all things the family has become accustomed to and comfortable with are changing. FRC staff has experienced the transitions of their own children with special needs and can offer the unique perspective of "having been there" and understanding the emotions families may be feeling. FRC staff has acquired skills in systems navigation. This project respects the value of what FRC staff can offer, and, not only brings skilled professionals to local communities to engage parents in becoming active and knowledgeable in their child's transition, but enhances the skills of FRC staff to support and replicate training for a larger number of families over a greater period of time beyond one grant cycle.

d. FRC staff is bilingual and bicultural. Trainings and specialized support services will be provided in English and Spanish. The training of trainers allows staff to enhance skills to replicate the information and training in various communities and in venues that are family centered and respectful of culture, time, location, and availability.

e. While Ventura, Santa Barbara, and San Luis Obispo Counties are designated as "non-poverty counties", there are pockets of extreme poverty in each of these three counties. In Santa Barbara County FRC data reflects that 74% of families served are eligible for public insurance indicating a

majority of services are provided to those with low income. In the Piru area of Ventura County over 21% of families live below poverty level. In San Luis Obispo County, the Oak Park area of Paso Robles and the Oceano communities have an extremely high rate of poverty, particularly among families with young children. The project will target outreach to the target populations throughout the tri-counties.

f. This project focuses on parents and family members of children receiving Early Start services preparing for or currently undergoing the process of transition from Early Start to special education, Regional Center, and health and/or other specialized services. The proposed project does not utilize the role of people with developmental disabilities.

g. The lead agency, Alpha Resource Center will serve as fiscal agent and will work with Rainbow and Parents Helping Parents in full implementation of the project, including evaluation and follow-up. Each FRC will work collaboratively and within the timeline and project requirements. Alpha will facilitate communication as needed to ensure success. At the beginning of the project Alpha will facilitate a conference call between all FRCs and the trainers to provide input and overview of the timeline for successful implementation. This will help to ensure the needs of each FRC and their communities are being addressed. Each FRC director will supervise the implementation of the project within their respective resource center and will:

- Initiate and ensure outreach to parents, partners and providers
- Provide direct staff supervision
- Participate in conference calls through project implementation
- Ensure proper submission of invoices/receipt
- Support implementation of evaluation of the project

The trainers, Landry & Ammons will be responsible for the following:

- Training curriculum preparation
- Material development
- Submitting to each FRC for printing/copying, compilation prior to each training
- 2 trainings for parents, 1 in Santa Barbara County and 1 in San Luis Obispo County
- 2 training of trainers for FRC staff, 1 in Santa Barbara County and 1 in San Luis Obispo County
- Technical assistance or follow-up consultation as needed

Outcomes & Evaluation

Expected Outcomes:

1. Parents will have increased knowledge of the transition process for children graduating from CA Early Start Program in the Tri-Counties.
2. FRC staff will have increased knowledge of the transition process for children graduating from CA Early Start Program in the Tri-Counties.
3. Parents will have increased knowledge of community resources for their child.
4. Parents will have increased confidence in accessing services for their child.
5. FRC staff will have skills to provide informal and formalized training to parents on transition.

6. Community partners will have increased knowledge of the importance of supporting parents during transition.

During the period between Oct. 1, 2014 and Sept. 30, 2015 it is expected that 150 family members will receive training, information, and support. At this time it is expected that at least eight FRC staff will participate in the training of trainer's activities for increased information sharing beyond the scope of the grant. Ten or more community partners will participate in activities focused on serving and supporting families through the transition process and will support increased collaboration and coordination of services.

Evaluation will utilize surveys for services provided, including, where applicable, pre and post surveys. Qualitative input from project participants and partners will be gathered for evaluation and analysis by the FRC team. Evaluation will help to drive FRC services.

This proposal has not been submitted to any other Area Board for potential funding for this grant cycle.

4100 - State Council on Developmental Disabilities

Grant Budget Detail Sheet

Grant Period -- October 1, 2014 through September 30, 2015

CATEGORY OF EXPENSE	SCDD GRANT FUNDS	MATCHING FUNDS	TOTAL PROJECT COSTS
DIRECT COSTS			
Salaries and Wages			
1) Rainbow Early Start Coordinator (TBD)	\$5,839	\$1,666	\$7,505
2) Alpha Staff	\$1,606	\$1,667	\$3,273
3) PHP Staff	\$1,606	\$1,667	\$3,273
4)	\$0		\$0
Subtotal Salaries and Wages	\$9,051	\$5,000	\$14,051
Employee Benefits	\$1,357	\$0	\$1,357
Consultant / Subcontracted Services			
1) Training Consultants: L. Landry, B. Ammons	\$2,100	\$0	\$2,100
2)	\$0	\$0	\$0
3)	\$0	\$0	\$0
Subtotal Consultant / Subcontracted Services	\$2,100	\$0	\$2,100
Other Expenses Directly Related to the Grant			
Presenter Travel	\$362	\$0	\$362
Mileage FRC Staff including Early Start Coordinator	\$1,512	\$0	\$1,512
Printing of Local and State Developed Transition Guides	\$2,040	\$0	\$2,040
Office Supplies	\$200	\$0	\$200
Postage	\$1,200	\$0	\$1,200
Other Expenses: Presenters Lodging	\$360	\$0	\$360
Subtotal Other Expenses	\$5,674		\$1,322
TOTAL DIRECT COSTS	\$19,182		\$19,182
INDIRECT COSTS (Maximum 15% of grant)	\$1,818	\$5,000	\$6,818
TOTAL	\$20,000	\$5,000	\$25,000

ba

ATTACHMENT 1

CONTINUATION OF FUNDING LETTER

N/A

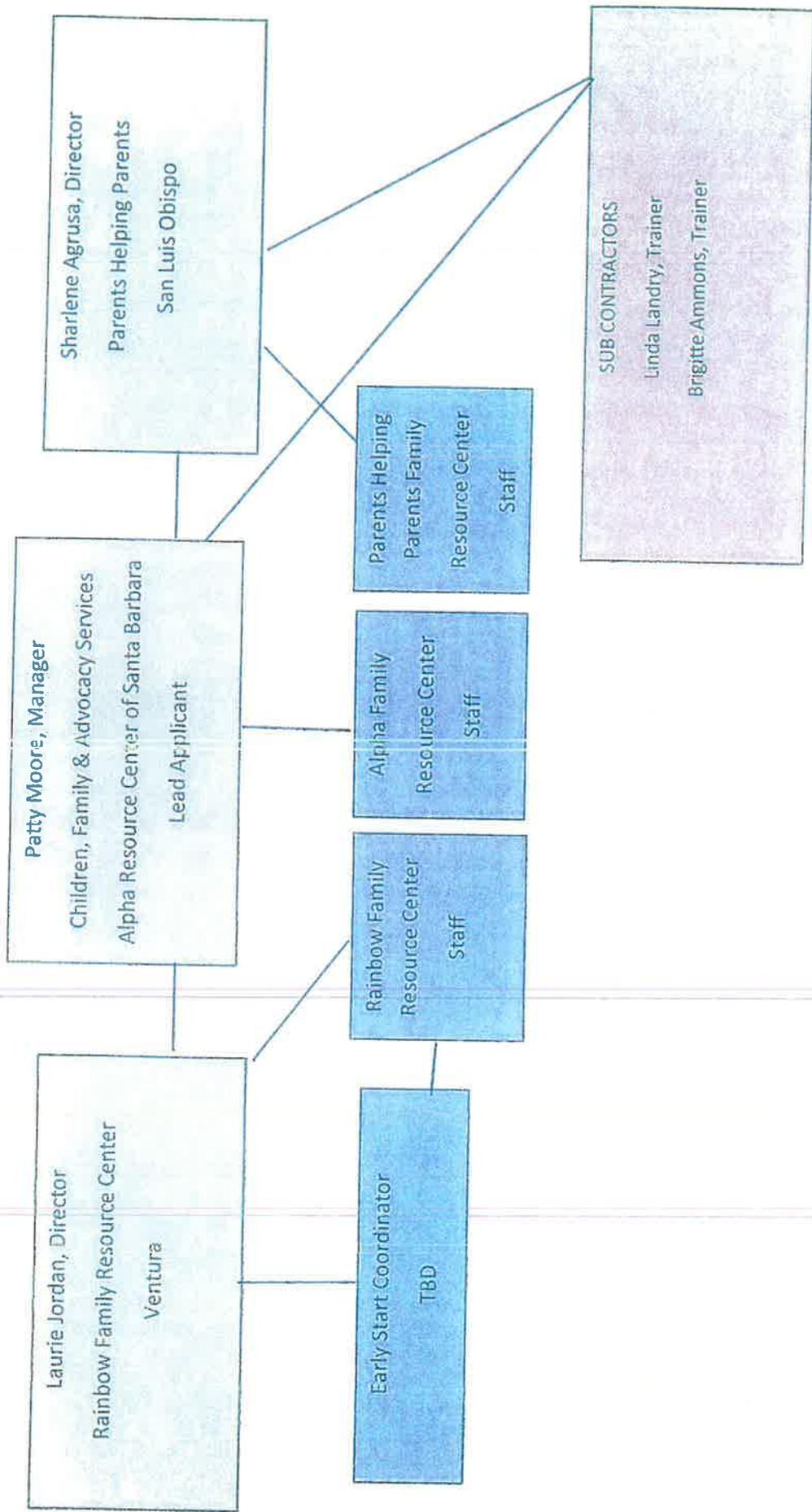
Skills and knowledge gathered through this project will be used in the future as it is related to support and resource services provided by FRC staff.

ATTACHMENT 2
ORGANIZATIONAL CHART



ORGANIZATIONAL CHART

Early Start Transition Project—A Family Resource Center Collaborative



ATTACHMENT 3

PERSONNEL INFORMATION

Resume:

1. Landry
2. Ammons
3. Moore (lead agency applicant)

Linda Joy Landry
LindaJoyLA@aol.com
888 Oneonta Drive Los Angeles, CA 90065-4125
LindaJoyLA@aol.com
323/255-0354 voice 323/258-7539 fax

1995 to Present

Independent Contracts with projects directed at educating and recruiting parents of children with disabilities.
WestEd
Family Resources and Supports Insititue Planning Committee – 1999, 2000, 2001, 2002, 2003, 2004, 2005, 2006, 2007, 2008, 2009, 2010, 2011, 2012
Strategies

1995 – 2008

CALSTAT
Special EDge – Editor (review for person first and parent friendly presentation of articles)

1993 - 1994 Project Coordinator
Hollywood/Los Angeles Early Intervention Council
Los Angeles Interagency Coordinating Area (LICA)

1990 - 1993 Project Coordinator
NICU Parent Support Project
USC/University Affiliated Programs

1984 - 1985 Provost Student Services
California Family Studies Center, Burbank

1981 – 1983 Divorce Mediation Research Project
Worked part time as Research Assistant. Located pre-selected subjects; described the objectives of the project; enlisted their participation; and administered questionnaire over the telephone.

Free-lance Word Processing, Coding and Data Entry
Wordprocessed dissertations, professional paper, and articles for publication. Coded self-administered questionnaire data; mainframe data entry of raw research data.

**Board and Organization Memberships:
1988-1991**

Los Angeles Countywide Interagency Coordinating Council –
Chairperson
Vice Chairperson
Parent Representative
Chairperson - Parent Coalition

1990 - Present

Family Resource Center/Network of Los Angeles County –
Chairperson
Secretary
Los Angeles County Representative – present

- 1991 – Present**
Family Resource Centers Network of California –
Regional Representative – Los Angeles
Vice Chair
Chairperson – 2002 to present
- 1992 – Present**
Family Voices of California Council
Los Angeles
- 1993 - Present**
California State Interagency Coordinating Council
Family Support Service Committee - 1993 - 1995
Quality Assurance Committee - 1995 – present
Co-Chair - 2002
Co Chair Personnel Standards Subcommittee – 1997 - 2001
- 1991 - 2004**
Frank D. Lanterman Regional Center Board of Directors
1991 to 1997 (June)
2nd Vice President - 1995 - 1996
Secretary 1994 - 1995
Board Advisor 1997 – present
Consumer and Family Services Committee
Member 1989 - 1997
Chair 1991 – 1994
- 1996 – 2008**
Chanda Smith Consent Decree (Los Angeles Unified School District)
Executive Committee – Member - 1996 – 2003
Finance and Budget Committee – Chair – 1996 – 2003
Modified Consent Decree Parent’s Council – Chair – 2003 – 2005
Parent member - 2007
- 1996 - 2003**
Protection and Advocacy Inc. Board of Directors
Member – 1996
Organizational Development Committee Chair- 1998
Executive Committee Member at Large – 1999
Chief Financial Officer – 2000
President – 2002/2003
Board Development Committee 2003
- 1994- 2005**
Koch-Young Family Resource Center Advisory Committee
Chair - 2006
Koch-Young Resource Center – Peer Support Partner
- 1996 - 1998**
Blind Childrens Center - Program Committee
- 1990 - present**
USC - University Center on Excellence in Developmental
Disabilities/Childrens Hospital Los Angeles
Community Advisory Committee – member
- 1986 – 2000**
Mt. Washington Elementary School -
Site Council - 1986 - 1990
PTA - Secretary - 1988
1st Vice President/Parent Education - 1990
President – 1991
Delevan Drive Elementary School –
Cluster representative – 1997 – 2000

Landry 2012

- 2003 – present** **Cub Scout Pack 188 - Advancement Chairperson - 1988 – 1990**
- California Childrens Services Los Angeles**
 Family Centered Care Committee
- 2005 – present** **California Family Resource Association – Secretary**
- 2007 – present** **Childrens Hospital of Los Angeles – member**
 Parent Advisory Committee
- 2007-2008** **Westside Family Resource and Empowerment Center**

BRIGITTE M. AMMONS

EDUCATION

Bachelor of Arts, Child Development, California State University, Los Angeles, 1984

Multiple Subjects/S.H. Credential, California State University, Los Angeles, 1985

Master of Arts Program, Early Childhood/Severely Handicapped, California State University, Los Angeles

EXPERIENCE

May, 1991 – Present

Disability Rights CA (*formerly-Protection and Advocacy, Inc.*)

3580 Wilshire Blvd., Suite 902

Los Angeles, CA 90010-2512

Senior Advocate

Advocate for clients with developmental disabilities in their relations with schools, regional centers and other service providers. Interview clients and assist lawyers. Specialize in application of P.L. 99-457.

July, 1991 – July, 1993

California State University, Los Angeles

Development Office

5151 State University Drive

Los Angeles, California 90032

Consultant

Responsible for fundraising and program development for the expansion and renovation of the Anna Bing Arnold Child Care Center on the campus. On completion the Center will feature the full inclusion of children with disabilities.

January, 1988 – May, 1991

Centro de Niños y Padres, Division of Special Education

California State University, Los Angeles

5151 State University Drive

Los Angeles, California 90032

Program Coordinator

Hired, trained and/or supervised classroom and auxiliary staff and provided fiscal management and inter-agency liaison. Supervised student teachers for the University. Provided early

intervention services for young children with developmental disabilities and their families. The program had 14 staff members and served 65 families.

September, 1978 – August, 1985

Los Angeles Unified School District,
Lowman Elementary School
Assistant Teacher

Worked in classroom for children with autism and in classroom for children in the preschool severe program.

June, 1975 – December, 1975

Linwood Children's Center
Church Lane
Ellicott City, Maryland 21043
Residence Supervisor/Assistant Teacher

Supervised dormitory staff during morning preparation and breakfast. Worked in classroom as assistant teacher at this residential school for children with autism.

August, 1973 – August 1975

Maryland School for the Blind
3501 Taylor Ave.
Baltimore, Maryland 21236
Dormitory Supervisor

Supervised the residential program and facility for 50 boys with multiple handicaps. Staff included 15 houseparents and houseparent aides, nine teacher aides and two housekeepers.

REFERENCES

Furnished upon request.

Patricia Moore

Director, Children & Family Services

Alpha Resource Center of Santa Barbara

Since 1990, Patricia (Patty) Moore has coordinated Family First, the Family Resource Center (FRC) serving Santa Barbara County. The FRC's were established under the California Early Intervention Services Act. Family First provides resource information, referral, training, and disability education and support for families who have children with special needs. Focused on answering the specific needs of families in Santa Barbara County, Patty has been instrumental in spearheading efforts to improve systems of care while using local, state, and national resources to enhance services to children with special needs, their families, those that serve them and their communities.

In 1992, Patty became active in the planning and implementation of California's Early Start Program, which serves families who have infants and toddlers with developmental disabilities and those who are at risk of developmental delay. Patty previously co-chaired the Family Support Services Committee of the CA Interagency Coordinating Council on Early Intervention, is past chair of the Family Resource Centers Network of California, and represented FRC's on the legislatively mandated Early Start Workgroup. She is also past chair of the Santa Barbara County Interagency Coordinating Council, and was the first parent of a child with special needs to hold this position. In addition, Patty is a certified trainer for Project CRAFT (Culturally Responsive and Family Focused Training) for professionals in early intervention. She has served as a SEEDS Consultant, a joint project of CA Dept. of Education and the Sacramento Office of Education.

Until March 2006, Patty served as a commissioner to the First 5 Children & Families Commission of Santa Barbara County and is the past co-chair of the Advisory Council of the University of Southern California Center for Excellence in Developmental Disabilities Research, Education, and Service.

As a parent of three sons, the youngest who was born with Down syndrome and who is currently transitioning into adulthood, Patty brings a family-focused perspective to her numerous presentation topics, including:

- "Team Building: Parents & Professionals"
- Infant to Preschool Transition; Disability Awareness
- "Early Start – Building Bridges"
- Parenting Your Child with Special Needs
- Parent to Parent Mentor Training
- "Inclusion Works!"
- Accessing Resources
- Family Voices Leadership Training
- Family Centered Care
- "Taking Care of Yourself: If You Don't, Who Will?"
- Telling Your Own Story, Family Voices of CA Leadership Series
- The Right Question
- Playing Well With Others, Family Voices of CA Leadership Series
- Ways You Can Serve, Family Voices of CA Leadership Series
- Rules of the Road, Family Voices of CA Leadership Series

EMPLOYMENT & COMMUNITY SERVICE

2008 – Present	Manager, Children, Family, & Advocacy Services, Alpha Resource Center
2003 - Present	Director, Children & Family Services, Alpha Resource Center
1991 – Present	Program Manager, Family First, Alpha Resource Center of Santa Barbara
1991 – Present	Member, Santa Barbara County Council on Early Intervention
1996 – Present	Member, Project C.R.A.F.T. Local Training Team
2000 – Present	Member, Family Voices of California
2002 - Present	Member, Inclusive Child Care Action Team, Child Care Planning Council
2006	Completion of Training, Mediation and Negotiation
2001 – 2006	Member, Children & Families Commission of Santa Barbara County
2000 - 2005	Member, SBSD Special Education Parent Advisory Council
2002 – 2005	Co-Chair, USC – UAP Advisory Council

1998 – 2004	Member, Santa Barbara County Child Care Planning Council
1995 – 2004	Community Representative, CA State Interagency Coordinating Council
1998 – 2003	Co-Chair, Family Support Services Committee of CA State ICC
1997 – 2001	Chair, Family Resource Centers Network of California
2000	Completion of Training, Alternative Dispute Resolution
1998 – 2000	Member, Comprehensive System of Personnel Development Advisory
1998 – 2000	Member, Advisory Committee, Santa Barbara Parks & Recreation Adaptive
1998 – 2000	Member, Advisory Committee, Children's Resource & Referral Center
1998 - 1999	Member, Early Start Workgroup, Legislative Mandate
1993 – 1998	Chair, Santa Barbara County Council on Early Intervention
1998	California Representative to "National Communities Can!" Bethesda, MD
1994-1998	Participant -California Connections: Assuring Access to Preventive Services Under Reformed Systems of Health Care for Children with Special Health Care Needs and their Families (MCJ-06R005)
1992	Completion of Training, "Visiting Parents", National Parent Training Institute
1989 - 1992	Instructional Assistant, SBCEO Early Intervention Program

AWARDS & RECOGNITION

2007	University of California Santa Barbara, Thomas Haring Memorial Award
2007	Alpha Resource Center Employee Achievement
2006	California Parent Leadership Award
2001	Family Resource Centers Network of CA Special Recognition for Service
2000	"Hero Award", Tri-Counties Regional Center, Santa Barbara, CA
2000	Certificate of Recognition, California State Senate and Assembly
1998	"Stand for Children", Recognition, Outstanding Community Service
1994	California Conference of Executives of The Arc, Employee of the Year
1993	Arc Community Service Award

ATTACHMENT 4

PREVIOUS GRANTS/AWARDS (LAST TWO YEARS)

Lead Applicant: Alpha Resource Center, Children, Family & Advocacy Services

Grants Received:

2012 WestEd Local Training Grant

Engaging Families - \$5,000

Training for Early Intervention Providers SB & SLO Counties

Contact: Patty Moore pjmoore@alphasb.org 805.683.2145

2011-2012 Area Board 9

Advocacy Training - \$2,164

Contact: Julie Badella jbadella@alphasb.org 805.683.2145

2014 City of Goleta

Bilingual Parent Support-Education Groups Goleta - \$2,000

Contact: Marisa Pasquini mpasquini@alphasb.org 805.683.2145

ATTACHMENT 5

PAYEE DATA RECORD FORM

ATTACHMENT 6

LETTERS OF SUPPORT

1. Tri-Counties Regional Center
2. Ventura County Special Education Local Plan Area
3. Santa Barbara County Special Education Local Plan Area
4. San Luis Obispo Special Education Local Plan Area
5. United Cerebral Palsy of San Luis Obispo



Early Start Family Resource Center Letter of Support
Tri-Counties Regional Center
3450 Broad Street, Ste.111, San Luis Obispo, CA 93401
Contact Person Joe Bremm
Telephone Number 805 621 8204

It is with great confidence that Tri-Counties Regional Center supports the proposal of Parents Helping Parents FRC, ALPHA FRC, and Rainbow FRC to Area Board 9 Cycle 37 Program Development Grant for the Early Start Family Resource Center Transition Project. This project will provide education and support opportunities to parents of children graduation from the California's Early Start Program into special education services. The expansion of their services for families would greatly benefit families of children with special needs in San Luis Obispo, Santa Barbara, and Ventura counties.

We support their proposal to develop the Early Start Transition Project for the following reasons:

All of our Family Resource Centers have a long history of collaboration with all elements of the Early Start community. They have been able to respond quickly and efficiently to ever changing budgetary and regulatory requirements while maintaining positive working relationships with parents, Regional Center staff, Service Providers, School personnel, and other elements of the Early Start Community. We have worked together to create and implement the Prevention Program mandated by trailer bill legislation. As that program phased out, the FRCs developed and implemented in collaboration with the Regional Center the Prevention Resource Referral System (PRRS) program. All of this work was done in a collaborative and family centered manner. They are creative, efficient and able to produce a great product in a timely fashion.

Some other things to consider when evaluating this proposal are that we have been engaged in a productive, collaborative relationship with our FRCs for many years. We have worked together on many joint projects bringing resources and high quality training to each of our three counties. Our interactions are characterized by respect, trust and partnership.

The services outlined in this proposal align with best practice recommendations from both federal and state oversight agencies. The proposed services will help to make a difficult transition less stressful for families and their children.

We encourage the Area Board 9 Grant to fund this proposal to benefit the children and families transitioning from Early Start in the Tri-Counties area.

Sincerely,



Joe Bremm
Manager, Early Start & Intake
Tri-Counties Regional Center



Ventura County Special Education Local Plan Area

5100 Adolfo Road, Camarillo, CA 93012

(805) 437-1560 • FAX (805) 437-1599

www.venturacountyselfa.com

Mary E. Samples, Assistant Superintendent

Area Board 9
200 East Santa Clara Street, Suite 210
Ventura, CA 93001

To Grant Committee:

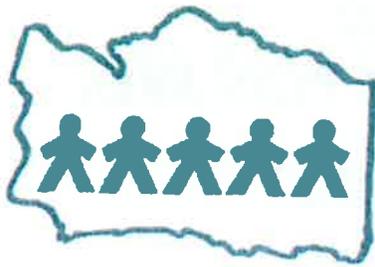
The Ventura County Special Education Local Plan Area (SELPA) unconditionally supports the Early Start Transition Project, an FRC Collaborative in Ventura, Santa Barbara and San Luis Obispo Counties. The collaborative will enhance the knowledge, skills, and confidence of parents who have children preparing for the transition from California's Early Start Program. The attached application supports local partnerships to increase coordination, communications, and collaboration among parents, FRC staff, and community partners.

The FRCs in the Tri-Counties have a long history of providing valuable parent to parent support, information, resources, referral, and transition assistance to families. They are longtime community partners ensuring access to quality services to families. Area Board 9 funding will enhance existing efforts and build upon improved services for families by engaging providers and families in project goals, evaluation, and ongoing collaborative activities.

On behalf of the Ventura County SELPA and the children and families we serve, I urge you to approve and fund this grant application. Your consideration is greatly appreciated.

Sincerely,

Mary E. Samples
Assistant Superintendent
Ventura County SELPA



Santa Barbara County
Special Education Local Plan Area
A Joint Powers Agency

May 15, 2014

Early Start Family Resource Center Letter of Support

It is with great confidence that Santa Barbara County SELPA supports the proposal of Parents Helping Parents FRC, Alpha FRC, and Rainbow FRC to Area Board 9 Cycle 37 Program Development Grant for the Early Start Family Resource Center Transition Project. This project will provide education and support opportunities to parents of children graduation from the California's Early Start Program into special education services. The expansion of their services for families would greatly benefit families of children with special needs in, Santa Barbara, Ventura, and San Luis Obispo counties.

Santa Barbara County SELPA (SBCSELPA) supports their proposal to develop the Early Start Transition Project. The SBCSELPA and Alpha have been collaborative partners for a long time. Along with the Community Advisory Committee and our local districts we have continued to support each other in our common vision of supporting students with disabilities and their families. Families with very young children who are just learning about special education need the support this program could provide.

We encourage the Area Board 9 Grant to fund this proposal to benefit the children and families transitioning from Early Start in the Tri-Counties area.

Sincerely,

Jarice Butterfield, Director
Santa Barbara SELPA



SAN LUIS OBISPO COUNTY
SPECIAL EDUCATION LOCAL PLAN AREA

8005 Morro Road
Atascadero, CA 93422
Phone: (805) 782-7301 / FAX: (805) 466-1473

May 14, 2014

Early Start Family Resource Center Letter of Support

It is with great confidence that San Luis Obispo County SELPA supports the proposal of Parents Helping Parents FRC, ALPHA FRC, and Rainbow FRC to Area Board 9 Cycle 37 Program Development Grant for the Early Start Family Resource Center Transition Project. This project will provide education and support opportunities to parents of children graduation from the California's Early Start Program into special education services. The expansion of their services for families would greatly benefit families of children with special needs in San Luis Obispo, Santa Barbara, and Ventura counties.

San Luis Obispo County SELPA supports their proposal to develop the Early Start Transition Project. The SELPA and Parents Helping Parents have been collaborative partners for a long time. Along with the Community Advisory Committee and our local districts we have continued to support each other in our common vision of supporting students with disabilities and their families. Families with very young children who are just learning about special education need the support this program could provide.

We encourage the Area Board 9 Grant to fund this proposal to benefit the children and families transitioning from Early Start in the Tri-Counties area.

Sincerely,

A handwritten signature in blue ink that reads "Jill Heuer".

Jill Heuer, SELPA Director

May 15, 2014

United Cerebral Palsy of SLO
Mark Shaffer, Executive Director
3620 Sacramento Drive, Ste. 201
San Luis Obispo, CA 93401
805.543.2045 shafmt@aol.com

To Whom It May Concern:

UCP of SLO overwhelmingly supports the Early Start Transition Project, an FRC Collaborative in Ventura, Santa Barbara and San Luis Obispo Counties to enhance knowledge, skills, and confidence of parents who have children preparing for the transition from California's Early Start Program. The transition from Early Start is a critical component to the services provided to families and involves preparation, planning, and collaboration. This application supports local partnerships to increase coordination, communication, and collaboration among parents, FRC staff, and community partners.

The FRCs in the Tri-Counties have a long history of providing parent to parent support, information, resources, referral, and transition assistance to families. They have been long-time collaborative partners and a lead resource to many agencies supporting families with special needs throughout their communities. Countless families served by the Tri-Counties Regional Center rely on their ongoing support from birth through adulthood.

UCP encourages Area Board 9 funding to enhance existing efforts and build upon improved services for families by engaging providers and families in project goals, evaluation, and ongoing collaborative transition activities.

Sincerely,



Mark Shaffer
Executive Director, UCP of SLO

Area Board 9 Proposal Checklist

Program Development Grant
Request for Proposal
Federal Fiscal Year 2014/15 - Cycle 37

In completing this form, the proposer acknowledges that the following items are included in the proposal, in accordance with the instructions provided in the RFP. **This checklist should be included with the proposal package and each item marked with a "X" to show that the item was sent.**

Check box below to indicate inclusion in proposal

- Cover Letter
- Project Data Sheet
- Project Narrative (not to exceed 8 pages)
- Budget Detail Worksheet (including description of identified expenses)
- Continuation of Funding Letter, if applicable.
- Organization Chart
- Curricula Vitae/Resumes and position descriptions, as applicable
- List of Previous Grants/Awards _____

- Payee Data Record Form
- (3) Letters of Support
- Proposal Checklist

- Service Provided In (vone): Workshop/Training ○
Support Group or Small Group Meeting ○
Home or Office Visit ○
Other ○ _____

Early Start Transition Project Pre & Post Family Member Survey

Please complete prior to the activity.

1. I believe my knowledge of the transition process from Early Start is:

Minimal 1 Fair 2 Good 3 Strong 4

2. I feel my knowledge of community resources is:

Minimal 1 Fair 2 Good 3 Strong 4

3. My confidence in accessing the services my child needs is:

Minimal 1 Fair 2 Good 3 Strong 4

Please complete after the activity.

1. With the information I have received, I believe my knowledge of the transition process from Early Start is:

Minimal 1 Fair 2 Good 3 Strong 4

2. With the information I have received, I feel my knowledge of community resources is:

Minimal 1 Fair 2 Good 3 Strong 4

3. I now feel my confidence in accessing the services my child needs is:

Minimal 1 Fair 2 Good 3 Strong 4

Helpful Tips

Circle the number that you feel best reflects your answer in completing the sentence.

There are no wrong answers! This survey helps us to know if we need to improve our services.

What does the scale mean?

Minimal 1
I have very little knowledge about this topic.

Fair 2
I know some things about this topic.

Good 3
I have a solid foundation of skills on this topic.

Fairly Strong 4
I am confident with my knowledge on this topic.

Name of Workshop/Training: _____

Early Start Transition Project Pre & Post FRC Staff Survey

Please complete prior to the activity.

1. I believe my knowledge of the transition process from Early Start is:

Minimal 1 Fair 2 Good 3 Strong 4

2. I feel my ability to provide informal training to parents and other professionals is:

Minimal 1 Fair 2 Good 3 Strong 4

3. My skills in providing formalized training are:

Minimal 1 Fair 2 Good 3 Strong 4

4. My knowledge of good presentation skills and techniques is:

Minimal 1 Fair 2 Good 3 Strong 4

Please complete after the activity.

1. With the information I have received, I believe my knowledge of the transition process from Early Start is:

Minimal 1 Fair 2 Good 3 Strong 4

2. With the information I have received, I feel my ability to provide informal training to parents and other professionals is:

Minimal 1 Fair 2 Good 3 Strong 4

3. I now feel my skills in providing a formalized training are:

Minimal 1 Fair 2 Good 3 Strong 4

4. I now feel my knowledge of good presentation skills and techniques is:

Minimal 1 Fair 2 Good 3 Strong 4

Helpful Tips

Circle the number that you feel best reflects your answer in completing the sentence.

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I have a solid foundation of skills on this topic.

Fairly Strong 4
I am confident with my knowledge on this topic.

PROJECT DATA SHEET

1. Applicant Information

Application Number: <i>(Assigned by Council)</i>	
Project Name <i>(55 characters):</i>	Get Safe's First Responder Training
Organization Name:	Project Get Safe
Organization Website:	www.GetSafeUSA.com
Organization Address:	3053 Edinger Avenue
Organization City/State:	Tustin, CA
Organization Zip Code:	92780
Taxpayer ID Number:	33-0772477
Project Period: <i>(Month /Day/Year)</i>	Start Date 10/01/2014 End Date 09/30/2015

2. Project Information

(Choices are: Non-profit, School District, County, Government Corporation, Tribal Government, For-profit, City / Town, State, Special or Regional Authority, State P & A Agency, University Center, or Other)

Type of Applicant:	Non-Profit
State Plan Goal(s)/Objective(s)	Goal #4

3. Project Funding Formula

TOTAL PROJECT COSTS	COUNCIL FUNDS	APPLICANT MATCHING FUNDS
\$23,676.00	Amount: \$17,756.00 Percentage: 75.00%	Amount: \$5,920.00 Percentage: 25.00%
Grant Type (Poverty or Non-Poverty)	Non-Poverty Area	

4. Contact Information:

Name of Project Director :	Stuart Haskin
Title:	Executive Director
Telephone:	(714) 834-0050 x.105
Fax:	(714) 834-0070
Email:	stuart@getsafeusa.com

Check if Same as Project Director

Name of Financial Officer :	Stuart Haskin
Title:	Executive Director
Telephone:	(714) 834-0050 x.105
Fax:	(714) 834-0070
Email:	stuart@getsafeusa.com

5. Signatory Authority:

Check if same as Project Director

Name of Organization Director :	Stuart Haskin
Title:	Executive Director
Telephone:	(714) 834-0050 x.105
Fax:	(714) 834-0070
Email:	stuart@getsafeusa.com
Date:	06/26/2014

Get Safe's First Responder Training: Enhancing Your Ability to Effectively Respond to Persons with Developmental Disabilities

ABSTRACT

For the past 15 years, Get Safe has successfully worked with Regional Centers and Area Boards throughout California to create collaborative partnerships between communities and the agencies that provide services for persons with developmental disabilities through its safety education, self-advocacy forums, and diversity-awareness trainings. Based on experience interacting with and listening to the expressed needs of consumers and their families, services providers, and first responders, Get Safe has developed a First Responder Training that effectively protects and assists individuals with a developmental disability within the community. People with developmental disabilities may be misunderstood when interacting with law enforcement, community helpers, or when navigating the legal system. The goal of Get Safe's First Responder Training Program is to provide proven techniques and tools to help first responders and other professionals more effectively recognize and successfully assist persons with developmental disabilities, especially in emergency situations. Get Safe's view of a "First Responder" is not strictly represented by a professional title, but instead, the first person to respond to an emergency situation. Get Safe proposes conducting fifteen (15), 90-minute trainings for traditional first responders (i.e. police officers, EMT, & fire personnel), and any other service professional, community member, care giver, family member, and/or potential bystander that may have contact with an individual with a developmental disability. The priority of Get Safe's First Responder Training is to educate and train first responders to more effectively communicate and safely assist individuals with a developmental disability while honoring these individuals' rights to safely navigate and contribute to their community.

QUALIFICATIONS

Since 1993, Get Safe has assisted and helped to protect individuals with developmental disabilities by educating professionals, community helpers, care givers, and family members on the importance of these individuals' personal safety and rights. Get Safe has experience working with six Regional Centers and five Area Boards in California and has taught more than 100,000 individuals, including individuals with a developmental disability, as well as first responders, educators, caregivers, judicial members, and family members. In addition to working for state agencies, Get Safe has experience working in high-risk facilities, such as jails, hospitals, and lock down facilities. Stuart Haskin, the founder and Director of Get Safe, has more than 30 years of experience working in the field of safety. He is a sought after speaker on the topic of safety and is the author of numerous articles and his book, The Gift of Freedom: A Stronger, Safer You. His experience includes fourteen years as a Reserve Deputy with the Orange County Sheriff's Department and more than 30 years of experience in martial arts. Stuart oversees the selection and training of each Get Safe staff member. On average, each Get Safe trainer has 15 years of experience teaching either individuals with a developmental disability or educating individuals on the needs of this population. All of Get Safe's trainers have an undergraduate college degree, 50% have graduate degrees, and current certifications in CPR, State Crisis Intervention and Sexual Assault, and Domestic Violence Advocacy. Get Safe has also hosted 10 conferences to assist the quality of life for individuals with a developmental disability by focusing on the topics of self-advocacy, legal updates, leadership, housing, and transportation. The audience for these conferences included individuals living with a developmental disability, professionals,

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caregivers, and family members who could benefit from Get Safe's experience, teachings, and insights. Lastly, Get Safe has been approved for a POST (Peace Officer Standards and Training) Certified Class through the Orange County Sheriff's Department.

METHODOLOGY

A. Overview of Project Activities

The goal of Get Safe's First Responder Training Program is to provide highly targeted information, techniques, and tools to help first responders and other professionals more effectively recognize and work with persons with developmental disabilities, especially in emergency situations. The approach that Get Safe is proposing will provide outreach and training to traditional first responders (i.e. police officers, EMT & fire personnel, district attorneys, criminal justice professionals, doctors, etc.) and any other service professionals (i.e. city employees, community members, etc.) that may have contact with a victim or potential victim.

First Responder Training Sessions. Get Safe will conduct fifteen (15) First Responder Training (FRT) sessions conducted as 90-minute presentations. All trainings offered will be delivered as field services within Orange County, as served by Area Board 11. Details regarding the logistics of training locations and scheduling will be made in conjunction with Area Board 11 and the participating first responder agencies. The specialized training will include communication techniques and appropriate response options for situations in which individuals with disabilities may have experienced abuse or exploitation, through hands-on, scenario based methods. Each FRT session includes:

- **Pre and Post Testing** — Data currently shows a 60% increase in retained critical information, post-Get Safe training.
- **Interactive Exercises and Training Techniques** – An engaging, entertaining and impactful approach to delivering the tools, awareness and empowerment needed to recognize and work more effectively with this at-risk population.
- **Understanding Sensory Response Mechanisms** – Proven techniques and exercises help first responders understand the sensory responses persons with disabilities may have in emergency situations, including visual, aural and tactile.
- **Experiential DVD** – An innovative DVD provides real-world examples of how those with disabilities experience emergency situations and outlines effective response techniques for first responders.
- **Training Materials** – A comprehensive reference guide to help serve individuals with a developmental disability for use after trainings and to be used in the field.
- **Myths & Misinformation** - Get Safe will invalidate common misconceptions about dealing with victims of abuse or perpetrators who have disabilities through education and awareness.
- **Advocacy & Prevention Topics**
 - Interactions with Law Enforcement
 - Education and Awareness

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- Community Resources
- Proper Modeling Behaviors

Training Registration. Get Safe will develop and produce promotional and registration materials for all trainings. Participants will have the option of online/email or phone-in RSVP to register for a training session. Training and registration materials will be submitted to Area Board staff in addition to the outreach that Get Safe will facilitate with local first responding agencies. As part of the registration check-in process on the morning of the training session, Get Safe will provide participants with a:

- nametag
- information program booklet
- handouts

Registration deadline for any given training session should be set as 1 week prior to the scheduled event, to allow for the production of sufficient information programs and resource handouts.

Training Locations. Under the guidance of Area Board, Get Safe will reach out to different community facilities to host trainings. For example, in the past, agencies that have hosted trainings have been law enforcement agencies, district attorney offices, theme parks, city halls, and community centers.

Flexibility. Should Area Board determine that additional service personnel would be appropriate to receive training (other than those outlined in this proposal) or have specific topics of interest that they would like to see addressed, Get Safe always incorporates a level of flexibility and customization to every training to best meet the needs of that specific group.

B. Relevance to the Council's Mission

This project is in direct accordance with Goal #4 of the State Plan to increase the knowledge and awareness of the needs and challenges that persons with disabilities face in public safety agencies, other first responders, and the justice system. Education and training is a vital preventative measure for individuals with a developmental disability, so they will not be misunderstood by law enforcement and community helpers. Persons with developmental disabilities can get lost in the legal system—whether as victims or perpetrators of crime—more often than individuals without disabilities¹, mainly because some “invisible” disabilities such as Autism Spectrum Disorders can be difficult to identify by first responders and other professionals involved in the criminal justice system.

C. Target Population

Get Safe knows that many interactions with law enforcement can escalate because of the lack of training and knowledge available to professional first responders about individuals with a developmental disability. As recent as Tuesday, May 1, 2014, United States Senator Dick Durbin called and chaired a hearing for the Senate Judiciary Subcommittee on the Constitution,

¹ Sobsey, D. (1994). Violence and abuse in the lives of people with disabilities. Baltimore: Paul H. Brookes Publishing Co.

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Civil Rights, and Human Rights to address the need to train law enforcement on how to better interact with individuals with a developmental disability². Senator Durbin is quoted saying, "Due to inadequate mental health and social services, police officers have become the first responders for disabled individuals in crisis."³ Educating law enforcement and giving them more tools to effectively identify, understand, and communicate with this population, potential misunderstandings and volatile scenarios can be deescalated. First responders might not recognize that a person has a disability that causes certain behavioral conditions, such as:

- sensory sensitivity/sensory processing disorder
- inability to communicate (non-verbal)
- inability to make/maintain eye contact
- difficulty processing information

This can result in escalated, potentially dangerous situations for both parties. For instance, in 2011 Fullerton police killed a 36-year-old man because he struggled to comply with their commands. Given recent reports highlighting negative and violent encounters between law enforcement and individuals with developmental disabilities, it is evident that law enforcement agencies, EMT, fire, hospital, and other emergency personnel can benefit from training that strengthens their ability to understand, identify, and communicate with persons with disabilities.

Get Safe's view of a "First Responder" is not strictly represented by a professional title, but instead, the first person to respond to an emergency situation. Therefore, Get Safe believes that training should extend beyond the following traditional first responders:

- police officers
- EMT's
- fire personnel
- doctors/nurses
- judicial employees

A first responder can also include individuals in the community who are the first present to respond, such as, but not limited to the following:

- city employees
- theme park employees
- retail employees
- care givers
- family members
- bystanders

By learning how to more effectively communicate with an individual with a developmental disability, all first responders can make better decisions as to whether a person's demeanor, behavior, and circumstances warrant law enforcement or health/social services intervention.

² Fritze, John. (2014). *At Congressional Hearing, Disability Training Urged for Police*. Retrieved from <http://www.disabilityscoop.com/2014/05/01/at-congressional-police/19326/>.

³ American Association of People with Disabilities. (2014). *Senate Discusses Law Enforcement and People with Disabilities* [Press release]. Retrieved from <http://aapd.com/resources/press-room/press-releases/senate-discusses-law.html>.

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D. Poverty vs. Non-Poverty Areas

Get Safe will provide services within areas served by Area Board 11. Geographically, Area Board 11's catchment does not include a county federally identified as a poverty area. Therefore, the project is not likely to include individuals in federally identified poverty areas. However, Get Safe stands ready to accommodate any modifications of inclusion criteria.

E. Role of People with Developmental Disabilities

The direct input of consumers has been incorporated into Get Safe's training curricula, as well as including a peer-educator from the developmentally disabled community to share their experiences and insight. This component will not only ensure that the needs and experiences of persons with disabilities are accurate, but will also afford participants a unique first-hand perspective from a respected member of the persons with disabilities community. Get Safe will also work in conjunction with Area Board members to identify agencies that would be best served by the training and will assist in the facilitation of continual and positive relationships with those participating agencies. Get Safe will rely on Area Board assistance to disseminate the supplemental materials through their website and other relevant outlets. Continual contact with Area Board 11 members will also ensure that the program is effectively meeting the needs and concerns of the community, and will also be a determining factor in the success and overall evaluation of the project.

F. Staff Functions

Get Safe has created an integrated model of training and support staff to facilitate:

- scheduling
- documentation
- managements
- effective execution of contracted services

The support staff will also relieve training personnel from general administrative burdens and enable them to focus on the immediate on-site training operations, while corporate staff will provide support activities, including:

- budget administration
- records management
- personnel administration
- cost accounting
- other services necessary to administer a full-service program

Get Safe's corporate staff, located in Orange County, California, is available to assist the proposed Training Program project by providing a full array of human resources, administrative and management activities. Corporate HR staff will be responsible for the selection and on-boarding of all Get Safe employees assigned to the Training Program project.

Program Director

The program director will provide direct oversight of the project:

- locating and securing training venues

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- advertising and coordinating registration
- scheduling training sessions
- organizing and supervising the program in accordance with the established policies and objectives
- assessing needs
- making recommendations
- managing the implementation training services
- establishing dialog with community agencies and resources
- fulfilling project objectives and training outcomes
- maintaining project-related records
- supervising assigned staff
- presenting internal quality assessment results to Senior Management at headquarters
- identifying barriers in completing program objectives
- submitting documentation on actions taken to overcome such barriers to Senior Management

Administrative Assistant

Working under the supervision of the Program Director, the Administrative Assistant will oversee and manage the following:

- all project-related administrative tasks and documentation as assigned by the Program Director
- maintain master calendar/schedule of trainings and monitor inventory training materials
- create, modify, and maintain documents and materials such as training promotional and registration materials, formal correspondence, and training information programs and resource handouts

Training Coordinator

Working under the supervision of the Program Director, the Training Coordinator's responsibilities will include the following:

- ensure all curriculum is properly implemented to reach training objectives
- assist with training enhancements
- present community information, including program updates and resources
- communicate and track program evaluation data completed by Training Specialists

Training Specialists

The responsibilities of the Training Specialists will include the following:

- present safety awareness
- present education training information to diverse audiences (including youth, adults, and persons with developmental disabilities)
- follow all policies and procedures established by Get Safe
- travel to designated training locations, as assigned by the Program Director

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- submit training reports on each training session, with details on attendance, issues encountered, and suggestions for improvement to the Program Director

OUTCOMES & EVALUATION

A. Expected Outcomes

At the completion of the proposed project, Get Safe will have achieved effective and successful transfer of knowledge of its curriculum to participating community professionals. Final outcomes of the project include:

- Educating agencies by providing tools and resources to better serve, communicate, and advocate for/with individuals with a developmental disability
- Facilitate new collaborative partnerships between Area Board and community agencies
- Dispel misconceptions about persons with disabilities, particularly as they relate to the victim/perpetrator's ability to stand trial

B. Outcome Evaluations

Get Safe's outcome evaluations include the following:

1. Get Safe's pre and post tests that consist of multiple questions measuring the before and after understanding of the subject matter.
2. A program evaluation will be given to each training participant to allow requests for additional information, as well as helping Get Safe to improve its curriculum.
3. Follow-up with an organization and their participants via e-mail and/or phone call on a quarterly basis.

C. Expected Number of People Served

Each FRT training session can accommodate 40-200 participants.

- up to 3,000 family members, professionals, traditional and community first responders served across the 15 first responder training sessions

Continuation of Activities after Project Completion. Get Safe has ongoing relationships with local Area Boards and Regional Centers throughout California. As this subject matter is of high relevance and a critical focus for many agencies and advocacy groups, Get Safe is continuing to pursue a variety of grants and funding sources that would allow for the continuation and enhancement of the program. At the very least, this project will build self-perpetuating awareness within the communities of interest described herein and encourage on-going circulation of this critical information.

Duplicate Submissions

A version of this proposal has been submitted to Area Boards 1, 4, 6, 7, 10, and 13.

Flexibility: In the past, Get Safe has been flexible to adjust award amounts to what the Area Board has granted. For example, if the Area Board has decided to award two different agencies, Get Safe has been willing to work with the desire/needs of the Area Board and adjust our proposal amount awarded.

4100 - State Council on Developmental Disabilities
Grant Budget Detail Sheet
Grant Period -- October 1, 2014 through September 30, 2015

CATEGORY OF EXPENSE	SCDD GRANT FUNDS	MATCHING FUNDS	TOTAL PROJECT COSTS
DIRECT COSTS			
Salaries and Wages			
1) Program Director	\$3,600	\$1,800	\$5,400
2) Training Coordinator	\$3,300	\$1,200	\$4,500
3) Training Specialist	\$3,100	\$1,000	\$4,100
4) Administrative Assistant	\$1,700	\$920	\$2,620
Subtotal Salaries and Wages	\$11,700	\$4,920	\$16,620
Employee Benefits	\$2,340	\$0	\$2,340
Consultant / Subcontracted Services			
1)	\$0	\$0	\$0
2)	\$0	\$0	\$0
3)	\$0	\$0	\$0
Subtotal Consultant / Subcontracted Services	\$0	\$0	\$0
Other Expenses Directly Related to the Grant			
Travel	\$0	\$0	\$0
Office Supplies	\$0	\$0	\$0
Printing	\$0	\$0	\$0
Space Occupancy / Rent	\$0	\$0	\$0
Equipment	\$0	\$0	\$0
Other Costs (Specify)	\$0	\$0	\$0
Training Materials	\$1,400	\$1,000	\$2,400
Subtotal Other Expenses	\$1,400	\$1,000	\$2,400
TOTAL DIRECT COSTS	\$15,440	\$5,920	\$21,360
INDIRECT COSTS (Maximum 15% of grant)	\$2,316	\$0	\$2,316
TOTAL	\$17,756	\$5,920	\$23,676



GET SAFE
Prepare - Respond - Empower

State Council On Developmental Disabilities
1507 21st Street, Suite 210
Sacramento, CA 95811

May 2nd, 2014

RE: Continuation of Funding

Get Safe has ongoing relationships with local Area Boards and Regional Centers throughout California. As this subject matter is of high relevance and a critical focus for many agencies and advocacy groups, Get Safe is continuing to pursue a variety of funding sources that would allow for the continuation, and enhancement, of the program. At the very least, this project will build self-perpetuating awareness within the communities of interest described herein and encourage on-going circulation of this critical information. A continuation of funding plan will be crafted, should the need arise.

Thank you,

A handwritten signature in blue ink, appearing to read 'Stuart Haskin', is written over a horizontal line.

Stuart Haskin
Executive Director, GetSafe™
stuart@GetSafeUSA.com
714 834-0050 x.105

Prepare - Respond - Empower
(714) 834-0050 | www.GETSAFEUSA.com | info@getsafeusa.com
3053 Edinger Avenue Tustin, CA 92780

Use of Personnel

Get Safe has created an integrated model for support staff and infrastructure to facilitate the scheduling, documentation, and effective management of contracted services. As an organization providing education, training and empowerment to a diversity of populations, Get Safe utilizes proven processes, procedures, and metrics against which personal and professional progress can be measured, within a clearly defined structure for orientation, training, and certification. In addition, corporate staff, located in Orange County, California, is available to assist by providing a full array of human resources, administrative, and management activities. To relieve on-site personnel from general administrative burdens and enable them to focus on the immediate on-site training operations, corporate staff will provide support activities, including budget and records management, personnel administration, cost accounting, and other services necessary to administer a full-service program. Corporate staff will be responsible for the selection and on-boarding of all Get Safe employees assigned to the program.

Organizational Chart



**Bio/resume include for identified project staff.*

APPROVED VENDOR FOR ALL

ONGOING SERVICES SINCE 2007

Inland
Orange County
Westside
Harbor
Lanterman

21 YEARS REGIONAL CENTERS

PROVIDES SERVICES TO 50,000+ persons with developmental disabilities, their caregivers, and professional staff

↑ = 1,000

ONGOING SERVICES SINCE 2011:

San Diego Imperial
Orange Los Angeles
San Bernardino Riverside

Area Boards 9, 10, 11, 12, 13

Stuart Haskin
Founder and Executive Director GET SAFE™

Stuart Haskin is the founder of GET SAFE, an organization dedicated to teaching personal safety, awareness and self-defense in a fun and relaxed environment. With his unique blend of humor, martial arts, and counseling experience, Stuart has been able to reach tens-of-thousands of people of all ages and backgrounds with his fundamental message of "living life without fear." His students include law enforcement professionals, survivors of violent sexual and physical assaults, as well as children, adults, seniors and persons with developmental disabilities. Stuart continues to reach people through his book, *The Gift of Freedom: Strong Safer You*, his entertaining and informative guide to living life without fear. Chock-full of helpful tips, anecdotes and real-life stories, Stuart's book has made a real-world difference in the lives of his students and readers.

Stuart's credentials include:

- Orange County Sheriff Sergeant Reserve Deputy
- State Certified Sexual Assault Victim and Domestic Violence Counselor
- Dispute Resolution Services Counselor
- California Department of Justice Dignitary Protection
- Member California Crime Prevention Officers' Association (CCPOA)
- Drug Awareness Resistance Education (DARE) Program Lecturer
- Substance Abuse Narcotics Education (SANE) Program Lecturer
- Policy Member, Violence Prevention Coalition of Orange County.
- Bachelor of Arts, California State University Fullerton
- Adult and Senior Educator for the North Orange County School District
- Member of State Special Populations Assessment Team (SPAT)
- Certified F.B.I defensive tactics trainer
- Completed F.B.I Hostage Negotiation Training

Stuart has also been a regular contributor to various periodicals on the subjects of personal safety, empowerment and self-defense.

Stuart has been under the tutelage of Grandmaster Cheng Y.M. for over 20 years, studying Northern Shao-lin Long Fist, Praying Mantis, Yang (short and long) and Chen (Tai-chi) style martial arts systems. He is a registered black belt in the United States, China, Japan, and Korea.

Stuart's additional martial arts accomplishments are as follows:

- A fourth degree black belt in Northern Shao-lin Kung Fu
- A fourth degree black belt in Hapkido
- A third degree black belt in the Tae Kwon Do World Federation
- A first degree black belt in the United States Judo Federation
- Certified in Krav Maga Defensive Tactics for Law Enforcement

FY 2012-2013 PREVIOUS GRANTS AWARDS			
Project	Funding Source	Contact Person	Amount
Get Safe's First Responder Training	AB - 10	Christofer Arroyo, Acting Executive Director 818) 543-4631	\$20,000.00
Get Safe's Self-Advocacy Group Leadership Boot Camp: Leading Self, Leading Others	AB - 11	Susan Eastman, Executive Director 714) 558-4404	\$13,067.00
Get Safe's Home Ownership for Persons with Developmental Disabilities, Made Easy	AB - 12	Vicki Smith, Executive Director 909) 890-1259	\$20,000.00
Get Safe's Stronger, Safer Persons With Developmental Disabilities Group Training Program	Orange County Regional Center	Jack Stanton, Manager Consumer & Community Resources 714) 796-5308	\$163,500.00
Get Safe's Stronger, Safer Persons With Developmental Disabilities Group Training Program	Westside Regional Center	Mary-Lou Stusser, Director of Community Services 310) 258-4042	\$7,805.00
FY 2013-2014 PREVIOUS GRANTS AWARDS			
Project	Funding Source	Contact Person	Amount
Get Safe's Self-Advocacy & Leadership Program: Leading Self, Leading Others	AB - 12	Vicki Smith, Executive Director 909) 890-1259	\$10,000.00
Get Safe's First Responder Training	AB - 13	Mary Ellen Stives, Executive Director 619) 688-3323	\$10,000.00
Get Safe's Stronger, Safer Persons With Developmental Disabilities Group Training Program	Orange County Regional Center	Jack Stanton, Manager Consumer & Community Resources 714) 796-5308	\$163,500.00
Get Safe's Stronger, Safer Persons With Developmental Disabilities Group Training Program	Westside Regional Center	Mary-Lou Stusser, Director of Community Services 310) 258-4042	\$7,805.00

PAYEE DATA RECORD

(Required when receiving payment from the State of California in lieu of IRS W-9)
 STD. 204 (Rev. 6-2003)

1	<p>INSTRUCTIONS: Complete all information on this form. Sign, date, and return to the State agency (department/office) address shown at the bottom of this page. Prompt return of this fully completed form will prevent delays when processing payments. Information provided in this form will be used by State agencies to prepare Information Returns (1099). See reverse side for more information and Privacy Statement.</p> <p>NOTE: Governmental entities, federal, State, and local (including school districts), are not required to submit this form.</p>								
2	<p>PAYEE'S LEGAL BUSINESS NAME (Type or Print) GET SAFE</p> <table border="1" style="width:100%; border-collapse: collapse;"> <tr> <td style="width:60%;">SOLE PROPRIETOR - ENTER NAME AS SHOWN ON SSN (Last, First, M.I.)</td> <td>E-MAIL ADDRESS stuart@getsafeusa.com</td> </tr> <tr> <td>MAILING ADDRESS 3053 Edinger Avenue</td> <td>BUSINESS ADDRESS 3053 Edinger Avenue</td> </tr> <tr> <td>CITY, STATE, ZIP CODE Tustin, CA 92780</td> <td>CITY, STATE, ZIP CODE Tustin, CA 92780</td> </tr> </table>			SOLE PROPRIETOR - ENTER NAME AS SHOWN ON SSN (Last, First, M.I.)	E-MAIL ADDRESS stuart@getsafeusa.com	MAILING ADDRESS 3053 Edinger Avenue	BUSINESS ADDRESS 3053 Edinger Avenue	CITY, STATE, ZIP CODE Tustin, CA 92780	CITY, STATE, ZIP CODE Tustin, CA 92780
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CITY, STATE, ZIP CODE Tustin, CA 92780	CITY, STATE, ZIP CODE Tustin, CA 92780								
3	<p>ENTER FEDERAL EMPLOYER IDENTIFICATION NUMBER (FEIN): 33-0772477</p> <p> <input type="checkbox"/> PARTNERSHIP CORPORATION: <input type="checkbox"/> ESTATE OR TRUST <input type="checkbox"/> MEDICAL (e.g., dentistry, psychotherapy, chiropractic, etc.) <input type="checkbox"/> LEGAL (e.g., attorney services) <input checked="" type="checkbox"/> EXEMPT (nonprofit) <input type="checkbox"/> ALL OTHERS </p> <p> <input type="checkbox"/> INDIVIDUAL OR SOLE PROPRIETOR ENTER SOCIAL SECURITY NUMBER: - - - - - </p> <p style="font-size: small; text-align: center;">(SSN required by authority of California Revenue and Tax Code Section 18546)</p>	<p>NOTE: Payment will not be processed without an accompanying taxpayer I.D. number.</p>							
4	<p>PAYEE RESIDENCY STATUS</p> <p><input checked="" type="checkbox"/> California resident - Qualified to do business in California or maintains a permanent place of business in California.</p> <p><input type="checkbox"/> California nonresident (see reverse side) - Payments to nonresidents for services may be subject to State income tax withholding.</p> <p style="margin-left: 20px;"> <input type="checkbox"/> No services performed in California. <input type="checkbox"/> Copy of Franchise Tax Board waiver of State withholding attached. </p>								
5	<p>I hereby certify under penalty of perjury that the information provided on this document is true and correct. Should my residency status change, I will promptly notify the State agency below.</p> <table border="1" style="width:100%; border-collapse: collapse;"> <tr> <td style="width:70%;">AUTHORIZED PAYEE REPRESENTATIVE'S NAME (Type or Print) Stuart Haskin</td> <td>TITLE Executive Director</td> </tr> <tr> <td>SIGNATURE </td> <td>DATE 05/02/2014</td> </tr> <tr> <td></td> <td>TELEPHONE (714)834-0050</td> </tr> </table>			AUTHORIZED PAYEE REPRESENTATIVE'S NAME (Type or Print) Stuart Haskin	TITLE Executive Director	SIGNATURE 	DATE 05/02/2014		TELEPHONE (714)834-0050
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SIGNATURE 	DATE 05/02/2014								
	TELEPHONE (714)834-0050								
6	<p>Please return completed form to:</p> <p>Department/Office: _____</p> <p>Unit/Section: _____</p> <p>Mailing Address: _____</p> <p>City/State/Zip: _____</p> <p>Telephone: (____) _____ Fax: (____) _____</p> <p>E-mail Address: _____</p>								



AREA BOARD XIII
Office of the State Council on Developmental Disabilities
State of California

8880 Rio San Diego Dr., Suite 250
San Diego, CA 92108-1634

Phone: 619-688-3323
Fax: 619-688-3296

May 1, 2014

To Whom It May Concern:

On behalf of the State Council on Developmental Disabilities, Area Board 13, I would like to extend our support of "Get Safe". Having awarded "Get Safe" several sizeable grants, I have seen first-hand the quality of their services, and witnessed the enthusiasm they bring to their trainings. The response we have received from individuals with disabilities, families, support staff and other professionals has been extremely positive. Immediately following the most recent presentation provided by "Get Safe" the group requested a second training for additional staff! Unlike many trainings, "Get Safe" engages the audience, and the information is received in such a way that the participants remember what they have learned – and know how to apply it!

Currently we are funding "Get Safe" to provide First Responder Training to educate traditional first responders, corporate employees, and community leaders on how to better interact with and serve persons with developmental disabilities. In just a short time the training is already proving to be very successful, and we have not only received extremely positive feedback and evaluations, but we have received numerous calls from other attractions making inquiries about how they too can offer this training to staff. To have unsolicited calls requesting training on a topic that is so critically important is encouraging. Students attending the "Project College" program have also had the benefit of personal safety training thanks to "Get Safe", and last year ranked it as their favorite class!

By incorporating their years of experience and expertise in the field of personal safety training for both the general and disabled populations, Stuart Haskin and his team have perfected a teaching model that is sensitive to the specific needs of those with developmental disabilities while keeping the audience fully engaged and interactive in the learning environment. "Get Safe" shares our mission to strengthen our community as we both strive to support the individuals and families that we serve to live safe, productive and independent lives. We believe that our grant dollars have been very well utilized on many levels thanks to "Get Safe". Additionally, our community connections have been enhanced because of these trainings, and we look forward to continued collaboration with "Get Safe".

If you would like any further information, please feel free to contact me at 619-688-3323.

Sincerely,

Mary Ellen Stives

Executive Director, Area Board XIII, Office of the State Council on Developmental Disabilities
(Serving San Diego and Imperial Counties)



LOS ANGELES COUNTY DISTRICT ATTORNEY'S OFFICE
BUREAU OF PROSECUTION SUPPORT OPERATIONS • TRAINING DIVISION

JACKIE LACEY • District Attorney
SHARON J. MATSUMOTO • Chief Deputy District Attorney
PAMELA BOOTH • Assistant District Attorney

SERGIO A. GONZALEZ • Director

July 23, 2013

GET S.A.F.E.
Scan Access Forecast Execute
Training • Education Empowerment
17602 17th Street, Suite 102
Tustin, CA 92780-7913

TO WHOM IT MAY CONCERN:

On two occasions in 2013, in two very different settings, the Los Angeles County District Attorney Training Division received presentations from Stuart Haskin and Molly Kennedy of Get Safe. During both presentations, one to over 200 attendees and the other for a small training class of 20, they very successfully communicated and assisted prosecutors in understanding the specific needs of victims and witnesses with Autism or other learning disabilities. Using participatory activities, video and discussion they kept the students at both sessions engaged with their material and received laudatory evaluations. We were so pleased with their initial presentation to the large group that we invited them to return for the smaller group and will be using them for a similar session in September.

They were incredibly flexible and it was a positive experience to work with them in the past and hopefully more in the future. What they are communicating is especially important for those of us in the law enforcement community to hear and put to use.

Very truly yours,

JACKIE LACEY
District Attorney

By *William Woods*

William Woods, Assistant Head Deputy
Training Division

320 West Temple Street, Room 1180
Los Angeles, CA 90012
(213) 974-6757



MONO COUNTY
EMERGENCY



BRIDGEPORT, CALIFORNIA 93517 • TELEPHONE 932-5279 • FAX 932-7435

MONO COUNTY SHERIFF'S OFFICE
BRIDGEPORT, CALIFORNIA

MONO COUNTY SHERIFF'S OFFICE

Kaipu Unecovers
A Division

June 18, 2013

To Whom it May Concern,

On behalf of the Mono County Sheriff's Department, I recently had the opportunity to attend a very informational and engaging training with Get Safe. In addition to the more than 12,000 residents in our county lines, we also service a wide-range of tourists during both our winter and summer seasons. This influx of diverse populations makes the probability of responding to persons with special needs even more likely.

During the training, I was impressed with the manner of presentation and how the Get Safe staff managed to keep the audience interactive and entertained the entire course, to a level that is rarely seen in most seminars. The informational content was also conveyed in a way that appealed to the group and made it directly pertinent to their experiences and concerns.

I know that our department, along with other law enforcement and first responding agencies will greatly benefit from the information relayed through Get Safe's training, as it gave us practical tools and strategies that our officers and personnel could begin using the moment they stepped out of the training. This will only serve to strengthen our commitment to our community and our visitors by giving us the skills necessary to more appropriately respond and interact with persons with disabilities. Get Safe's training also helped to facilitate a stronger collaborative link with agencies that service persons with special needs, which is a necessary relationship to ensure that our community is providing the highest level of service possible.

We support Get Safe's efforts to continue to accomplish their mission and know that their influence and experience will help to provide a higher level of care as well as save lives.

Sincerely,

Jennifer M. Hansen
Public Information Officer
Executive Assistant
Mono County Sheriff's Office
PO Box 616 | 49 Bryant Street
Bridgeport, CA 93517
(760) 932-5279 | (760) 932-7435 (f)
jhansen@monosheriff.org



REGIONAL CENTER
OF ORANGE COUNTY

April 29, 2014

To Whom It May Concern:

The Regional Center of Orange County (RCOC) is one of 21 private, nonprofit organizations contracted by the State of California to coordinate lifelong services and supports for individuals with developmental disabilities and their families. Nearly 18,000 of them are residents of Orange County who currently receive services and supports from RCOC. Unfortunately, because of their disability, our service population is often seen as easy targets for a variety of crimes, including fraud, theft and violent assaults. GET SAFE has assisted us in providing health and safety education, violence prevention services, and self-determination programs for our consumers, in effort to reduce the rates of victimization and/or re-victimization.

During our 13-year partnership, RCOC has contracted GET SAFE to provide personal safety awareness training, healthy sexual relationships education, and self-determination skills training for groups. These programs have been, and continue to be, an overwhelmingly successful way to keep our consumers safe, as well as raise awareness in the community. Mr. Stuart Haskin, Executive Director of GET SAFE, and his staff, have an extremely professional, yet friendly and fun demeanor during the safety training exercises—an approach which is well received by our consumers. GET SAFE has a very unique way of inter-relating with our consumers, regardless of an individual's level of function. They understand that our consumers require innovative teaching styles and methods of interaction in order for them to truly grasp the material presented to them.

We have also commissioned GET SAFE's First Responder Training in order to educate and raise awareness about disability rights. Mr. Haskin and his team have trained first responders in Orange County, as well as crisis counselors and RCOC service coordinators, in safe and effective methods of interactions for persons with developmental disabilities, so as to avoid unnecessary escalation and potentially dangerous exchanges. GET SAFE progressive training programs are not only raising awareness and diminishing misconceptions about this population, but breaking down communication barriers, and creating safe, inclusive communities.

GET SAFE provides a specific, effective service to a population that is often overlooked and underserved. The training programs have become a leading force in violence prevention and safety education for persons with developmental disabilities, and we are proud to work with them.

Sincerely,

A handwritten signature in blue ink, appearing to read 'L. Landauer', is positioned above the typed name.

Larry Landauer

Executive Director
Regional Center of Orange County

Mailing Address: P.O. Box 22010, Santa Ana, CA 92702-2010 • Tel 714/ 796-5100 (24 Hours) • Toll Free (800) 244-3177 • www.rcoccd.com

Corporate Offices
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TTY 714/ 667-6021
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TTY 714/ 889-5789
Fax 714/ 799-6485



**WESTSIDE
REGIONAL CENTER**

June 14, 2013

To Whom It May Concern:

On behalf of Westside Regional Center, I would like to submit this letter of reference for GET SAFE. GET SAFE is an agency that is dedicated to violence prevention and safety education for all populations. Westside has worked closely with GET SAFE for many years and we have continually received positive feedback from the participants in their programs. Each of individuals that we serve has been diagnosed with a developmental disability and they have not only participated but benefited from the services that GET SAFE continues to provide. In addition to providing quality services, it is a pleasure to work with GET SAFE's Executive Director, Stuart Haskin. He has proven to be dedicated, dependable, organized and he has a great sense of humor. He has a remarkable talent for establishing a rapport with participants and keeping them interested in the subject matter.

GET SAFE has provided a variety of trainings for our agency that include topics such as Safe Dating/Healthy Relationships, Self-Advocacy, Sex Education, and Safety in the Community. The population that we serve is at high-risk for victimization and perpetration of crimes. GET SAFE has been able to adapt their curriculum to meet the needs of the population that we serve, to address "hot topics" as they are brought to our attention and Mr. Haskin takes great care in matching the proper Presenter/Educator to the specific group of participants that will be attending the training(s). They have worked with not only individuals with developmental disabilities, but also with their families and service providers. They have also presented trainings in Spanish for our families.

GET SAFE has been able to provide large and small group trainings as well as individual trainings in various locations to meet our needs. We truly appreciate that GET SAFE has a common goal with our regional center and this is to ultimately support the individuals that serve to live safer, more productive and independent lives.

Respectfully,

Mary Lou Weise-Stusser, MA
Director of Community Services

Committed to Providing Support and Services to People with Developmental Disabilities

5901 Green Valley Circle, Suite 320, Culver City, CA 90230-6953 ■ (310) 258-4000 FAX: (310) 649-1024 www.westsiderc.org



June 11, 2013

To Whom It May Concern:

Crime Survivors is a non-profit organization that services all victims of crime. The mission of Crime Survivors is to ensure the public knows victims' rights and needs and to provide resources, support, and information to empower crime victims to survive and thrive. We aim to create collaborative relationships with other community agencies in order to enhance our ability to service crime victims, and it is through these contacts that we became familiar with GET SAFE.

GET SAFE, led by Executive Director, Stuart Haskin, is a violence prevention and safety education agency that is particularly sensitive to the needs of populations that are often underserved, such as the physically and mentally disabled. We have partnered on a variety of endeavors and Crime Survivors can attest that GET SAFE is the leading expert in safety education and violence prevention and recovery.

We have seen them "in action" and are always impressed with how they are able to adapt their materials to virtually every audience by providing real-life strategies that meet the specific needs of that group. We have witnessed, first hand, how the information that GET SAFE provides can truly impact lives by making them make smarter choices, and learning how to avoid unsafe situations. They have worked with both victims and perpetrators, in an in those efforts, they have reduced both revictimization and recidivism rates. They also teach a variety of de-escalation techniques and how to appropriately transition back into mainstream society, which can be a very difficult and daunting task for anyone.

In a time where we are no longer safe to keep our doors unlocked, GET SAFE provides crucial safety education information that reduces re-victimization and enhances violence prevention. It is through our collaboration that we are able to utilize the specialties of each agency to ultimately provide a higher level of service to our community.

Thank you for your consideration of this letter of support. If you need any further information, please do not hesitate to contact me.

Sincerely,

Patricia Wenskunas
Founder CEO

Crime Survivors, Inc.

P.O. Box 54552 • Irvine, CA 92619-4552
Office: (949) 872-7895 • Fax: (775) 245-4796
Email: crimesurvivors@aol.com • www.crimesurvivors.org

Proposal Checklist

Program Development Grant Request for Proposal Federal Fiscal Year 2014/15 - Cycle 37

In completing this form, the proposer acknowledges that the following items are included in the proposal, in accordance with the instructions provided in the RFP. This checklist should be included with the proposal package.

Check box below to indicate inclusion in proposal

- Cover Letter
- Project Data Sheet
- Project Narrative (not to exceed 8 pages)
- Budget Detail Worksheet (including description of identified expenses)
- Continuation of Funding Letter, if applicable.
- Organization Chart
- Curricula Vitae/Resumes and position descriptions, as applicable
- List of Previous Grants/Awards
- Payee Data Record Form
- (3) Letters of Support
- Proposal Checklist

RIGHTS TRAINING & ADVOCACY (#2)

Area of Emphasis: Community Supports (CS)

Goal #2: Individuals with developmental disabilities and their families become aware of their rights and receive the supports and services they are entitled to by law across the lifespan including early intervention, transition into school, education, transition to adult life, adult services and supports, and senior services and supports.

	1	2	3	4	5	6	7	8	9	10	11	12	13
2.1: On an annual basis, the Council will provide advocacy regarding education, early intervention, community-based services and other services and supports to at least 1,700 individuals and/or families, at least 100 of whom are non-English speaking or limited English proficiency.	4	166	694	226	32	74	334	771	386	417	215	236	449
Totals	1	2	3	4	5	6	7	8	9	10	11	12	13
2.2: Individuals with developmental disabilities, their families and their support and/or professional staff will increase their knowledge and skills so as to effectively access needed educational and/or community-based services through at least 50 trainings, conferences, workshops, webinars, and/or resource materials developed by the Council on topics such as rights under IDEA, rights under California's Lanterman Act annually.		245	98	346	265	126	183	402		539	230	57	336
Totals	1	2	3	4	5	6	7	8	9	10	11	12	13
2.3: The Council will participate in cross-training, outreach, resource fairs and other forms of collaboration with a minimum of 25 local schools, Special Education Local Plan Areas (SELPA), Community Advisory Committees (CAC), Family Resource Centers, provider organizations and others in order to improve outcomes for youth and adults with developmental disabilities.	1,907	50		57	586	60	239	324			52	3,537	
Totals	1	2	3	4	5	6	7	8	9	10	11	12	13
2.4: The Council will collaborate with federal developmental disability partners and other key stakeholders to protect the rights of residents in Developmental Centers and other large facilities. The Council will be involved in the planning and implementation of any closure process of a Developmental Center.										50			
Totals	1	2	3	4	5	6	7	8	9	10	11	12	13
50													

QUALITY ASSURANCE & INNOVATION (#3)
Area of Emphasis: Quality Assurance (QA)

Goal #3: Individuals with developmental disabilities and their families express the degree to which they are satisfied with their services and the extent to which they feel their needs are being met.

	1	2	3	4	5	6	7	8	9	10	11	12	13
3.1: The Council will implement the Quality Assurance Program, in accordance with the requirements of the Council's contract with the Department of Developmental Services and participate in analyses of its findings and implications for system improvement.													
Totals	1	2	3	4	5	6	7	8	9	10	11	12	13
3.2: On a statewide and local level, the Council will advocate and promote innovation in service delivery including but not limited to self-determination.	1	2	3	4	5	6	7	8	9	10	11	12	13
Totals	1	2	3	4	5	6	7	8	9	10	11	12	13
534					165					356			

PUBLIC SAFETY OUTREACH (#4)
Area of Emphasis: Community Supports (CS)

Goal #4: Public safety agencies, other first responders and the justice system get information and assistance to be knowledgeable and aware of the needs of individuals with developmental disabilities so they can respond appropriately when individuals with developmental disabilities may have experienced abuse, neglect, sexual or financial exploitation violation of legal or human rights.

	1	2	3	4	5	6	7	8	9	10	11	12	13
4.1: The Council will maintain or develop collaborative relationships with local law enforcement agencies and others to improve the awareness and education of public safety personnel and the justice system on the unique needs of individuals with developmental disabilities.													
Totals	1	2	3	4	5	6	7	8	9	10	11	12	13
195	1	20								72		23	79

EMERGENCY PREPAREDNESS (#5)
Area of Emphasis: Quality Assurance (QA)

Goal #5: Individuals with developmental disabilities and their families get the information to be prepared for emergencies.

	1	2	3	4	5	6	7	8	9	10	11	12	13
5.1: At least 300 individuals and families will be prepared in case of an emergency through the efforts of the Council in collaboration with others.													
Totals	1	2	3	4	5	6	7	8	9	10	11	12	13

EMPLOYMENT/POST-SECONDARY EDUCATION (#9)

Area of Emphasis: Employment (EM)

Goal #9: Working age adults with developmental disabilities have the necessary information, tools and supports to succeed in inclusive and gainful work opportunities

	1	2	3	4	5	6	7	8	9	10	11	12	1
9.1: The Council will collaborate locally with others to expand employment and self-employment opportunities for individuals with developmental disabilities.	Totals	11	28		457	1	306			60	1	5	
	869												
9.2: The Council collaborates with colleges, federal partners and others to develop and expand post-secondary educational (PSE) options, work training programs, National service, internships and other opportunities that lead to inclusive and gainful employment.	Totals	1	2	3	4	5	6	7	8	9	10	11	12
	77		5		60								
9.3: Individuals with developmental disabilities, their families and others who support them are informed about the benefits and opportunities of employment through trainings, workshops and conferences.	Totals	1	2	3	4	5	6	7	8	9	10	11	12
	289		117			41			18				113

HEALTH SERVICES (#10)

Area of Emphasis: Health (HE)

Goal #10: Individuals with developmental disabilities understand their options regarding health services and have access to a full range of coordinated health, dental and mental health services in their community.

	1	2	3	4	5	6	7	8	9	10	11	12	1
10.1: Self advocates, family members and advocates will receive information/training on, Medi-Cal (Medicaid) managed care and the implementation of the 1115 waiver and other health related initiatives, including the availability of alternative sources for free or low cost health care services.	Totals	1	2	3	4	5	6	7	8	9	10	11	12
	3,845	3,050	742									33	20
10.2 The Council will monitor the transition to Medi-Cal (Medicaid) managed care at the county level, advocate and assist individuals in the process so as to ensure effective access to needed services.	Totals	1	2	3	4	5	6	7	8	9	10	11	12
	152	26	114										10

HOUSING ACCESS (#11)

Area of Emphasis: Housing (HO)

Goal #11: Individuals with developmental disabilities have access to affordable and accessible housing that provides control, choice and flexibility regarding where and with whom they live.

	1	2	3	4	5	6	7	8	9	10	11	12	13
11.1: The Council will participate in regional centers' resource development and implementation of their Community Placement Plan to facilitate the movement of residents of developmental centers into community based living arrangements of their choosing.													
Totals													
11.2: At least 100 individuals with developmental disabilities and their families will receive information on available housing options.	1	2	3	4	5	6	7	8	9	10	11	12	13
Totals	143				76		60						
											7		

HOUSING DEVELOPMENT (#12)

Area of Emphasis: Housing (HO)

Goal #12: Affordable and accessible housing units are developed in local communities to expand housing options for individuals with developmental disabilities.

	1	2	3	4	5	6	7	8	9	10	11	12	13
12.1: The Council will collaborate with local non-profit housing corporations to monitor and influence the housing plans of municipalities to reflect the needs of individuals with developmental disabilities.													
Totals													
12.2: The Council will identify and advocate for legislative and regulatory changes designed to increase the availability of affordable housing, including the opportunity for home ownership by individuals with developmental disabilities.	1	2	3	4	5	6	7	8	9	10	11	12	13
Totals													
12.3: The Council will publicize and oppose incidents of "not in my back yard" (NIMBY). The Council will collaborate with federal partners, advocates, public interest law firms, and others to ensure that the media and government officials are aware of these incidents	1	2	3	4	5	6	7	8	9	10	11	12	13
Totals													

GENERIC SERVICES (#13)

Area of Emphasis: Community Supports (CS)

Goal #13: Individuals with developmental disabilities and their families have access to community based services and supports available to the general population (such as recreation, transportation, childcare, etc.) that enable them to live productive and inclusive lives.

	1	2	3	4	5	6	7	8	9	10	11	12	13
Totals													
13.1: The Council will collaborate with and provide advice to local community agencies and organizations –including child care, recreation, transportation and others - to protect the rights of individuals with developmental disabilities and ensure their inclusion in the community.	111									208	200		21

PUBLIC POLICY (#14)

Area of Emphasis: Cross-Cutting (CC)

Goal #14: Public policy in California promotes the independence, productivity, inclusion and self-determination of individuals with developmental disabilities and their families.

14.1: The Council will take a position on proposed state and federal legislation and proposed regulations that impact people with developmental disabilities, will communicate those positions to legislators and their staff, and will disseminate this information to all interested parties.	28				10				18				
14.2: Legislators and local officials will be educated and informed on issues that impact the lives of individuals with developmental disabilities. Legislative staff will be encouraged to utilize the expertise of the Council on issues that impact the community.	260	11			200	1	39						9
14.3: The Council will use media, internet, arts and entertainment and social networking to educate the general public about individuals with developmental disabilities.	Totals	1	2	3	4	5	6	7	8	9	10	11	12
	15,731	2,050	870	4,550	500	60			8,000	1,251			501

MULTICULTURAL (#15)

Area of Emphasis: Cross-Cutting (CC)

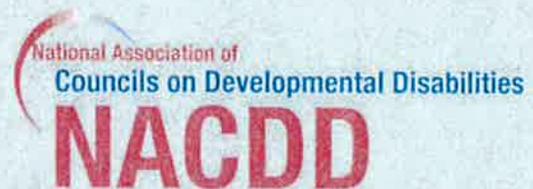
Goal #15: Individuals with developmental disabilities and their families have access to information and resources in ways that reflect their language and cultural preferences.

15.1: Materials developed by the Council will be translated into threshold and plain languages

Totals	1	2	3	4	5	6	7	8	9	10	11	12	13
1											1		



INFORMATION FOR COMPLETING THE DD COUNCIL STATE PLAN AMENDMENT



Annually, Councils on Developmental Disabilities must submit amendments to their 5-Year State Plan. Substantive amendments are due August 15th of each year for the following federal fiscal year, and non-substantive amendments are due January 1 of each year for the current federal fiscal year. The information in this document reviews the sections of the State plan amendment template and provides basic information for completion.

2013

This document is not a substitute for knowing the federal reporting requirements set forth by the Developmental Disabilities Assistance and Bill of Rights Act of 2000 and any additional requirements from the Administration on Intellectual and Developmental Disabilities. If you have specific content questions, please contact a DD Council Program Specialist at the Administration on Intellectual and Developmental Disabilities.

This project was supported, in part by grant number 90DN0292, from the U.S. Administration for Community Living, Department of Health and Human Services, Washington, D.C. 20201. Grantees undertaking projects under government sponsorship are encouraged to express freely their findings and conclusions. Points of view or opinions do not, therefore, necessarily represent official Administration for Community Living policy.

STATE PLAN AMENDMENT GUIDANCE

2013

Background:

A “Dear Colleague” letter was issued by Commissioner Sharon Lewis on June 5, 2013. The letter indicated Councils would simultaneously submit their Annual Program Performance Report (APPR) and non-substantive State plan amendments. State plan amendments (non-substantive) and Annual Program Performance Reports are due January 1st of each year.

The purpose of this change is to allow councils to draw conclusions from their work capture successes and further evaluate areas where additional progress can be made, and make needed adjustments to the 5-year Council state plan.

Note: If a Council submitted substantive changes to their State Plan on August 15th, there is no need to submit non-substantive changes on January 1st.

WHAT IS A NON-SUBSTANTIVE CHANGE?

Slight revision to a goal that does not change the overall intent of a goal

Revision(s) to objectives that do not change the overall intent of a goal

Revision(s) to activities that do not change the overall intent of a goal

Revision(s) to timelines that do not change the overall intent of a goal

Non-substantive amendments are due January 1 of the current federal fiscal year.

WHAT IS A SUBSTANTIVE CHANGE?

Complete revision of a goal to change the intent of the goal as well as the objectives, activities and timelines

Addition of a goal to the state plan

Deletion of a goal

Note: If a substantive change is made, the Council is obligated to post and receive comments for a minimum 45 day public comment period (45 C.F.R. 1386.31)

Substantive amendments are due August 15 for the upcoming federal fiscal year.

Note: A cloned State plan will allow the DD Suite system to pre-populate data directly from the prior state plan into the current document.

SECTION I – COUNCIL IDENTIFICATION

Add or update any information as appropriate.

Council membership – add new Council member; appointment date; expiration date or alternate agency representative name.

Council Staff – add or delete staff person(s) – enter the percentage of employment time for each position.

SECTION II – DESIGNATED STATE AGENCY

Add or update any information as appropriate.

SECTION III – COMPREHENSIVE REVIEW AND ANALYSIS (CRA)

Guiding question from the DD Council Annual Program Performance Report – “If the Council submitted an update to the CRA in the Annual Program Performance Report, did the analysis indicate changes were needed to the state plan goals and objectives?”

Note: Information is pre-populated from the previous plan. 2 areas require the addition of new statistics – Residential Data and Wait List Data (see below for information).

Part A: State Information

- (i) Racial and Ethnic Diversity of the State Population as Percentages

~~Part A(iii)(b)~~

Residential data: Add new statistics

Resources:

<http://itacchelp.org/resources/state-plans/>

<http://itacchelp.org/wp-content/uploads/RISP-2011.pdf>

<http://rtc3.umn.edu/risp/main/>

Part B. Portrait of State Services [Section 124(c)(3)(A)(B)]

- (i) Health and Healthcare
- (ii) Employment
- (iii) Informal and Formal Services and Supports
- (iv) Interagency Initiatives
- (v) Quality Assurance
- (vi) Education and Early Intervention
- (vii) Housing
- (viii) Transportation
- (ix) Child Care
- (x) Recreation

Part C. Analysis of State Issues and Challenges [Section 124(c)(3)(C)]

- (i) Criteria for Eligibility for Services
- (ii) Analysis of the barriers to full participation of unserved and underserved groups of individuals with developmental disabilities and their families
- (iii) Availability of assistive technology

Part C(iv)(a) - Waiting Lists

Wait List Data: Add new statistics

Resources:

http://itacchelp.org/wp-content/uploads/bluebook2012_final.pdf

Waiting list for, but not receiving residential services on 6/30/2011 is located at RISP Table 2.5; The National Report on Employment Services and Outcomes, 2012 (ICI Bluebook – State Data) (collects number of people waiting for day and employment services)

Part C (iv) Wait Lists

- (b) Description of the state’s wait-list definition, including the definition for other lists in the “Wait List Data” section.
- (c) To the extent possible, provide information about how the state selects individuals to be on the wait-list
- (d) Entity who collects and maintains wait-list data in the state (drop-down menu)
- (e) Check box to indicate statewide standardized data collection system in place

(f) Selection of items individuals on the wait-list are receiving; list any other services; describe other services people on the waiting list are receiving (if applicable).

(g) Check box to indicate individuals on the wait list go through an eligibility and needs assessment process; provide any information or data related to the eligibility and needs assessment process.

(h) Check box to indicate there are structured activities for individual and families waiting for services to help them understand when they become available (e.g., person-centered planning services)

(i) Specify any other data or information related to waiting lists

(j) Summary of waiting list issues and challenges

Part C. Analysis of the adequacy of services, funding, healthcare, supports and other assistance

(v) Analysis of the adequacy of current resources and projected availability of future resources to fund services

(vi) Analysis of the adequacy of health care and other services, supports and assistance that individuals with developmental disabilities who are in facilities receive

(vii) To the extent that information is available, the adequacy of home and community-based waivers services (authorized under Section 1916(c) of the Social Security Act (42 U.S.C. 1396n(c))).

Part D. Rationale for Goal Selection [Section 124(c)(3)]

Provide a description of the rationale used for Goal Selection. This can include information about the needs assessment, public input, unserved and underserved population information and connectivity with the information and analysis found in the comprehensive review.

Part E. Collaboration [Section 124(c)(3)(D)]

- (i) As a Network, describe the collaborative plans of the Council, P&A, and UCEDD(s)
- (ii) With each other, describe plans the Council has to collaborate with the UCEDD(s). Describe the plans the Council has to collaborate with the P&A.
- (iii) With other entities, describe how the DD Network will collaborate with other entities in the State, including both disability and non-disability organizations, as well as the State agency responsible for developmental disabilities services. Identify the organizations and summarize the collaborative activities planned, such as joint meetings, joint public education events/initiatives, joint trainings, etc.

SECTION IV – 5-YEAR GOALS

Once the Council Annual Program Performance Report is completed and the progress made toward goals and objectives is determined, state plan amendments may be necessary. If amendments are necessary, modification fields within DD Suite will be used to provide the information.

If adding or deleting, or a new 5-year goal, this would be considered a substantive change and a goal amendment would be submitted August 15th 2014 (Council approval and a minimum 45-day public comment period is needed).

As a reminder, a list of goals will appear pre-populated from the previous plan; click on each goal to make amendments. Once a goal is clicked, a new screen will appear and present the following:

Overview: Screen will show pre-populated goal number, goal title, and goal statement, areas of emphasis for selection, goal strategies for selection, goal collaborators for selection and other collaborators, if any. Insert any new information requested if adding objectives, activities or timelines to the current goal.

Objectives: Screen will show pre-populated objectives, activities and timelines. If adding a new objective, new activity or new timeline for the current goal, the information fields are visible; insert any amendment information.

To modify the current objective, activity or timeline for the goal, click on the individual objective on the screen. Modification areas will appear and allow for amendments to the objective, activities and timelines.

Maximum characters allowed are:

Objective	500
Activities	1000
Timeline	500

SECTION V – EVALUATION PLAN

The plan identifies method(s) the Council uses to determine if the goals of the plan have been achieved. Include amended evaluation information, if appropriate (Maximum characters 11,500).

Some Councils elected to use a logic model as a tool, if adjustments were made to the logic model, attach the updated version under the attachments tab.

SECTION VI – PROJECTED COUNCIL BUDGET

Provide budgeted amount for each goal; federal dollars and match.

A Council State plan budget is required for the current fiscal year and is a projection of planned spending organized by goals and includes funds anticipated to be expended for staff activities implementing the state plan as well as planned activities, general management and designated state agency functions. Additionally, Councils will indicate the amount of non-federal match funds they expect to receive directly or offered by sub-grantees to meet overall requirements for non-federal share of project activities related to the federal fiscal year's expenditures.

The basic rule of matching is there must be a 25% match for those necessary costs of all projects that may be supported by an allotment.

Exceptions to the basic rule:

- 1) In the case of projects undertaken by the Council or Council staff to implement State plan activities, the federal share of the cost of all such project may not be more than 100% of the aggregate necessary cost of such activities (e.g. no match requirement).
- 2) In the case of projects whose activities or products target individuals with developmental disabilities who live in urban or rural poverty areas, as determined by the Secretary, the Federal share of the cost of all such projects may not be more than 90% (e.g. 10% match requirement); if 20% or more of an urban or rural area is living below the poverty level, the area is designated as a poverty area.

Provide administrative budget information

General Management Sub-title B (federal dollars; not to exceed 30% of grant award amount).

General Management Non-federal share.

Functions of the DSA Subtitle B (federal dollars; not to exceed 5% of Council grant award or \$50,000, whichever is less, up to ½ of expenses found to be necessary for the proper and efficient exercise of the functions of the Designated State Agency).

Functions of the DSA non-federal share.

SECTION VII - ASSURANCES

Assurances were submitted with the initial 5-Year State plan. If there has been a change in the Designated State Agency, please check with Sara Newell (sara.newell@acf.hhs.gov) to determine the need for new assurances. If new assurances need to be submitted, the Council will submit to AIDD directly.

SECTION VIII - PUBLIC INPUT AND REVIEW

Public Review comments:

Provide a description of how the Council made the plan available for public review and comment. Include how the Council provided appropriate and sufficient notice in accessible formats of the opportunity to review and comment.

Public Input and Review:

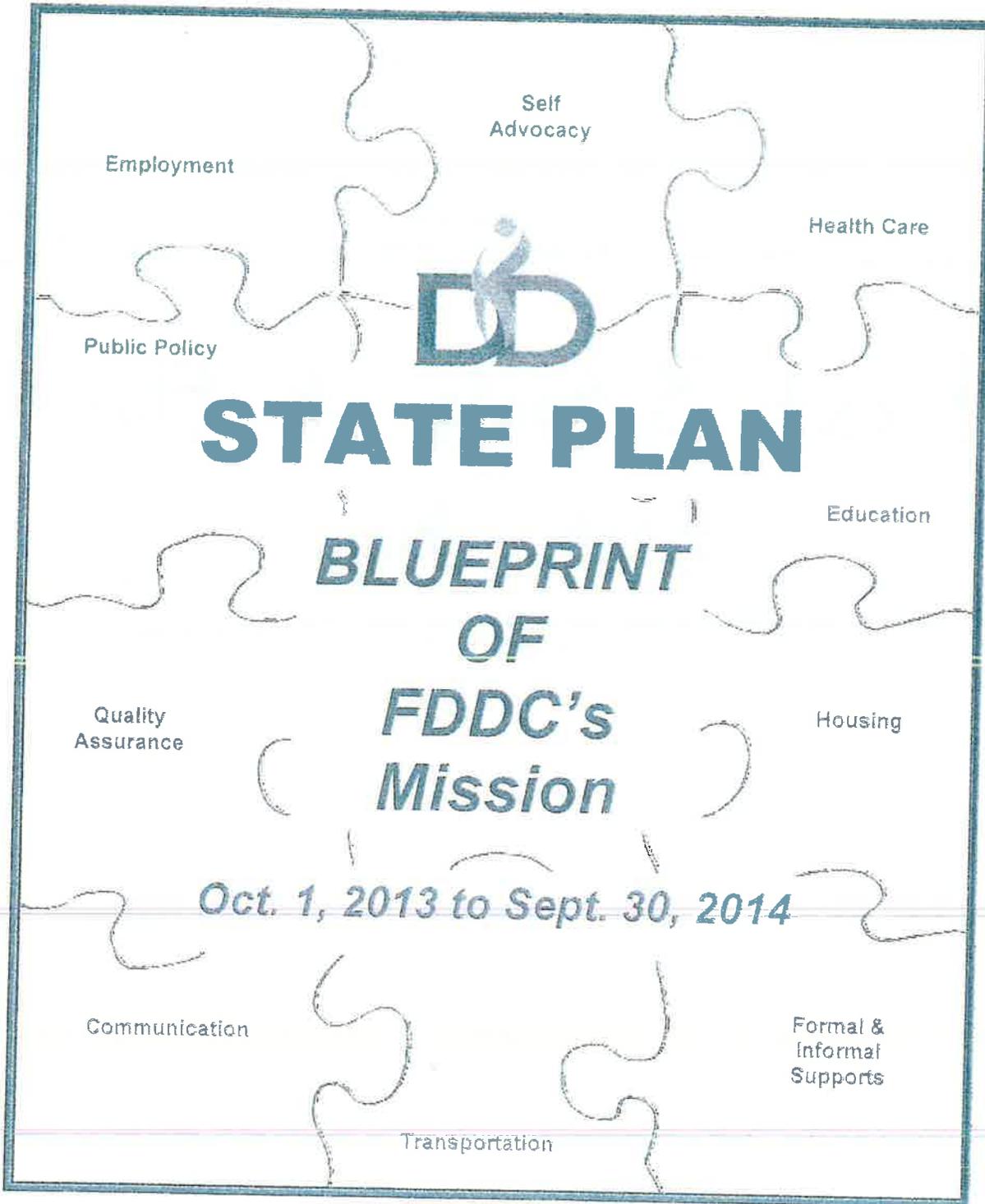
Describe the revisions made to the plan to take into account and respond to significant comments.

RESOURCES

The ITACC web-site has a variety of helpful resources to assist with the completion of the State Plan Amendments: www.itacchelp.org; Resources; State plans or follow this direct link: <http://itacchelp.org/resources/state-plans/>

DD Suite Help Document – www.ddsuite.org; click “help” located on the top right of the screen; select Five Year State Plan; User guide 4.0 (as of 4/22/2012) is available.

First 3 Goals of Florida's State Plan



The mission of the Florida Developmental Disabilities Council, Inc., is to advocate and promote meaningful participation in all aspects of life for Floridians with developmental disabilities.

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1. Public Policy Goal: In partnership with individuals with developmental disabilities, their families and stakeholders, the Council will advocate and provide technical assistance to policy makers to maintain progress and expand capacity of public policy and governmental systems to support individuals with developmental disabilities being productive, self-directed and included in the community.

Objective 1.1: Provide legislative education and advocacy activities to inform the state legislature of five (5) Council positions impacting the lives of individuals with developmental disabilities and their families.

<p>Public Policy - Implementation Activities -Year 1-5</p> <p>1. Gather information and data for legislative activities Action Steps</p> <ol style="list-style-type: none"> Legislative consultant (contract executed and additional legislative education and advocacy provided) Ongoing stakeholder meetings that are organized arranged and facilitated by the Council. Consortium of disability organizations-meeting(s) arranged and facilitated. <p>2. Provide legislative education and advocacy on a minimum of 5 issues to include but not limited to funding needs for HCBW, VR and early intervention Action Steps</p> <ol style="list-style-type: none"> Informing and educating legislators by staff and Council members Position papers Legislative newsletter DD Awareness Day-event at the Capitol organized in collaboration with other developmental disabilities organizations. <p>3. Monitor state legislative activities Action Steps</p> <ol style="list-style-type: none"> Track bills and amendments filed Attend Committee meetings Attend agency meetings Track Rulemaking process <p>4. Evaluation of Council's legislative education and advocacy Activities Action steps</p> <ol style="list-style-type: none"> Distribute surveys/questionnaires of Council legislative activities Analyze survey results Report <p>5. Report and recommendations to Council for next steps Action Steps</p> <ol style="list-style-type: none"> Overall report of legislative activities conducted with recommendations of next steps <p>Overall objective Timeline: Annually (5 years)</p> <p>Systems Change Framework</p> <ul style="list-style-type: none"> o Increase knowledge base of the legislature through verbal and written communication, o One to one meetings, events, * Select social strategies oo Coordinate consumer and constituent activities to educate lawmakers 	<p>Evaluation Outcomes for Year(s): 1-5</p> <p>Outcome 1: Inform and share the Council positions with the state legislature of five (5) issues impacting the lives of individuals with developmental disabilities and their families.</p> <p>Outcome 2: Key legislators will have been educated on a minimum of five (5) issues impacting individuals with developmental disabilities and their families.</p> <p>Evaluation Methods:</p> <ol style="list-style-type: none"> 1. & 2 - Document the number of legislators and their staff who receive information from advocates trained to educate legislators, Council members, their staff and contractors. <p>Outcome 3: A Minimum of three (3) issues would have been furthered in the legislative process as a result of the Council's legislative education and advocacy (i.e. progress protected or capacity of the system or policy expanded or improved).</p> <p>Evaluation Methods:</p> <ol style="list-style-type: none"> 3. Document the number of issues that have been furthered in the legislative process as a result of Council's efforts <p>Outputs:</p> <ul style="list-style-type: none"> • Legislative Priorities • Position Papers • Legislative Newsletter-Capitol Updates • Laws passed(bills and amendments passed)
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1. Public Policy Goal: In partnership with individuals with developmental disabilities, their families and stakeholders, the Council will advocate and provide technical assistance to policy makers to maintain progress and expand capacity of public policy and governmental systems to support individuals with developmental disabilities being productive, self-directed and included in the community.

Objective 1.2: Provide information and Council positions to the executive branch of the Florida Government on three (3) issues impacting the lives of individuals with developmental disabilities and their families.

Public Policy - Implementation Activities -Year 1-5	Evaluation Outcomes for Year(s): 1-5
<p>1. Gather information and data for legislative activities Action Steps</p> <ol style="list-style-type: none"> Legislative consultant (contract executed and additional legislative education and advocacy provided) Attend Rule Making hearings and workshops Work with State agencies on issues that impact individuals with developmental disabilities Work with the executive office of the Governor and the Governor's office on policy and budget <p>2. Provide state agencies, Governor's office, legislative education on a minimum of three policy development issues to include but not be limited to HCBW service delivery and design issues Action Steps</p> <ol style="list-style-type: none"> Informing and educating legislators by staff and Council members Position papers Legislative newsletter DD Awareness Day-event at the Capitol organized in collaboration with other developmental disabilities organizations <p>3. Monitor state agency and Governor's office policy development activities Action Steps</p> <ol style="list-style-type: none"> Track bills and amendments filed Attend Committee meetings Attend agency meetings, monitor press releases and announcements Track Rulemaking process <p>4. Evaluate Policy development Action Steps</p> <ol style="list-style-type: none"> Distribute surveys/questionnaires of Council legislative activities Analyze survey results Report <p>5. Submit report and recommendations to Council for next steps Action Steps</p> <ol style="list-style-type: none"> Overall report of legislative activities conducted with recommendations of next steps 	<p>Outcome 1: State agencies and the Governor's office will have been educated on a minimum of 3 issues impacting the lives of individuals w/ developmental disabilities and their families.</p> <p>Evaluation Methods:</p> <ol style="list-style-type: none"> Document visits to the Governor's office, the Governor's planning and budgeting office and Rulemaking hearings and workshops. <p>Outcome 2: A minimum of one issue would have been furthered via a state agency or the Governor's office as a result of the Council's education.</p> <p>Evaluation Methods:</p> <ol style="list-style-type: none"> Document the issue(s) that have been furthered via a state agency of the Governor's office as a result of the Council's education. <p>Outputs:</p> <ul style="list-style-type: none"> Bills or amendments adopted Rules improved State policies improved via Memorandums and programs
<p>Overall objective Timeline: Annually (5 years)</p> <p>Systems Change Framework</p> <ul style="list-style-type: none"> Increase knowledge base of the legislature through <ul style="list-style-type: none"> verbal and written communication, One to one meetings, events, * Select social strategies Coordinate consumer and constituent activities to educate lawmakers 	

1. **Public Policy Goal:** In partnership with individuals with developmental disabilities, their families and stakeholders, the Council will advocate and provide technical assistance to policy makers to maintain progress and expand capacity of public policy and governmental systems to support individuals with developmental disabilities being productive, self-directed and included in the community.

Objective 1.3: Provide training and technical assistance to individuals with developmental disabilities, families and stakeholders to develop their capacity to inform and influence policy makers on three (3) issues impacting the lives of individuals with developmental disabilities and their families.

<p>Public Policy - Implementation Activities - Years 1-5</p>	<p>Evaluation Outcomes for Year(s): 1-5</p>
<p>1. Provide training on informing and influencing policy makers to a minimum on, self-advocacy grassroots networks, and Partners in Policy Making graduates Action Steps</p> <ul style="list-style-type: none"> a. Present at conferences attended by individuals with developmental disabilities and their families on legislative issues and government advocacy techniques. b. Provide Consortium for stakeholders to share information 	<p>Outcome 1: Individuals with developmental disabilities, families and stakeholders will have increased their capacity to inform and influence policy makers (by the knowledge they have gained) on issues impacting the lives of individuals with developmental disabilities and their families.</p> <p>Outcome 2: Individuals with developmental disabilities, families, and stakeholders will have knowledge gained after receiving training, technical assistance</p>
<p>2. Provide technical assistance on informing and influencing policy makers to a minimum on, self-advocacy grassroots networks, and Partners in Policy Making graduates Action Steps</p> <ul style="list-style-type: none"> a. Be a resource and provide information and assistance to PIP participants and graduates, FLSANDS members and other self advocates b. Attend grassroots meetings and organize PIP graduates 	<p>Evaluation Methods: Document training and technical assistance to individuals with developmental disabilities, their families and stakeholders and distribute and collect satisfaction surveys and follow up reports from attendees.</p>
<p>3. Evaluate Council's training and technical assistance activities Action Steps</p> <ul style="list-style-type: none"> a. Distribute surveys/questionnaires of Council legislative activities b. Analyze survey results c. Report 	<p>Outputs:</p> <ul style="list-style-type: none"> • PowerPoint's • Handouts • Webinars • Meetings/Conference calls
<p>4. Submit report and recommendations to Council for next steps Action Steps</p> <ul style="list-style-type: none"> a. Overall report of legislative activities conducted with recommendations of next steps <p>Overall objective Timeline: Annually (5 years)</p> <p>Systems Change Framework</p> <ul style="list-style-type: none"> ▪ Increase knowledge base of individuals with developmental disabilities, their friends and families through <ul style="list-style-type: none"> ○ verbal and written communication, ○ One to one meetings, ○ events, * Select social strategies 	

1. Public Policy Goal: In partnership with individuals with developmental disabilities, their families and stakeholders, the Council will advocate and provide technical assistance to policy makers to maintain progress and expand capacity of public policy and governmental systems to support individuals with developmental disabilities being productive, self-directed and included in the community.

Objective 1.4: Provide technical assistance and supports to meet an emerging need of individuals with developmental disabilities and/or their community in Florida.

Public Policy - Implementation Activities -Years 1-5	Evaluation Outcomes for Year(s): 1-5
<p>1. Assess an emerging need or emergency Action Steps</p> <ol style="list-style-type: none"> a. Determine the role of the Council as a lead as well as a resource b. Identify a sole source entity to provide assistance or supports if applicable <p>2. Provide Technical Assistance to address emerging need or emergency Action Steps</p> <ol style="list-style-type: none"> a. Be a resource and provide information and assistance <p>3. Evaluate the assistance and supports provided Action Steps</p> <ol style="list-style-type: none"> a. Distribute surveys/questionnaires of Council legislative activities b. Analyze survey results c. Report <p>4. Report on outcomes and recommendations for next steps Action Steps</p> <ol style="list-style-type: none"> a. Overall report of legislative activities conducted with recommendations of next steps 	<p>Outcome: The emerging or emergency needs of Floridians with developmental disabilities and/or their community will have been addressed in a timely manner.</p> <p>Evaluation Methods:</p> <ol style="list-style-type: none"> 1. Document the emergency event. 2. Document the implementing procedure 3. Survey communities or involved stakeholders to evaluate effectiveness <p>Outputs:</p> <ul style="list-style-type: none"> • Distributing information through developmental disability networks • Organizing Ad Hoc committees • Organizing stakeholder groups • Submitting research • White papers
<p>Overall objective Timeline: Annually (5 years)</p> <p>Systems Change Framework</p> <ul style="list-style-type: none"> o Providing education and information o Ability to use existing networks for timely impact o Ability to organize groups around issues 	

2. Communication Goal: In partnership with individuals with developmental disabilities, their families, caregivers and stakeholders, the Council will provide information on policies, laws, programs, resources and issues to enable members of the developmental disabilities community to advocate for themselves and others and to address needs important to supporting meaningful participation in all aspects of life.

Objective 2.1: Encourage the participation in and/or utilization of at least 25 Council and other DD Community resources.

<p>Communication - Implementation Activities - Annually</p> <p>1. Provide information on Council and other DD Community events, initiatives and resources via media and social media avenues.</p> <p>Action Steps</p> <ol style="list-style-type: none"> Publicize Council events and other DD Community events, initiatives and resources on Council website, Facebook and list serve, twitter and other social media avenues. Contact organizations, agencies, or groups such as Children's Week, ARC Florida, local Down Syndrome associations, AWARE Parent Training, NACDD, Family Café, etc., to identify DD Community resources. For Council events and initiatives for which a high profile is desired, prepare and disseminate a press release to the media, with follow up calls to facilitate coverage. <p>2. Introduce the work of the Council to community agencies, organizations and entities that have contact with individuals with developmental disabilities, families, caregivers and stakeholders.</p> <p>Action Steps</p> <ol style="list-style-type: none"> Visit community agencies, organizations and entities in the community and share information about the work of the Council. <p>3. Utilize these other community agencies, organizations and entities to reach and provide information on Council and other disability related events, initiatives and resources.</p> <p>Action Steps</p> <ol style="list-style-type: none"> Identify new locations and avenues for reaching stakeholders, such as physician offices for Stress pamphlet. Identify entities that can reach other agencies for a broader dissemination, such as the Children's Trust which is linked to many local community agencies. <p>4. Conduct a survey at 6 month intervals to identify Council and other disability related events, initiatives and resources utilized.</p> <p>Action Steps</p> <ol style="list-style-type: none"> Send a survey in May and October via list serve and Facebook, and if possible, the other community agencies, organizations and entities utilized to disseminate resources, to identify number of stakeholders who participated in and/or utilized a resource. <p>5. Report to the Council the results and recommendations for next steps;</p> <p>Overall objective Timeline: Each year of the State Plan</p> <p>Systems Change Framework</p> <ul style="list-style-type: none"> ○ creating knowledge base ○ building capacity 	<p>Evaluation Outcome for Year(s): Annually</p> <p>Evaluation Outcome 1: Increase participation of Floridians in at least 10 related or Council events.</p> <p>Evaluation Methods:</p> <ol style="list-style-type: none"> Survey attendees to determine how many found out about the event through Council efforts <p>Outputs:</p> <ul style="list-style-type: none"> • Notices to Facebook and website • E-blasts • Event calendar • Press releases <p>Evaluation Outcome for Year(s): 2-5</p> <p>Evaluation Outcome 1: Council's events, initiatives and resources are publicized via media and social media avenues.</p> <p>Evaluation Outcome2: Non-Council resources are publicized via media and social media avenues.</p> <p>Evaluation Outcome 3: Individuals participated in Council events and initiatives.</p> <p>Evaluation Outcome4: Individuals utilized Council and other disability related resources as a result of Council publicized information.</p> <p>Evaluation Methods:</p> <ol style="list-style-type: none"> Track announcements of Council events, initiatives and resources and other disability related resources via list serve, Facebook and other social media avenues. Track media publicity generated for high profile Council events and initiatives. 6 month survey to identify Council and other DD community events, initiatives and resources utilized.
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2. Communication Goal: In partnership with individuals with developmental disabilities, their families, caregivers, and stakeholders, the Council will provide information on policies, laws, programs, resources and issues to enable members of the developmental disabilities community to advocate for themselves and others and to address needs important to supporting meaningful participation in all aspects of life.

Objective 2.2: Inform the public and media on at least ten (10) issues that impact the lives of individuals with developmental disabilities their families and caregivers.

Communication - Implementation Activities - Years 1-5

1. Solicit input from individuals with developmental disabilities, families and stakeholders regarding issues which should be considered by the Council.

Action Steps

- a. Conduct Community Outreach Forums to identify new and emerging issues that should be considered in the Council's State Plan.
- b. Utilize Facebook and other social media avenues to solicit input on public policy issues which the Council should be considering for its legislative priorities.
- c. Provide information on new and emerging issues and public policy issues to task forces, work groups and Public Policy and Advocacy Committee for consideration.

2. Identify issue for the Council to publicize.

Action Steps

- a. Legislative priorities, legislation that the Council has taken a position, and other issues identified by the Public Policy Coordinator and Communication Coordinator.

3. Post information of identified issues on Council website, Facebook and list serve.

Action Steps

- a. Prepare and disseminate via list serve and post on Website and Facebook the Council's approved legislative priorities and legislative priorities.
- b. Prepare and disseminate via list serve and post on Website and Facebook the weekly Capitol Updates during legislative session.

4. Post notices of opportunity for action relative to issues on Council website, Facebook and list serve.

Action Steps

- a. Prepare and disseminate via list serve and post on Website and Facebook announcements of recent legislative activities.
- b. Prepare and disseminate via list serve and post on Website and Facebook announcements of rule development and revision workshops and hearings.

5. Produce a Public Service Announcement for radio and/or TV for one identified issue each year.

Action Steps

- a. The Communication Committee identifies as issue for the Public Service Announcement with input from the Public Policy Committee.
- b. Contract with the production company.

Evaluation Outcomes for Year(s): 1-5

Outcome 1: Council's issues are publicized via the media and social media.

Outcome 2: Individuals took action on an result of the Council's public information efforts.

Evaluation Methods:

1. Track announcements of Council issues disseminated via list serve, Facebook and other social media avenues.
2. Track media publicity generated for issue identified for public service announcement.
3. Distribute survey every six months to learn:
 - a. How many individuals participated in any of the events the Council publicized?
 - b. How many individuals took any action as a result of Council's public information efforts?
 - c. How many individuals took any other action to advocate for themselves or others as a result of the Council's public information efforts?

Outputs:

- Press releases
- Public Service Announcements
- Notices to Facebook and website
- E-blasts

<p>c. Develop the script d. Identify the media outlets</p> <p>6. Distribute Public Service Announcements to radio and TV stations</p> <p>7. Evaluate public and media outreach efforts. Action Steps</p> <p>a. Send a survey in May and October via list serve and Facebook to identify how many stakeholders took any action as a result of the Council's public information efforts.</p> <p>8. Report to Council the results and recommendations for next steps.</p>	
<p>Overall objective Timeline: Each year of the State Plan</p> <p>Systems Change Framework</p> <ul style="list-style-type: none"> o Creating the knowledge base o capacity building 	

2. Communication Goal: In partnership with individuals with developmental disabilities, their families, caregivers and stakeholders, the Council will provide information on policies, laws, programs, resources and issues to enable members of the developmental disabilities community to advocate for themselves and others and to address needs important to supporting meaningful participation in all aspects of life.

Objective 2.3: Increase the presence of the Council at least five (5) disability related events across Florida.

Communication - Implementation Activities - Years 1-5
1. Staff exhibit table at conferences, workshops and other events.

- Action Steps:**
- a. Determine which conferences to attend and if Council will have an exhibit table.
 - b. Ensure the Council's presence at conferences and events throughout the state.

2. Council members, resource members and Council staff will join non-Council committees and task forces

Action Steps:

- a. Volunteer to join committees and task forces that embraces the mission of the Council.

3. Council representatives will make presentations at various events.

Action Steps:

- a. Prepare written remarks for Council representatives.
- b. Assist in publicizing event

4. Evaluate public and media outreach efforts

5. Report to the Council results and recommendations for next steps

Overall objective Timeline: Each year of the State Plan

Systems Change Framework

- o Creating knowledge base
- o Capacity building

Evaluation Outcomes for Year(s): 1-5

Outcome 1: Participants at five or more disability-related events will have received information on Council events and initiatives

Evaluation Methods 1:

1. Track the number of participants that receive information on Council activities

Outcome 2: Through representation and other collaborative efforts, the Council will inform other disability-related and non-disability-related committees, boards, and task forces about Council goals and efforts.

Evaluation Methods 2:

1. Document the Council membership on committees and task forces.

Outputs:

- Distributing Council products
- Making presentations

2. **Communication Goal:** In partnership with individuals with developmental disabilities, their families, caregivers and stakeholders, the Council will provide information on policies, laws, programs, resources and issues to enable members of the developmental disabilities community to advocate for themselves and others and to address needs important to supporting meaningful participation in all aspects of life.

Objective 2.4: Provide access to 100% of Council products to individuals with developmental disabilities, their families and stakeholders across Florida.

<p>Communication - Implementation Activities - Years 1-5</p> <p>1. Maintain the website up-to-date with publications and links to other websites.</p> <p>Action Steps:</p> <p>a. Periodically check with FDDC staff to learn about new Council products.</p> <p>2. Market Council products via website, Facebook, newsletters, list serve and other avenues.</p> <p>Action Steps:</p> <p>a. Put notices on the website and on Facebook and send to the list serve when the Council has a new publication or other information available.</p> <p>b. Have statement in newsletter re: availability of Council publications.</p> <p>c. Send press release out when Council or Council contractor produces a noteworthy product or publication that is of interest to the general public.</p> <p>d. Request other community agencies, organizations and entities to send notices through their newsletters and social media avenues.</p> <p>3. Reprint Council publications that are in high demand.</p> <p>Action Steps</p> <p>a. Identify high demand publications and reprint.</p> <p>4. Evaluate public and media outreach efforts</p> <p>Action Steps</p> <p>a. Send a survey in May and October via list serve and Facebook and if possible, the other community agencies, organizations and entities utilized to disseminate products, to identify the number of stakeholders who advocated for themselves or others as a result of the Council products or were able to address a need that supported their meaningful participation in all aspects of life.</p> <p>5. Report to the Council results and recommendations for next steps</p> <p>Overall objective Timeline: Each year of the State Plan</p> <p>Systems Change Framework</p> <ul style="list-style-type: none"> o Creating the knowledge base o Capacity building 	<p>Evaluation Outcomes for Year(s): 1-5</p> <p>Outcome 1: There will be an increase each year in the number of Floridians accessing Council products</p> <p>Evaluation Methods 1:</p> <ol style="list-style-type: none"> 1. Survey how many people ordered a product? 2. Type of products ordered. <p>Outcome 2: There will be an increase in the ability of Floridians, especially members of the developmental disability community, to advocate for themselves and others and/or address a need that supported their meaningful participation in all aspects of life as a result of Council products.</p> <p>Evaluation Methods 2:</p> <ol style="list-style-type: none"> 1. Survey the recipients of Council products to identify the number of members of the DD c community who advocated for themselves and/or addressed a need that supported their meaningful participation in all aspects of life, as a result of Council products. <p>Outputs:</p> <ul style="list-style-type: none"> • Facebook entries • Press releases • Newsletters • Annual reports • E-blasts
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<p>3. Self Advocacy Goal: In partnership with individuals with developmental disabilities, families and other community partners, the Council will provide training, technical assistance and support to build capacity of individuals with developmental disabilities for self-determination, independence and meaningful participation with their communities.</p> <p>Objective 3.1: Provide training to forty (40) individuals with developmental disabilities and family members and/or guardians, to build their knowledge and capacity in self-determination, disabilities systems, educating and influencing public policy makers.</p> <p>Partners in Policymaking (PIP)-Implementation Activities-Initiative 1-(Years 1-5)</p> <ol style="list-style-type: none"> 1. Contract begins with PIP Coordinator 2. Recruit potential participants <ul style="list-style-type: none"> Action Steps <ol style="list-style-type: none"> a. Select trainees b. Prepare logistics for training 3. Implement Partners in Policymaking training <ul style="list-style-type: none"> Action Steps <ol style="list-style-type: none"> a. Gather and update training information and materials b. Contract with content area speakers c. Prepare assignments 4. Evaluate the training program <ul style="list-style-type: none"> Action Steps <ol style="list-style-type: none"> a. Develop project evaluation instruments b. Evaluate impact of training c. Evaluate satisfaction and effectiveness of technical assistance 5. Evaluate the overall project 6. Develop and submit final report and recommendations for next steps 	<p>Evaluation Outcomes for Year(s): 1-5</p> <p>Outcome 1: 80% of PIP students indicate they built their knowledge and capacity in self-determination, disabilities systems, educating and influencing public policy makers.</p> <p>Outcome 2: 70% of PIP graduates develop a relationship with a policy maker as a mechanism for sharing information on disabilities topics to educate and influence</p> <p>Outcome 3: 60% of PIP graduates initiate a project for system change to positively impact individuals with developmental disabilities.</p> <p>Evaluation Methods:</p> <ol style="list-style-type: none"> 1. Post-class survey on: <ol style="list-style-type: none"> a. Student evaluation of course. b. Contact information for policy maker with whom student has developed a relationship c. What program or activity each graduate is implementing, the system change they expect to occur, their written work plan to complete program/activity development including task and date for completion. <p>Outputs:</p> <ul style="list-style-type: none"> • Needs assessment • Contracts for Speakers • Training materials • Evaluation forms
<p>Overall objective Timeline: Each year of the State Plan</p> <p>Systems Change Framework</p> <ul style="list-style-type: none"> o Improve knowledge base o Select social strategies o Obtain stakeholder involvement o Support policy entrepreneurs 	

3. Self Advocacy Goal: In partnership with individuals with developmental disabilities, families and other community partners, the Council will provide training, technical assistance and support to build capacity of individuals with developmental disabilities for self-determination, independence and meaningful participation with their communities.

Objective 3.1: Provide training to forty (40) individuals with developmental disabilities and family members and/or guardians, to build their knowledge and capacity in self-determination, disabilities systems, educating and influencing public policy makers.

<p>Youth Leadership Forum (YLF)- Implementation Activities-Years 1-5</p> <p>1. Contract begins with the grantee (The Able Trust, Inc.)</p> <p>2. Recruit participants 15 youth with developmental disabilities to participate in the Youth Leadership Forum for training on leadership skills</p> <p>Action Steps</p> <ol style="list-style-type: none"> Select participants Select junior staff, co-facilitators and facilitators Prepare face-to-face training <p>3. Implement Youth Leadership Forum (YLF) training</p> <p>Action Steps</p> <ol style="list-style-type: none"> Update materials as needed Gather existing training. info <p>4. Evaluate the (YLF) training and overall project</p> <p>Action Steps</p> <ol style="list-style-type: none"> Evaluate impact of training Evaluate satisfaction and effectiveness of technical assistance Evaluate the overall project through post-course survey <p>5. Develop and submit final report and recommendations for next steps</p>	<p>Evaluation Outcomes for Year(s): 1-5</p> <p>Outcome 1: 80% of participants develop personal leadership plans to build their self-determination knowledge, to increase their self-confidence and ability to be independent, and to be involved in leadership activities at local and state levels.</p> <p>Outcome 2: 4-5 months after YLF, seventy percent of participants are actively engaged in implementing their personal leadership plan.</p> <p>Outcome 3: Five of previous participants will take on greater leadership responsibility at the YLF as junior staff during the program.</p> <p>Outcome 4: Three of previous junior staff will take on greater leadership responsibility at the YLF as co-facilitators during the program.</p> <p>Outcome 5: 4-5 months after YLF, 70 percent of participants are involved in local self-advocacy groups.</p> <p>Evaluation Methods:</p> <ol style="list-style-type: none"> Survey of participants 4-5 months following Forum to obtain evaluation data and feedback to indicate <ol style="list-style-type: none"> What the delegates, junior staff and co-facilitators learned as a result of participating in YLF What action the delegates are taking from what they learned at the YLF. Whether they are involved in a local self-advocate group. <p>Outputs:</p> <ul style="list-style-type: none"> Recruitment materials Materials for all sessions Evaluation materials
<p>Overall objective Timeline: Each year of the State Plan</p> <p>Systems Change Framework</p> <ul style="list-style-type: none"> Improve knowledge base Select social strategies Obtain stakeholder involvement. Core Indicators for DD 	



3. Self Advocacy Goal: In partnership with individuals with developmental disabilities, families and other community partners, the Council will provide training, technical assistance and support to build capacity of individuals with developmental disabilities for self-determination, independence and meaningful participation with their communities.

Objective 3.1: Provide training to forty (40) individuals with developmental disabilities and family members and/or guardians, to build their knowledge and capacity in self-determination, disabilities systems, educating, and influencing public policy makers.

<p><u>RFP 100- Implementation Activities-Final Year</u></p> <ol style="list-style-type: none"> 1. RFP released 2. One Grantee selected on a quarterly basis <ul style="list-style-type: none"> a. Review of proposals and selection of grantees 3. Implementation of trainings and/or conferences on self-determination, disabilities systems, educating, and influencing public policy makers, on a quarterly basis <ul style="list-style-type: none"> Action Steps <ul style="list-style-type: none"> a. Individuals with developmental disabilities and/or families participate in training provided through 4-5 contracts offered through 2011 RFP100 4. Evaluate trainings and/or conferences <ul style="list-style-type: none"> Action Steps <ul style="list-style-type: none"> a. Evaluate impact of training b. Evaluate the overall project through post-course survey 5. Develop and submit final report and recommendations for next Steps 	<p>Evaluation Outcomes for Year(s): Final</p> <p>Outcome 1: 50 persons with DD, their family members and stakeholders, report how they are applying what was learned in training or at conferences.</p> <p>Outcome 2: 80% of participants report that the information they learned at a training or conference increased their knowledge and capacity in at least one of the following : (1) self-determination, (2) disabilities systems, (3) educating and (4) influencing public policy maker</p> <p>Evaluation Methods:</p> <ol style="list-style-type: none"> 1. Surveys <p>Outputs:</p> <ul style="list-style-type: none"> • Marketing materials • Conferences • Evaluation materials
<p>Overall objective Timeline: Initiative to end in 2012</p> <p>Systems Change Framework</p> <ul style="list-style-type: none"> o Improve knowledge base o Obtain stakeholder involvement 	

3. Self Advocacy Goal: In partnership with individuals with developmental disabilities, families and other community partners, the Council will provide training, technical assistance and support to build capacity of individuals with developmental disabilities for self-determination, independence and meaningful participation with their communities.

Objective 3.1: Provide training to forty (40) individuals with developmental disabilities and family members and/or guardians, to build their knowledge and capacity in self-determination, disabilities systems, educating and influencing public policy makers.

<p><u>Self-Advocate and Family LEAD Funds-Implementation Activities--Final Year</u></p> <ol style="list-style-type: none"> 1. Continuation contract begins 2. Recruit participants to attend trainings and/or conferences <ul style="list-style-type: none"> Action Steps <ol style="list-style-type: none"> a. Launch statewide marketing for potential participants b. Recruit individuals with developmental disabilities and/or families to attend training and conferences 3. Participation in Trainings and/or conferences <ul style="list-style-type: none"> Action Steps <ol style="list-style-type: none"> a. Individuals with developmental disabilities and/or families are participate in trainings and conferences 4. Evaluate trainings and/or conferences <ul style="list-style-type: none"> Action Steps <ol style="list-style-type: none"> a. Evaluate impact of training b. Evaluate the overall project through post-course survey 5. Develop and submit final report and recommendations for next steps 	<p>Evaluation Outcomes for Year(s):</p> <p>Outcome 1: Individuals with developmental disabilities and family members report an increase in their knowledge and capacity gained as a result of the trainings and/or conferences attended and sponsored by FDDC</p> <p>Outcome 2: Individuals with developmental disabilities and family members report applying the knowledge gained from training to their capacity and/or to increase their self-determination skills</p> <p>Evaluation Methods:</p> <ol style="list-style-type: none"> 1. Participant Surveys <p>Outputs:</p> <ul style="list-style-type: none"> • Marketing materials • Website • Evaluation forms
<p>Overall objective Timeline: Initiative to end in 2012</p> <p>Systems Change Framework</p> <ul style="list-style-type: none"> ○ Improve knowledge base ○ Select social strategies ○ Obtain stakeholder involvement 	

3. Self Advocacy Goal: In partnership with individuals with developmental disabilities, families and other community partners, the Council will provide training, technical assistance and support to build capacity of individuals with developmental disabilities for self-determination, independence and meaningful participation with their communities.

Objective 3.2: Provide technical assistance to establish a statewide developmental disability self-advocate network to build self-advocates' capacity for advocacy and systems change.

FSAA- Implementation Activities-Year 1

1. Collaboration with the Florida Self-Advocacy Alliance (FSAA)
2. Provide Technical Assistance to build self-advocates' capacity for advocacy and systems change
 - Action Steps**
 - a. Meet with FSAA members to determine technical assistance
 - b. Ensure supports are in place to assist with FSAA efforts, including electronic communication system for group-wide networking
 - c. Determine need for other resources to assist with FSSA efforts
3. Evaluate technical assistance efforts
 - Action Steps**
 - a. Evaluate the technical assistance (satisfaction & effectiveness)
 - b. Evaluate the overall project
4. Develop and submit final report and recommendations for next steps

Evaluation Outcomes for Year(s): 1

- Outcome 1:** 15 local and state-wide groups joined FSAA
 - Outcome 2:** FSAA has an established mechanism for FSAA communication
 - Outcome3:** FSAA identify ways for self-advocates' to build capacity for advocacy and systems change
- Evaluation Methods:**
1. Observation and report if group met goals/objectives
 2. Documentation of efforts made for self-advocates to build capacity for advocacy and systems change
 3. Pre-Survey: needs assessment survey to document needs of FSAA
 4. Post-Survey: to gather feedback of technical assistance provided

Outputs

1. Informational materials

Overall objective Timeline: Each year of the State Plan

Systems Change Framework

- Improve knowledge base
- Select social strategies
- Obtain stakeholder involvement S
- Support policy entrepreneurs

3. Self Advocacy Goal: In partnership with individuals with developmental disabilities, families and other community partners, the Council will provide training, technical assistance and support to build capacity of individuals with developmental disabilities for self-determination, independence and meaningful participation with their communities.

Objective 3.2: Provide technical assistance to establish a statewide developmental disability self-advocate network to build self-advocates' capacity for advocacy and systems change.

FSAA- Implementation Activities-Year 2

1. Continue collaboration with the Florida Self-Advocacy Alliance (FSAA)

2. Provide Technical Assistance to build self-advocates' capacity for advocacy and systems change

Action Steps

- a. Meet with FSAA members to determine technical assistance
- b. Ensure supports are in place to assist with FSAA efforts, including electronic communication system for group-wide networking
- c. Determine need for other resources to assist with FSAA efforts.

3. Evaluate technical assistance efforts to build self-advocates' capacity for advocacy and systems change

Action Steps

- a. Evaluate the technical assistance (satisfaction & effectiveness)
- b. Evaluate the overall project

4. Develop and submit final report and recommendations for next steps

Evaluation Outcomes for Year(s): 2

Outcome 1: 75 members and/or groups are on the FSAA list serve.

Outcome 2: The FSAA website shares information in a timely manner so that self-advocates and family members are informed and have the opportunity to become engaged in self-advocacy activities and systems change efforts.

Outcome 3: 10 self-advocates of FSAA are able to advocate for themselves or others as a result of information gathered on the FSAA website.

Evaluation Methods:

1. Observation and report if group met goals / objectives
2. Documentation of advocacy activities on behalf of FSAA from the self-advocates for systems change
3. Pre-Survey: re-assess needs of FSAA
4. Post-Survey: to gather feedback of technical assistance provided

Outputs:

- FSAA Website
- Informational materials

Overall objective Timeline: Each year of the State Plan

Systems Change Framework

- Improve knowledge base
- Select social strategies
- Obtain stakeholder involvement

3. Self Advocacy Goal: In partnership with individuals with developmental disabilities, families and other community partners, the Council will provide training, technical assistance and support to build capacity of individuals with developmental disabilities for self-determination, independence and meaningful participation with their communities.

Objective 3.2: Provide technical assistance to establish a statewide developmental disability self-advocate network to build self-advocates' capacity for advocacy and systems change.

<p>FSAA- Implementation Activities-Year 3</p> <p>1. Continue collaboration with the Florida Self-Advocacy Alliance (FSAA)</p> <p>2. Provide Technical Assistance to build self-advocates' capacity for advocacy and systems change</p> <p>Action Steps</p> <ol style="list-style-type: none"> Meet with FSAA members to determine technical assistance Ensure supports are in place to assist with FSAA efforts, including electronic communication system for group-wide networking Determine need for other resources to assist with FSAA efforts. <p>3. Evaluate technical assistance efforts to build self-advocates' capacity for advocacy and systems change</p> <p>Action Steps</p> <ol style="list-style-type: none"> Evaluate the technical assistance (satisfaction & effectiveness) Evaluate the overall project <p>4. Develop and submit final report and recommendations for next steps</p>	<p>Evaluation Outcomes for Year(s): 3</p> <p>Outcome 1: 75 members and/or groups are on the FSAA list serve.</p> <p>Outcome 2: The FSAA website shares information in a timely manner so that self-advocates and family members are informed and have the opportunity to become engaged in self-advocacy activities and systems change efforts.</p> <p>Outcome 3: 10 self-advocates of FSAA are able to advocate for themselves or others as a result of information gathered on the FSAA website.</p> <p>Evaluation Methods:</p> <ol style="list-style-type: none"> Observation and report if group met goals/objectives Documentation of advocacy activities on behalf of FSAA from the self-advocates for systems change Pre-Survey: re-assess needs of FSAA Post-Survey: to gather feedback of technical assistance provided <p>Outputs:</p> <ul style="list-style-type: none"> FSAA Website Informational materials
<p>Overall objective Timeline: Each year of the State Plan</p> <p>Systems Change Framework</p> <ul style="list-style-type: none"> Improve knowledge base Select social strategies Obtain stakeholder involvement Support policy entrepreneurs 	

3. Self Advocacy Goal: In partnership with individuals with developmental disabilities, families and other community partners, the Council will provide training, technical assistance and support to build capacity of individuals with developmental disabilities for self-determination, independence and meaningful participation with their communities.

Objective 3.2: Provide technical assistance to establish a statewide developmental disability self-advocate network to build self-advocates' capacity for advocacy and systems change.

FSAA-Year-Implementation Activities- 4

1. Continue collaboration with the Florida Self-Advocacy Alliance (FSAA)
2. Provide Technical Assistance to build self-advocates' capacity for advocacy and systems change

Action Steps

- a. Meet with FSAA members to determine technical assistance
- b. Ensure supports are in place to assist with FSAA efforts, including electronic communication system for group-wide networking
- c. Determine need for other resources to assist with FSAA efforts
- d. Identify resources, supports and trainings to facilitate s Self-Advocates on FSAA to take on leadership responsibilities within the organization

3. Evaluate technical assistance efforts to build self-advocates' capacity for advocacy and systems change

Action Steps

- a. Evaluate the technical assistance (satisfaction & effectiveness)
- b. Evaluate the overall project

4. Develop and submit final report and recommendations for next steps

Evaluation Outcomes for Year(s): 4 & 5

Outcome 1: Self-Advocates recruit 15 local and state-wide groups to join FSAA

Outcome 2: 15 self-advocates on FSAA demonstrate the capacity they have developed by advocating for systems change on behalf of FSAA by educating legislators

Outcome 3: Self-advocates from FSAA take on leadership responsibilities within the organization

Outcome 4: FSAA develop and maintain communication materials (e.g.; brochures, website)

Evaluation Methods:

1. Observation and report if group met goals/objectives
2. Documentation of advocacy activities on behalf of FSAA from the self-advocates for systems change
3. Documentation of Self-Advocates taking leadership positions within organization
4. Pre-Survey: re-assess needs of FSAA
5. Post-Survey: to gather feedback of technical assistance provided

Outputs:

- List Serve
- Materials about FSAA
- Final report and recommendations

Overall objective Timeline: Each year of the State Plan
Systems Change Framework

- o Improve knowledge base
- o Select social strategies
- o Obtain stakeholder involvement
- o Support policy entrepreneurs

3. Self Advocacy Goal: In partnership with individuals with developmental disabilities, families and other community partners, the Council will provide training, technical assistance and support to build capacity of individuals with developmental disabilities for self-determination, independence and meaningful participation with their communities.

Objective 3.3: Provide training in three (3) areas of Florida, to promote self-determination to un-served and underserved individuals with developmental disabilities, families and other community stakeholders.

The Route to Self-Determination Implementation Activities-Year 1

1. Release RFP

Action Steps

- a. Use the FSAA in an advisory capacity to determine the approach to provide training to individuals with Developmental Disabilities in rural communities and individuals with developmental disabilities who primary language is not English.

2. Select Grantee

3. Contract begins

4. Select targeted areas for trainings to promote self-determination, focusing on Hispanic and rural un-served and underserved populations

Action Steps:

- a. Identify targeted audience
 - i. Collaborate with local agencies to identify potential participants
- 5. Provide trainings to promote self-determination**

Action Steps

- a. Identify type of training
 - i. On-line/webinar
 - ii. Face to Face
 - iii. Train the trainer
- b. Identify training topics
 - i. Gather existing training information
 - ii. Determine training areas that need to be developed

6. Evaluate training efforts and overall project

Action Steps:

- a. Evaluate the overall training (satisfaction and effectiveness)
- b. Evaluate the overall project

7. Develop and submit final report and recommendations

Overall objective Timeline: Each year of the State Plan

Systems Change Framework

- o Improve knowledge base

Evaluation Outcomes for Year(s): 1

Outcome 1: 20 individuals with Developmental Disabilities in rural areas and those who are non-English speakers who participated in the trainings will demonstrate increased knowledge in self-determination.

Outcome 2: 20 individuals with Developmental Disabilities in rural areas and/or who are non-English speakers who participated in the trainings will have applied knowledge gained by using self determination skills in their daily lives.

Evaluation Methods:

- 1. Pre and Post Surveys
- 2. Interviews with training participants at 6 month, 1 year and 2 year marks to determine
 - a. application of knowledge gained
 - b. participation in self-advocacy organizations or activities

Outputs:

- Needs assessment instruments
- Training materials
- Training
- Evaluation materials
- Final report and recommendations

3. Self Advocacy Goal: In partnership with individuals with developmental disabilities, families and other community partners, the Council will provide training, technical assistance and support to build capacity of individuals with developmental disabilities for self-determination, independence and meaningful participation with their communities.

Objective 3.3: Provide training in three (3) areas of Florida, to promote self-determination to un-served and underserved individuals with developmental disabilities, families and other community stakeholders.

<p>The Route to Self-Determination - Years 2-5</p> <p>1. Contract continuation is approved Action Steps</p> <p>a. Use the FSAA in an advisory capacity to determine the approach to continue to provide training to individuals with Developmental Disabilities in rural communities and individuals with developmental disabilities who are non-English speakers</p> <p>2. Contract begins</p> <p>3. Select targeted areas for training to promote self-determination Action Steps:</p> <p>a. Identify targeted audience</p> <p>i. Collaborate with local agencies to identify potential participants</p> <p>4. Provide trainings to promote self-determination Action Steps</p> <p>a. Identify type of training</p> <p>i. On-line/webinar</p> <p>ii. Face to Face</p> <p>iii. Train the trainer</p> <p>b. Identify training topics</p> <p>i. Gather existing training information</p> <p>ii. Determine training areas that need to be developed</p> <p>iii. Update or develop training materials (if needed)</p> <p>5. Evaluate training efforts and overall project Action Steps:</p> <p>a. Evaluate the overall training (satisfaction and effectiveness)</p> <p>b. Evaluate the overall project</p> <p>6. Develop and submit final report and recommendations for next steps</p>	<p>Evaluation Outcomes for Year(s): 2-5</p> <p>Outcome 1: 20 individuals with developmental disabilities, family members and community stakeholders in rural areas and those who are non-English speakers who participated in the trainings will demonstrate increased knowledge in self-determination.</p> <p>Outcome 2: 20 individuals with developmental disabilities, family members and community stakeholders in rural areas and/or who are non-English speakers who participated in the trainings will have applied knowledge gained by using self-determination skills in their daily lives.</p> <p>Outcome 3: At least 5 individuals with developmental disabilities in rural areas join self-advocacy organizations and use their self-determination skills learned</p> <p>Evaluation Methods:</p> <ol style="list-style-type: none"> 1. Pre and Post Surveys 2. Interviews with training participants at 6 month, 1 year and 2 year marks to determine <ul style="list-style-type: none"> • application of knowledge gained • participation in self-advocacy organizations or activities. <p>Outputs:</p> <ul style="list-style-type: none"> • Needs assessment • Training materials • Evaluation instruments • Final Report and recommendations
<p>Overall objective Timeline:</p> <p>Systems Change Framework</p> <ul style="list-style-type: none"> o Improve knowledge base 	

3. Self Advocacy Goal: In partnership with individuals with developmental disabilities, families and other community partners, the Council will provide training, technical assistance and support to build capacity of individuals with developmental disabilities for self-determination, independence and meaningful participation with their communities.

Objective 3.4: Provide technical assistance and supports to the Florida Self-Advocacy Network (Florida S.A.N.D) and facilitate the provision of technical assistance to the local self-advocacy groups, which includes assisting their members to participate in cross-disability and culturally diverse leadership coalitions.

Florida SANDS- Implementation Activities-Year 1-5

Evaluation Outcomes for Year(s): 1-5

1. Contract continuation is approved

Outcome 1: 2 members from each local group of FL SAND apply to be/join as members of cross-disability and/or culturally diverse leadership coalitions or work settings.

2. Contract begins

Outcome 2: Collaborate with local organizations to recruit individuals with developmental disabilities for membership.

3. Provide Technical Assistance to FL SAND

Outcome 3: FL SAND, as the statewide leadership entity, will support the local self-advocacy groups with legislative platforms and activities to improve the lives of individuals with DD and their families.

- a. Conduct needs assessment
- b. Provide supports and resources as needed
- c. Identify additional resources
- d. Identify resources and supports to facilitate each self-advocacy organization to assist their members to participate in cross-disability and culturally diverse leadership coalitions

4. Evaluate the technical assistance efforts

Outcome 4: Thirteen sustainable local self-advocacy groups function in different locations if Florida, advocating for local issues, impacting lives of individuals with DD and families.

- a. Evaluate the technical assistance (satisfaction & effectiveness)
- b. Evaluate the overall project

5. Develop and submit final report and recommendations for next steps

Evaluation Methods:

1. Interviews
2. Self-reporting surveys

Outputs:

- Needs assessment instruments
- Evaluation instruments
- Final report and recommendations

Overall objective Timeline: Each year of the State Plan

Systems Change Framework

- o Improve knowledge base
- o Select social strategies
- o Obtain stakeholder involvement
- o Support policy entrepreneurs

3. Self Advocacy Goal: In partnership with individuals with developmental disabilities, families and other community partners, the Council will provide training, technical assistance and support to build capacity of individuals with developmental disabilities for self-determination, independence and meaningful participation with their communities.

Objective 3.4: Provide technical assistance and supports to the Florida Self-Advocacy Network (Florida S.A.N.D) and facilitate the provision of technical assistance to the local self-advocacy groups, which includes assisting their members to participate in cross-disability and culturally diverse leadership coalitions.

<p>Self-Advocacy Groups-Implementation Activities- Year 1-2 Establish 3 additional local self-advocacy groups under Florida SAND</p> <ol style="list-style-type: none"> 1. Continuation funding approved or RFP released 2. Select Grantee 3. Contract begins 4. Select areas for development of more local self-advocacy groups <p>Action Steps</p> <ol style="list-style-type: none"> a. Collaborate with FL SAND to determine targeted areas b. Identify self-advocates, in targeted areas, who will work at establishing a local self-advocacy group <p>5. Provide Technical Assistance to develop more local self advocacy groups</p> <p>Action Steps</p> <ol style="list-style-type: none"> a. Review and revise the Self-Advocacy Tool Kit (if needed) b. Collaborate with FLSAND board on T.A. efforts c. Recruit self-advocates to become advisors to new groups d. Train advisors on roles & responsibilities e. Market the establishment of local self-advocacy group f. Recruit self-advocates to become members of local self-advocacy group g. Provide training on roles and responsibilities to all members h. Provide training on advocacy and self-determination <p>6. Evaluate technical assistance efforts</p> <p>Action Steps</p> <ol style="list-style-type: none"> a. Evaluate the technical assistance (satisfaction & effectiveness) b. Evaluate the overall project <p>7. Develop and submit final report and recommendation</p> <p>Overall objective Timeline: 2 years of the State Plan</p> <p>Systems Change Framework</p> <ul style="list-style-type: none"> o Improve knowledge base o Select social strategies o Obtain stakeholder involvement o Support policy entrepreneurs 	<p>Evaluation Outcomes for each Year(s): 1 & 2</p> <p>Outcome 1: Group advisors use knowledge gained to advise local self-advocacy groups</p> <p>Outcome 2: Local self-advocacy members demonstrate an increase in knowledge gained in self-determination and self-advocacy</p> <p>Outcome 3: Local self-advocacy members use knowledge gained to promote self-advocacy and self-determination in their daily lives</p> <p>Evaluation Methods:</p> <ol style="list-style-type: none"> 1. Pre and Post surveys completed at end of each training group each year after formation 2. Follow up interviews with members and advisors of each group each year after formation 3. Self-report on strategy activity done by group <p>Outputs:</p> <ul style="list-style-type: none"> • Marketing materials • Training materials • Evaluation instruments • Final report and recommendation
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3. Self Advocacy Goal: In partnership with individuals with developmental disabilities, families and other community partners, the Council will provide training, technical assistance and support to build capacity of individuals with developmental disabilities for self-determination, independence and meaningful participation with their communities.

<p>Objective 3.5 Provide technical assistance to six (6) self-advocates who are considered leaders to provide training and mentorship to individuals with developmental disabilities in self-determination disability issues and education public policy makers.</p> <p><u>Self-Advocate Trainers on Leadership Skills (SALT)-Implementation Activities:</u></p> <p><u>Year 1</u></p> <ol style="list-style-type: none"> 1. Release RFP 2. Select grantee 3. Contract begins 4. Conduct research to identify topics and materials for training on leadership development and mentorship for self-advocates who are considered leaders to train individuals with developmental disabilities to become leaders <p>Action Steps</p> <ol style="list-style-type: none"> a. Conduct needs assessment among those in Florida allies leadership positions in Florida b. Conduct needs assessment among those self-advocates in leadership positions or showing leadership potential c. Determine most mentioned topics as those to be covered in leadership and mentorship training <ol style="list-style-type: none"> 5. Develop training materials for self-advocates on leadership development and mentorships skills <p>Action Steps</p> <ol style="list-style-type: none"> a. Explore with other councils any tested self-advocate leadership training that currently exists b. Explore with other organizations any tested self-advocate leadership training that currently exists c. Explore materials of Syracuse University self-advocates program <ol style="list-style-type: none"> 6. Develop leadership training materials for individuals with developmental disabilities 7. Pilot both sets of training materials with self-advocates on leadership development skills 8. Finalize both sets of training materials 9. Evaluate training efforts and overall project <p>Action Steps:</p> <ol style="list-style-type: none"> a. Evaluate the overall training (satisfaction and effectiveness) b. Evaluate the overall project <ol style="list-style-type: none"> 10. Develop and submit final report and recommendations <p>Overall objective Timeline: Each year of the State Plan</p> <p>Systems Change Framework</p> <ul style="list-style-type: none"> o Improve knowledge base o Select social strategies o Obtain stakeholder involvement o Support policy entrepreneurs 	<p>Evaluation Outcomes for Year(s): 1</p> <p>Outcome 1: Leadership training is developed to train self-advocates who are considered to be leaders, to train other individuals with developmental disabilities to become leaders</p> <p>Outcome 2: Leadership training is developed to train individuals with developmental disabilities to become leaders</p> <p>Evaluation Methods:</p> <ol style="list-style-type: none"> 1. Documentation of final training materials for self-advocates who are considered to be leaders to train other individuals with developmental disabilities to become leaders 2. Documentation of final training materials for individuals with developmental disabilities to become leaders <p>Outputs:</p> <ul style="list-style-type: none"> • Needs assessments • Training materials • Evaluation materials
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provide training, technical assistance and support to build capacity of individuals with developmental disabilities, families and other community partners, the Council will meaningful participation with their communities.

Objective 3.5 Provide technical assistance to six (6) self-advocates who are considered leaders to provide training and mentorship to individuals with developmental disabilities in self-determination disability issues and education public policy makers.

Self-Advocate Trainers on Leadership Skills (SALT)-Implementation Activities-Year 2-5

Evaluation Outcomes for Year(s): 2-5

1. Continuation contract approved

2. Contract begins

3. Recruit to self-advocates to become trainers

Action Steps

a. Market opportunity

b. Approach those considered leaders by council members and other organizations

c. Distribute applications and select trainees

4. Implement training program with self advocate trainers (those who are considered leaders)

Action Steps

a. Training on developing leadership skills, providing mentoring and on developing skills to become an advisor (potentially)

5. Select targeted areas for trainings to self-advocates to develop leadership skills

Action Steps:

a. Identify areas where selected trainees live and areas where local agencies are willing to collaborate by providing training space

6. Self-advocate trainers provide trainings to individuals with developmental disabilities on becoming leaders

Action Steps

a. Identify type of training

i. On-line/webinar

ii. Face to Face

iii. Train the trainer

b. Identify training topics

i. Developing skills to become an advisor

7. Self-advocate trainers provide mentoring to individuals with developmental disabilities on leadership skills

Action Steps

a. Recruit second class of trainees

b. Have self-advocate trainers serve as co-trainers

8. Evaluate training efforts, mentoring and overall project

Action Steps:

a. Evaluate the overall training (satisfaction and effectiveness)

b. Evaluate the overall project

9. Develop and submit final report and recommendations

Overall objective Timeline: Each year of the State Plan

Systems Change Framework

o Improve knowledge base

o Select social strategies

o Obtain stakeholder involvement

o Support policy entrepreneurs

Outcome 1: Six self-advocates are trained each year on providing training to individuals with developmental disabilities to become trainers.

Outcome 2: Leadership skills trainings provided to individuals with developmental disabilities on becoming leaders by self-advocate trainers

Outcome 3: Individuals with developmental disabilities trained report an increase in their leadership knowledge and skills gained as a result of the training.

Outcome 4: Individuals with developmental disabilities trained will report seeking leadership roles and responsibilities in their local community

Evaluation Methods:

1. Documentation of self-advocates trained
2. Pre and post surveys of trainings conducted

Outputs:

- Marketing materials
- Applications
- Training materials
- Evaluations instruments
- Final report and recommendations



3. Self Advocacy Goal: In partnership with individuals with developmental disabilities, families and other community partners, the Council will provide training, technical assistance and support to build capacity of individuals with developmental disabilities for self-determination, independence and meaningful participation with their communities.

Objective 3.6: Provide technical assistance and training in two (2) community organizations to foster participation of individuals with developmental disabilities to engage in meaningful activities with their peers in their communities.

Next Chapter Book Club - Implementation Activities- Final Year

1. Continuation contract begins
2. Implement training on program expansion
 - Action Steps
 - a. Continue to train staff on the development of the local book club projects for the two identified locations in FL.
3. Develop book clubs in two locations in FL
 - Action Steps
 - a. Identify locations in Florida
 - b. Recruit participants and staff
4. Start newly developed Next Chapter Book Clubs
 - Action Steps
 - a. Provide materials needed
 - b. Train staff as needed
5. Provide Technical Assistance on long term planning for sustainability
 - Action Steps
 - a. Identify potential community partners to support the long term sustainability of the program
6. Evaluate the training and technical assistance
 - Action Steps
 - a. Evaluate the overall training and technical assistance (satisfaction and effectiveness)
 - b. Evaluate the overall project (satisfaction & effectiveness)
7. Develop and submit final report and recommendations

Evaluation Outcomes for Year(s): Final

- Outcome 1:** At least 8 NCBC book club models will successfully be implemented in Florida.
- Outcome 2:** At least 4 NCBC book club model will begin efforts to sustain the operations of the NCBC book club models beyond Council funding
- Evaluation Methods:**
1. Questionnaires to providers and program participants
 2. Sustainability survey instrument tool
 3. Interviews of programmatic staff
 4. Participant satisfaction surveys

Outcome 3: Individuals with developmental disabilities will participate in meaningful activities with their peers in their local communities

Evaluation Methods:

1. Surveys of program participants

- Outputs:**
- Materials for program
 - Marketing materials
 - Training materials
 - Evaluation instruments
 - Final report and recommendations

Overall objective Timeline: 1 year Systems Change Framework

- o Improve knowledge base
- o Select social strategies
- o Obtain stakeholder involvement
- o Support policy entrepreneurs

Tennessee State Plan

August 2012 State Plan Update

Goals	Objectives	Projects/Activities
<p>Goal 1: Leadership Development</p> <p>Annually, in partnership with Tennesseans with disabilities, families and others provide training, education and informational opportunities that result in people who are better able to access services, serve on cross disability and culturally diverse leadership coalitions, influence policy, communicate needs, and build relationships in their communities.</p>	<p>1.1 Yearly, provide 7 weekend sessions of Partners in Policymaking to train 10 self advocates and 15 family members on disability policy and practice in Tennessee and nationally.</p> <p>1.2 Yearly, provide opportunities for individuals with disabilities and family members to develop their knowledge and leadership skills via five activities: supporting a statewide self advocacy organization; strengthening statewide self advocacy initiatives; funding and operating the Consumer Education Stipends so 150 people are assisted; partnering with advocates to reach underserved families from diverse cultures with minority leadership training; and, in partnership with other advocacy groups funding and co-sponsoring the annual Tennessee Disability Mega Conference.</p>	<ul style="list-style-type: none"> • Partners in Policymaking • Tennessee Self Advocacy Network • People Planning Together (PC Organizations leadership training by self advocates) • STEP Minority Leadership Conferences • Pathfinder Multicultural Project • Consumer Education Stipends • Tennessee Disability MegaConference • Youth Leadership Forum • Youth Readiness Training • Next Chapter Book Clubs

August 2012 State Plan Update

	<p>1.3 Yearly conduct youth leadership development activities to support a minimum of 15 youth in high school with disabilities to develop and serve as leaders and mentors to their peers.</p> <p>1.4 For a minimum of FY 2012 and 2013, expand the number of members in Next Chapter Book Clubs from 50 to 75.</p>	
<p>Goal 2: Service System Improvement</p> <p>Annually, in collaboration with individuals with disabilities, families, professionals and policy makers, fund and replicate demonstrations of best practice, form and support public policy development, and coordinate coalitions so that the Tennessee developmental disability service system is person and family centered and supports individuals</p>	<p>2.1 For FY 2012 through 2014, facilitate replication of the Project SEARCH or Walgreen's employment models at 2 additional sites in Tennessee.</p> <p>2.2 FY 2012, research demand side employment demonstration projects</p> <p>2.3 Annually, work with groups such as the Tennessee Collaboration on</p>	<ul style="list-style-type: none"> • Project Opportunity • Research demand side employment models • Tennessee Employment Consortium (TEC) • Tennessee Alliance for Full Participation (AFP) • Disability Coalition on Education • Alliance on Disability Policy

August 2012 State Plan Update

<p>with developmental disabilities to be independent, productive and included in community life.</p>	<p>Employment, Tennessee Employment Consortium, and Tennessee Alliance for Full Participation to develop and implement initiatives designed to improve employment outcomes for Tennesseans with developmental disabilities.</p> <p>2.4 Yearly, form, support and/or serve on public policy coalitions in order to advocate for and educate policymakers on best policies and practices in services to people with DD. Note – the focus of the coalition can be employment, housing or any other topic relevant to the DD Act.</p> <p>2.5 Annually, fund a minimum of 4 demonstration projects in order to highlight community-based best practice models. Note – this can be accomplished through either the Call for Application or Continuation Proposal processes.</p>	<ul style="list-style-type: none"> • Fulfill the Promise • EasyLiving Homes • Visitability Task Force • Human Service Coops • Microboards • Tennessee Microboard Association • Person Centered Organizations • Project Open Wide • Next Steps • Post Secondary Education Task Force • Tennessee Collaborative on Employment
<p>Goal 3: Information and Outreach</p> <p>Annually, provide Tennesseans</p>	<p>3.1 Yearly, provide information on</p>	<ul style="list-style-type: none"> • Breaking Ground

August 2012 State Plan Update

<p>with disabilities, family members, professionals, organizations, policymakers, and the public with reliable sources of information about disability issues, services and supports which they use to increase access to services and drive systems change.</p>	<p>disability issues and topics through a publication format to 2000 people.</p> <p>3.2 Yearly, provide educational information on policy and legislation at the state and federal level through 8 issues of a newsletter distributed via mail, e-mail, conference calls, and the Internet to a minimum of 2000 people.</p> <p>3.3 Yearly, provide information, referral, and support to 1000 people with disabilities or their families seeking to access and use services.</p>	<ul style="list-style-type: none"> • Legislative Monitor • Disability Pathfinder
<p>Goal 4: Council Support and Administration</p> <p>Each year the Council and its Committees receive staff and administrative support to effectively implement the Council's mission and goals.</p>	<p>4.1 Each year of the State Plan, provide input representing the philosophies and positions of the Council on public policy issues affecting people with developmental disabilities and, when possible, offer concrete policy alternatives to ensure that individuals and families can access and maintain self-directed</p>	<ul style="list-style-type: none"> • Grant management • Management of Call for Application process • Evaluation of Council activities • Fiscal/budget management • Council and Committee meetings support and

August 2012 State Plan Update

	<p>community based services and supports of their choice.</p> <p>4.2 Yearly, coordinate the Council's planning, project developing processes, evaluation, and reporting processes, with special attention to strategies to address issues related to the diversity of ethnicity, age, income, and geographical areas of Tennessee.</p> <p>4.3 Yearly, support the Council to effectively use grant funding to reach identified goals.</p> <p>4.4 Each year of the State Plan, support and coordinate meetings of the Council and Committees and provide leadership and administrative coordination to implement Council approved activities.</p> <p>4.5 Yearly, implement outreach and strategic communication activities to reach specific goals.</p>	<p>preparation</p> <ul style="list-style-type: none"> • Public policy analysis and development • TA to grantees on programmatic and fiscal issues • Council outreach, education and communication activities • Federal reporting both programmatic and fiscal
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Texas State Plan

TCDD FY 2012-2016 State Plan
Goals and Objectives as approved by the Council Oct 2013

Goal 1: Build collaborations within at least one geographic region served by an Education Service Center (ESC) to demonstrate ways to create measurable improvement in at least two identified indicators of educational success for students with developmental disabilities by 9/30/2016.

Objective 1: Identify two indicators of educational success and key criteria to solicit interest from organizations for partnering on activities in a region, by September 30, 2012.

Activity 1: Determine process through which indicators and criteria will be identified.

Activity 2: Identify availability/accessibility of data that will be used to measure indicators.

Activity 3: Use process to identify at least four indicators and three regions.

Activity 4: Select two to three indicators and one region and record baseline data.

Objective 2: In the selected ESC region, provide training and/or intervention to support active engagement by at least one family member for every four students who have developmental disabilities, by 9/30/2016.

Activity 1: Develop relationships with partner organizations that can reach the identified populations, and members of the appropriate Texas Advanced Leadership and Advocacy Conference (TALAC) regional leadership teams, taking into account the demographics of the region and strategies suggested by the demographics.

Activity 2: Explore partnership and roles for Developmental Disabilities Assistance and Bill of Rights Act of 2000 (DD Act) Network Partners (the State P&A and the University Centers on Excellence) in establishing project.

Activity 3: Determine what type of training, information, and/or technical assistance is to be provided and develop implementation plan.

Activity 4: Implement plan.

Activity 5: As possible, provide training, information, and technical assistance to other regions.

Objective 3: Review state policy initiatives related to the use of positive behavioral interventions and support (PBIS) in schools and the outcomes of TCDD PBIS projects in Region 17 and determine next steps by February 28, 2014.

Activity 1: Monitor policy initiatives related to positive behavioral supports in schools.

Activity 2: Provide information to legislative and agency staff regarding outcomes and lessons learned from TCDD PBIS projects.

Activity 3: Collaborate with others to review and evaluate potential opportunities or threats resulting from passed legislation.

Activity 4: Determine appropriate action to take to maximize the outcomes achieved by TCDD PBIS projects.

Goal 2: Establish at least two programs that assist Texans with developmental disabilities to gain competitive employment and/or to increase their personal income and assets, and that continue to operate after the completion of a maximum of 3-5 years of TCDD funding, by 9/30/2016.

Objective 1: Implement a program that provides supports and on-the-job learning opportunities to students with developmental disabilities in a post-secondary program that results in at least 80 percent of students who participate for two or more years in the program gaining jobs related to their desired careers within six months of completing their education, by 3/31/2016.

- Activity 1:** Continue to fund, monitor, and offer technical assistance to the selected grantee(s).
- Activity 2:** Track development and success of other programs that offer support for education for students with developmental disabilities learning in a post-secondary environment.
- Activity 3:** Develop comparison report for existing programs.

Objective 2: Develop and implement a plan to demonstrate to employers, people with developmental disabilities, and/or family members how available assistive technology can increase job performance and employment options, by 3/31/2016.

- Activity 1:** Collaborate with other stakeholders and review relevant policy to develop scope of work.
- Activity 2:** Develop Executive Summary outlining planned activities.
- Activity 3:** Select contractor(s), grantee(s), and/or partner(s) to implement activities.
- Activity 4:** Evaluate success of plan and determine next steps.

Objective 3: Partner with other organizations to expand and evaluate the impact of Project SEARCH in Texas, by 9/30/2016.

- Activity 1:** Collaborate with other stakeholders and review relevant policy to determine plan of action.
- Activity 2:** Develop Executive Summary outlining planned activities.
- Activity 3:** Select contractor(s), grantee(s), and/or partner(s) to implement activities.
- Activity 4:** Evaluate success of plan and determine next steps.

Objective 4: Each year, advocate for legislative and/or policy change to increase the assets a person receiving SSI and/or Medicaid can retain without losing benefits and to remove other policy-related barriers to full-time or part-time employment.

- Activity 1:** Monitor and/or participate in multiagency workgroups related to policy regarding SSI and assets.
- Activity 2:** Partner with other organizations to explore and evaluate the impact of other asset and/or income development models and job options other than full time work, by 9/30/2015.
- Activity 3:** Provide recommendations related to legislative and/or policy change as appropriate.

Goal 3: Conduct ongoing educational campaigns in collaboration with community leaders, organizations, and businesses to enable them to better support, include, and/or provide services to people with developmental disabilities by 9/30/2016.

Objective 1: Develop, implement, and evaluate at least two targeted educational campaigns to increase awareness of specific issues and/or to reduce stigma that may negatively impact the life of a person who has a developmental disability, by 9/30/2014.

- Activity 1:** Develop process by which issues will be selected.
- Activity 2:** Develop and maintain data to be used to identify specific goals, define target populations, develop successful strategies, and evaluate resulting outcomes.
- Activity 3:** Establish and maintain partnerships with organizations that are highly motivated to create change and/or are able to have a significant impact in their community.

Objective 2: Provide increased level of support to TCDD during legislative sessions as needed to implement communication activities and to provide information requested by members of the legislature and/or the media.

Objective 3: Provide information and/or technical assistance to at least four organizations that promote general community development, so that they may better include, support, and address the needs of community members who have developmental disabilities by 9/30/2016.

Activity 1: Establish partnerships with organizations that are motivated to improve their ability to include, support, and address the needs of community members who have developmental disabilities.

Activity 2: Identify technical assistance needs, develop and implement technical assistance plans.

Objective 4: Work with others to provide information to at least 200 community organizations and/or businesses to better support inclusion of people with developmental disabilities more fully by 9/30/2016.

Activity 1: Collaborate with DD Act Network Partners and others to determine information products to be developed and/or updated.

Activity 2: Develop and/or update materials to be provided to community organizations and/or businesses to support inclusion of people with developmental disabilities in the community by 9/30/2013.

Activity 3: Implement dissemination plan and track demand of product(s).

Activity 4: Provide opportunities for groups organizing conferences to apply for stipends to support disability-related presentations.

Goal 4: In at least one Health and Human Service (HHS) region, increase by 1% the percent of people with developmental disabilities surveyed who report they have access to the transportation they need to participate in their community in the manner they wish, by 9/30/2016.

Objective 1: Partner with disability advocacy groups, public transportation advocacy groups, and/or leadership and advocacy training programs to increase the number of individuals with disabilities who serve on transportation planning entities and are active in transportation planning by 9/30/2015.

Activity 1: Publicize the success of past Council transportation efforts to increase interest in participation.

Activity 2: Develop and post a Request for Proposals for at least one project to increase the number of individuals with disabilities who serve on transportation planning entities and are active in transportation planning efforts.

Activity 3: Implement, monitor, and evaluate project(s).

Objective 2: Build the capacity of at least four local organizations in the selected Region to provide transportation training to people with developmental disabilities by 9/30/2016.

Activity 1: Develop and post a Request for Proposals for at least one project to assist organizations to build the capacity to provide transportation training to people with developmental disabilities.

Activity 2: Select contractor(s), grantee(s), and/or partner(s) to implement planned activities.

Activity 3: Monitor implementation.

Activity 4: Evaluate success of plan and determine next steps.

Goal 5: Demonstrate how to prevent unnecessary admissions to State Supported Living Centers (SSLC) by supporting community organizations in at least 1 HHS Region to increase their

capacity to provide community-based services that support people with developmental disabilities to improve and maintain their health and to have access as needed to necessary healthcare, behavior supports, and/or respite, by 9/30/2016.

Objective 1: Determine evaluation methodology and gather baseline data.

Activity 1: Explore use of National Core Indicators, data on the numbers of people entering State Supported Living Centers from various HHS regions and the reasons they are entering, information from Community Centers that serve individuals with Intellectual and Developmental Disabilities, and/or input from other stakeholders.

Activity 2: Identify 3 possible target HHS region(s) based on data.

Activity 3: Select HHS region(s) in which activities will be implemented.

Objective 2: Provide funding to enable at least 10 organizations working in the target region(s) to implement plans that will increase their capacity to provide culturally appropriate healthcare services, behavior supports, and/or respite to support people with developmental disabilities living in the community by 9/30/2016.

Activity 1: Facilitate, to the extent feasible, collaboration between previous TCDD healthcare-related grantees (Project DOCC grantees, PBIS projects, Baylor College of Medicine), other interested partners, and organizations from the selected HHS region(s) to explore strategies and to develop a cohesive plan that will maximize available resources.

Activity 2: Facilitate implementation of selected strategies.

Activity 3: Provide support to non-medical community leaders (such as ministers) & service providers (such as speech pathologists) to collaborate with others to support the full inclusion of people with developmental disabilities and to support people with developmental disabilities to gain access to necessary healthcare services, behavior supports, and/or respite.

Objective 3: Pilot at least 5 different strategies to support individuals with developmental disabilities and their families to be able to have increased control over their personal health and well-being by September 30, 2016.

Activity 1: Pilot at least one strategy to support individuals with developmental disabilities to develop and maintain meaningful relationships based on common interests.

Activity 2: Pilot at least one strategy to support individuals with developmental disabilities to choose and participate in activities to improve their health and physical fitness.

Activity 3: Support completion of the initiated Alternatives to Guardianship/Supported Decision-Making Project and evaluate the supported decision making process as a way to facilitate individuals with developmental disabilities making their own decisions about their health.

Activity 4: Work with Austin Travis County Integral Care and other partners to establish additional African American Family Support Conferences modeled after ATCIC's Central Texas African American Family Support Conference.

Activity 5: Provide support to at least five organizations to improve the availability of culturally-competent services and supports for families of people with developmental disabilities who strongly identify with a specific ethnic community.

Objective 4: Each year of the plan, advocate for reallocation and/or more efficient use of existing resources, necessary policy changes, and/or increased funding to enable individuals with developmental disabilities to access necessary healthcare services, behavioral supports, and respite in the communities in which they wish to live and to prevent unnecessary institutionalization.

Objective 5: Beginning in FY 2013, develop opportunities to partner with people who have developmental disabilities, families, providers, medical schools, licensing and certification boards, agencies, and/or community-based organizations to provide or develop training and/or practice guidelines that include knowledge related to disability and incorporate components of successful TCDD projects.

Objective 6: Evaluate and share broadly the outcomes achieved and knowledge gained through the Alternatives to Guardianship/Supported Decision Making project.

Objective 7: Collaborate with DD Network Partners, local I/DD authorities, and Texas State agencies to support successful transitions for individuals living in State Supported Living Centers who choose to move to an inclusive community.

Goal 6: Work with others to double the number of identified leadership development and advocacy training programs that are able to provide culturally appropriate training for people with developmental disabilities without ongoing grant funding from TCDD, by 9/30/2016.

Objective 1: Each year of the plan, provide funding or technical assistance to establish and/or strengthen at least one program for the direct funding of a state self-advocacy organization led by individuals with developmental disabilities.

Activity 1: At least once every 2 years, provide funding for at least one specific public policy advocacy activity implemented by individuals who have developmental disabilities and are working with a state self-advocacy organization led by individuals with developmental disabilities.

Activity 2: At least once every 2 years, offer funding to support individuals with developmental disabilities to work with a state self-advocacy organization to implement a grassroots effort to organize and/or educate members of their community.

Activity 3: Each year, evaluate the effectiveness of Council efforts to establish and strengthen state self-advocacy organization(s) and consider alternate strategies.

Objective 2: Each year of the plan, support opportunities for individuals with developmental disabilities who are considered leaders to provide leadership training to individuals with developmental disabilities who may become leaders.

Activity 1: Each year provide opportunities for groups organizing disability-related conferences to apply for stipends to support speakers, mentors, or facilitators who have developmental disabilities and who have a philosophy consistent with that of TCDD.

Activity 2: Evaluate the feasibility and possible benefits of working with groups and/or individuals who offer training to improve presentation and/or training, to adapt their training to meet the needs of individuals with developmental disabilities.

Objective 3: Each year of the State Plan, support and expand participation of individuals with developmental disabilities in cross-disability and culturally diverse leadership coalitions.

Activity 1: As appropriate, provide direct funding to support people with developmental disabilities to serve on cross-disability and culturally diverse boards, committees, and workgroups.

Activity 2: Develop and/or provide support for at least one cross-disability and culturally diverse leadership coalition.

Objective 4: Each year of the plan, support individuals who have developmental disabilities, their family members, and their allies to improve their skills related to self-advocacy, public advocacy, and leadership.

- Activity 1:** Develop at least 5 new culturally competent leadership and advocacy training programs for people who strongly identify with a specific ethnic minority culture and have a developmental disability and/or have a family member who has a developmental disability.
- Activity 2:** Continue to provide funding to support and/or expand leadership development and advocacy training programs that serve diverse groups of people.
- Activity 3:** Continue to promote coordination between grantees and other organizations that provide leadership development and advocacy skill training so they may share information and maximize resources.
- Activity 4:** Provide opportunities for groups organizing conferences to apply for stipends to support participation by people with developmental disabilities and family members.
- Activity 5:** As appropriate and as deemed necessary, provide direct funding for people with Developmental Disabilities or family members of people with developmental disabilities to be on boards, committees, and workgroups.
- Activity 6:** Provide technical assistance and/or information to assist leadership and advocacy grantees to develop sustainability for leadership and advocacy training programs.
- Activity 7:** Each year of the plan, continue to provide support to maintain Advocacy U, an online clearinghouse that maintains current information about leaders and advocacy training programs.
- Activity 8:** As funding allows, support public policy activities conducted in collaboration with people who have developmental disabilities, their family members, and their allies.

Goal 7: Each year the Council and its Committees receive staff and administrative support to effectively implement activities for at least 90% of all identified objectives noted under Goals 1-6, by September 30, 2016.

Objective 1: Each year of the State Plan, provide input representing the philosophies and positions of the Council on public policy issues affecting people with developmental disabilities at ninety percent (90%) of occasions and, when possible, offer concrete policy alternatives to ensure that individuals and families can access and maintain self-directed community-based services and supports of their choice.

- Activity 1:** Provide information and technical assistance to Council members to support Council decision-making processes and to assist individual members in advocacy activities.
- Activity 2:** Research and provide input on policies and legislation as requested.
- Activity 3:** Participate in workgroups at the state and national level.
- Activity 4:** Produce required reports and policy analyses.
- Activity 5:** Provide grantees with technical support and information related to policy, legislation, and/or advocacy strategies.

Objective 2: Each year of the State Plan, coordinate the Council's planning, project development, evaluation, and reporting processes, with special attention to strategies to address issues related to the diversity of ethnicity, age, income, and geographic areas of Texas and provide updates to the Council on State Plan implementation at least four (4) times yearly."

- Activity 1:** Provide information and technical assistance to Council members to facilitate planning, project development and evaluation activities.
- Activity 2:** Coordinate outreach activities to ensure that Council members and TCDD staff receive relevant and timely public input from diverse audiences.

Activity 3: Support the Council to develop and fund projects to explore innovative ideas and/or provide timely solutions to emerging needs, as funds allow.

Activity 4: Work with outside entities, as appropriate, to evaluate Council activities.

Activity 5: Provide information and technical assistance as appropriate to grantees and/or organizations applying for a grant from TCDD.

Activity 6: Coordinate development and submission of TCDD's 5 Year State Plan, Annual Amendments, and the Annual Program Performance Report

Objective 3: Each year of the State Plan, support the Council to effectively use grant funding to reach identified goals with no lapse of funds greater than 1.5% in any fiscal year.

Activity 1: Provide information and technical assistance to Council members to facilitate oversight of grant projects.

Activity 2: Monitor grant projects to ensure that budgetary requirements are met and program activities are implemented as planned.

Activity 3: Provide information and technical assistance, as appropriate, to help grantees reach goals and to support use of best practices.

Activity 4: Work with other staff to develop and implement strategies to maximize the impact of grantee projects.

Objective 4: Each year of the State Plan, support and coordinate at least 4 quarterly Council meetings and at least 12 meetings of the Council Committees and provide leadership and administrative coordination to implement Council approved activities.

Activity 1: Support the Council and Committees to conduct business.

Activity 2: Support Council members to participate in national level workgroups, conferences, and/or trainings as appropriate.

Activity 3: Provide oversight of staff activities.

Objective 5: Implement outreach and strategic communication activities to reach specific goals, with at least a 3% increase in established connections to organizations and individuals each year.

Activity 1: Provide information and technical assistance to Council members to identify specific strategic communication goals.

Activity 2: Develop and maintain productive relationships with other representatives from other organizations to maximize the impact of outreach and strategic communication efforts.

Activity 3: Coordinate external communications related to staff, Council member, and grantee activities to implement the strategic communication plan.

Activity 4: Coordinate messaging, marketing, and branding activities as directed by the Council.

Activity 5: Evaluate the effectiveness of specific strategic communication activities; review increases in Facebook Fans, Twitter Followers, website traffic, and email subscribers as a measure of progress; and provide recommendations to the Council for improvement as necessary.

Washington State Plan

**Washington State
Developmental Disabilities
Council**

Five Year State Plan

For year 2012

Submitted on: Tuesday, August 9, 2011 05:27pm

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Eva Rooks, Planning and Communications Manager

Washington State Developmental Disabilities Council

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98504

PART A: State Plan Period: October 1, 2011 through September 30, 2016

PART B: Contact Person: Eva Rooks, Planning and Communications Manager

Phone Number: (360) 586-3559

E-Mail: eva.rooks@ddc.wa.gov

PART C: Council Establishment:

(i) Date of Establishment: 1976-Apr-29

(ii) Authorization: Executive Order

(iii) Authorization Citation: Executive Order 96-06

PART D: Council Membership [Section 125(b)(1)-(6)].

(i) Council Membership rotation plan:

Public member positions are for three-year terms with an option to request reappointment for an additional three years. Each year the Council conducts interviews for vacant positions and then provides names of selected individual(s) (and two alternatives) for each vacancy. The Governor reviews the candidates and either makes an appointment based on the recommendation of the interview team or selects an individual of the Governor's own choosing.

Agency/organizational representatives serve as long as they remain the designee for their agency or organization.

#	Name	Code	Organization	Appointed	Term Date	Alt/Proxy State Rep Name
1	Adams, George	B1	N/A	2007-Oct-23	2013-Jun-30	
2	Aguirre, Andres	A1	Divison of Vocational Rehabilitation	1996-Nov-20		Don Kay
3	Anderson, Brenda	B2	N/A	2007-Oct-23	2013-Jun-30	
4	Bryant, Harriette	A7	Provider	2006-Nov-03	2012-Jun-30	
5	Finnegan, Leo	B2	N/A	2005-Aug-08	2011-Jun-30	
6	Fuerstenau, Mona	B2	N/A	2009-Jul-10	2012-Jun-30	
7	Fukui, Stan	B2	N/A	2006-Oct-31	2012-Jun-30	
8	Gill, Douglas	A9	Office of the Superintendent of Public Instruction	1996-Nov-20		John Bresko
9	Gollehon, Erin	B2	N/A	2008-Sep-25	2011-Jun-30	
10	Guralnick, Mike	A6	UCEDD, University of Washington	1996-Nov-20		Sherrie Brown
11	Hatch, Mike	A9	Service Provider	2003-Aug-26	2011-Jun-30	
12	Howell, Michael	B1	N/A	2009-Jul-10	2012-Jun-30	
13	Lasky, Becky	B2	N/A	2006-Oct-25	2012-Jun-30	
14	Latham, Shawn	B1	N/A	2005-Jul-12	2011-Jun-30	
15	Lemus, John	B1	N/A	2005-Aug-08	2011-Jun-30	
16	Lerma, Maria	B2	N/A	2010-Oct-21	2013-Jun-30	
17	McDonald, Patty	A3	Aging and Disability Services Administration	1996-Nov-20		Patty McDonald
18	Neumann, Amber	B1	N/A	2007-Oct-23	2013-Jun-30	
19	Payne, Teresa	B1	N/A	2008-Sep-25	2011-Jun-30	
20	Pendergrass, Laquitajoy	B2	N/A	2007-Oct-23	2013-Jun-30	
21	Porter, Doug	A4	Health and Recovery Services Administration	1996-Nov-20		Carole McRae
22	Razo, Leandro	B1	N/A	2005-Oct-08	2011-Jun-30	
23	Rolfe, Linda	A4	WA Division of Developmental Disabilities	1996-Nov-20		Janet Adams
24	Rusing, Laurene	B2	N/A	2009-Jul-10	2012-Jun-30	
25	Selecky, Mary	A8	WA State Department of Health	1996-Nov-20		Carol Miller
26	Stroh, Mark	A5	Disability Rights Washington	1996-Nov-20		David Lord & Betty Schwieterman
27	Walker, George	A9	Council Chair	1994-Oct-20		

PART E: Council Staff [Section 125(c)(8)(B)].

#	Name	Position or Working Title	FT/PT %
1	Blazian, Jennifer	Contracts Manager	100.00%
2	Bonham, Sieng	Budget & Fiscal Director	100.00%
3	Dahl, Brian	Council Support Coordinator	100.00%
4	Dryden, Autumn	Office Manager	100.00%
5	Holen, Ed	Executive Director	100.00%
6	Maltman, David	Public Policy	100.00%
7	Patrick, Donna	Public Policy Director	100.00%
8	Rasmussen, Phillip	Receptionist	100.00%
9	Rooks, Eva	Planning & Communications Manager	100.00%
10	West, Linda	Membership Coordinator	100.00%

PART A: The designated state agency is:
Department of Commerce
PO Box 42525 / 1011 Plum Street SE
Olympia, WA 98504
phone: (360) 725-2910, fax:
email: dan.mcconnon@commerce.wa.gov

PART B: Direct Services. [Section 125(d)(2)(A)-(B)].
N/A or No direct services are provided.

PART C: Memorandum of Understanding/Agreement: [Section 125(d)(3)(G)].
The DSA has a Memorandum of Understanding/Agreement with the Council.

PART D: DSA Roles and Responsibilities related to Council. [Section 125(d)(3)(A)-(G)]
The Department of Commerce was selected by the Governor's office as the Council's DSA on August 3, 2011. We are in the process of developing our Memorandum of Understanding with the Department of Commerce.

PART E: Calendar Year DSA was Designated. [Section 125(d)(2)(B)]
2011

INTRODUCTION: A broad overview of the Comprehensive Review and Analysis conducted by the Council.

Economic Overview

Washington State is experiencing challenging times. During the course of the Council's previous state plan, funding for services moved from steady (but modest) increases to cuts at a level never seen before. Anticipating the future availability of services, supports and other assistance that will be available to families and the unmet need is difficult because of the continued revenue shortfalls in Washington State. While funding for services has been cut, individuals' and families' need for services continue and will most likely increase.

Planning in Challenging Times

Washington State began planning and preparation for its 2012 State Plan in September 2009. Multiple events were conducted to give Council members and staff a better understanding of the current unmet needs of families and individuals and the trends that would impact people with developmental disabilities and their families in the future. Council events and planning sessions focused on gathering public input and understanding relevant data and research.

Public Input Received

To hear from individuals and families across the state, the Council held Town Hall meetings in conjunction with Council meetings during 2008, 2009 and 2010. In directed roundtable discussion, Council members and staff were able to hear about what was working (within the DD system and generic systems serving people with developmental disabilities), what needed to improve and ideas for change in each of the communities where meetings were held.

In November 2009, the Council convened a day-long meeting called the "Bottle Cap Symposium" to look at the future. Council members and other interested stakeholder participants attended this event. Speakers from state and other agencies shared information about future trends regarding Washington State's demographics, availability of DD and other services, workforce issues, education, employment, and housing. Participants then spent time in small groups postulating how these anticipated changes could affect people with developmental disabilities and how the DD community could be better prepared to be effective in the future. During early 2010, the Council requested public input on the State Plan priorities. Over 400 surveys were received.

Data and Research

In early 2010, Council staff developed a "State of the State" report which provided draft data on the services, supports, and other assistance available to individuals with developmental disabilities and their families, as well as the unmet need. This report was provided to Council members to review in preparation for developing the state plan goals, objectives and strategies.

(i) Racial and Ethnic Diversity of the State Population:

Race/Ethnicity	Percentage of Population
White alone	80%
Black or African American alone	3.3%
American Indian and Alaska Native alone	1.3%
Asian alone	6.7%
Native Hawaiian and Other Pacific Islander alone	0.4%
Hispanic or Latino of any race	10.3%
Some other race alone	3.8%
Two or more races:	4.3%

(ii) Poverty Rate: 11.3%

(iii) State Disability Characteristics:

a) Prevalence of Developmental Disabilities in the State: 110955

This figure was calculated by multiplying the state's 2010 population (6,724,540) by the DD Act estimate of the occurrence of Developmental Disabilities (1.65%).

b) Residential Settings:

Year	Total Served	A. Number Served in Setting of 6 or less (per 100,000)	B. Number Served in Setting of 7 or more (per 100,000)	C. Number Served in Family Setting (per 100,000)	D. Number Served in Home of Their Own (per 100,000)
2009	108	88.700	18.900	209.500	56.000
2007	110	87.800	21.800	212.200	56.300
2005	115	90.500	24.000	206.700	59.200

c) Demographic Information about People with Disabilities:

People in the State with a Disability	Percentage
Population 5 to 17 years	4.9%
Population 18 to 64 years	10.4%
Population 65 years and over	38%

Race and Hispanic or Latino Origin of People with a Disability	Percentage
White alone	12.7%
Black or African American alone	13.8%
American Indian and Alaska Native alone	16.5%
Asian alone	7.4%
Native Hawaiian and Other Pacific Islander alone	9.9%
Some other race alone	7%
Two or more races	11.1%
White alone, not Hispanic or Latino	13.1%
Hispanic or Latino (of any race)	7.3%

Employment Status Population Age 16 and Over	Percentage with a Disability	Percentage without a Disability
Employed	25.3%	66.2%

Education Attainment Population Age 25 and Over	Percentage with a Disability	Percentage without a Disability
Less than High School graduate	18.8%	8.6%
High School graduate, GED, or alternative	30.9%	22.6%
Some college or associate's degree	34.5%	34.5%
Bachelor's degree or higher	15.7%	34.3%

Earnings in the past 12 months Population Age 16 and Over with Earnings	Percentage with a Disability	Percentage without a Disability
\$ 1 to \$4,999 or loss	29.8%	19.3%
\$ 5,000 to \$ 14,999	9.8%	7.6%
\$ 15,000 to \$ 24,999	14.6%	14.3%
\$ 25,000 to \$ 34,999	12.6%	12.6%

Poverty Status Population Age 16 and Over	Percentage with a Disability	Percentage without a Disability
Below 100 percent of the poverty level	20.5%	9.7%
100 to 149 percent of the poverty level	11.3%	6.6%
At or above 150 percent of the poverty level	68.2%	83.7%

PART B: Portrait of the State Services [Section 124(c)(3)(A and B)]:

(i) Health/Healthcare:

Adult individuals with disabilities in Washington State are just as likely as people without disabilities to have health insurance coverage. However, they are more likely to be insured by Medicaid (27.5%) or Medicare (21.4%) than those without disabilities (1.0% and 3.29%). In Washington State, there are approximately 38,000 DD eligible individuals getting medical services through Medicaid (medical care provided to individual with DDD designation).

So while medical coverage is theoretically available, quality, coverage limitations and access to health care providers are an issue that is commonly cited anecdotally. However, these concerns are not borne out by data reviewed by the Council and others (Core Indicators Review Panels), which indicate that health care is available.

Washington's current fiscal situation does not bode well for those enrolled on state-covered programs. The State Legislature and agencies scour for any and all services that are not federally-mandated in hopes of reducing expenditures.

Persons with disabilities in Washington state are 50% more likely to be obese (35.8%) than people without disabilities (22.3%), making adequate health care and monitoring even more important.

(ii) Employment:

Employment Service Funding and Provision

Washington State's DD agency (DDD) contracts to local counties who then contract with employment providers throughout the state. Counties may, but don't always, add additional funding toward employment.

Numbers Served, Earnings and Types of Employment Support

In FY 2009, DDD funded county contracted employment and day program services for an average of 10,130 persons per month. The average monthly cost per adult client was \$454. For the 5,809 DDD employment

individuals who receive day and employment support were working in integrated employment for at least part of the workweek. Washington is among the top five states based on the percent of individuals in integrated employment. The average annual wage of DDD clients receiving supported employment increased from \$6,253 in FY 2004 to \$7,003 in FY 2008.

Currently (2010) employment programs funded by DDD include: supported individual employment (3,759 served), group supported employment (1,113 served), pre-vocational (680 served), person-to-person (2,325 served), and community access (357). There is some confusion about what constitutes day programs separately as opposed to employment services.

High School Transition

About 700 students with DD graduate from high school each year who may become DVR clients. In the past, the State Legislature and Governor have responded to the need for long term support on the job for people with DD by making increased appropriations for Supported Employment services through DDD.

Division of Vocational Rehabilitation Services

At the present time, the Division of Vocational Rehabilitation (DVR) in the Department of Social and Health Services does not have a waiting list for services and they have been able to serve all applicants who were determined eligible for their program. Approximately 22.0% of all DVR clients have been individuals with developmental disabilities that included intellectual disabilities, cerebral palsy, and autism. The number of people being served, however, is decreasing. In WA State FY 2006 DVR served an average of 22,869 clients in a month, by WA State FY that number had decreased to 12,869.

Approximately 2,610 individuals with intellectual or other developmental disabilities move through various stages of the rehabilitation process in a single year. Included in this number are about 1,200 who are new applicants. Among the new applicants, nearly 800 are in the process to become employed and the others have been employed for 90 days or longer. Of course, there are DVR clients with DD each year who have their cases closed because they decline DVR services or they are not successful in their rehabilitation.

(iii) Informal and informal services and supports:

Home and Community Based Waivers

At the start of the last state plan, DDD had begun implementation of four new HCBS waivers. In 2009, a fifth waiver, the Children's Intensive In-Home Behavioral Support Waiver (CIIBS), was approved, effective May 1, 2009. Washington's five waivers are: Basic, Basic Plus, Core, Community Protection, and CIIBS.

Basic Waiver clients live with their family or in their homes and do not need out-of-home residential services. In FY 2009, 2,948 clients were served on average each month at an average monthly cost of \$1,796 per client.

Basic Plus Waiver clients live with family or in another setting with assistance. They need a higher level of services than those on the Basic Waiver. In FY 2009, 2,139 clients were served on average each month at an average monthly cost of \$2,016 per client.

Community Protection Waiver clients require 24-hour, on-site supervision for the the safety of others and require therapies and/or other services. In FY 2009, 452 clients were served on average each month at an average monthly cost of \$10,032 per client.

Core Waiver Clients require habilitation services or live at home, but are at immediate risk of out-of-home placement. In FY 2009, 3,996 clients were served on average each month at an average monthly cost \$6,448 per client.

cost \$2,849 per client

Residential Services

For FY 2009, the state provided community residential services to an average of 4,600 clients a month. Residential services include: RHCs, Community Protection Program, Community residential, supported living, Community ICF/MR, SOLAs, group homes, companion homes & child foster/group care.

Residential Services Data

As of July 2009, 978 clients were served in one of the state's five Residential Habilitation Centers (RHC). In FY 2008, the average monthly cost was \$15,208 per client .

The Community Protection Program provides services to clients who require 24-hour on-site staff supervision to ensure the safety of others and require therapies and/or other habilitation services. In FY 2009, 452 clients were served on average each month at an average monthly cost of \$10,032 per client.

In FY 2008, DDD provided community ICF/MR services to an average of 58 clients per month at an average monthly cost of \$6,527 per client.

State Operated Living Alternatives (SOLAs) offer supported living services provided by state employees. In FY 2008, a monthly average of 107 clients were served in SOLAs at an average monthly cost of \$9,973 per client.

In Washington, group homes are residences serving 2 or more adult clients, licensed as a boarding or adult family home. In FY 2008, DDD provided services to in group home settings to an average of 315 clients per month at an average monthly cost of \$4,710 per client.

Supported Living Services offer instruction and support to persons who live in their own homes. In FY 2008, DDD provided supported living services to an average of 3,354 clients per month at an average monthly cost of \$5,537 per client.

Alternative living services is a DDD service of 40 hours or less per month focusing on community-based training that enables a client to live as independently as possible. In FY 2008, DDD provided alternative living services to an average of 299 clients per month at an average monthly cost of \$461 per client.

The Voluntary Placement Program (VPP) offers supports to eligible children living in a licensed setting outside the family home. Placement is solely due to the child's disability. 179 children are in VPP. No children are being added and children age out each year.

Companion homes served an average of 44 clients per month at an average cost of \$4,413 per month per client.

(iv) Interagency Initiatives:

A large part of the development of interagency initiatives is derived from interagency task forces and committees. These efforts may include state agencies, councils and coalitions. In order to address comprehensive issues and State policy that impact people with disabilities, the DDC formed the State Disabilities Policy Coalition that includes the protection and advocacy agency (Disability Rights – WA or DRW), the Governor's Committee on Disability Issues and Employment, the State Independent Living Council, and the State Rehabilitation Council. A recent Aging and Disability Resource grant is intended to expand AAA Resource Centers to provide information for people with disabilities. A member of the DDC staff

Interagency initiatives and planning committees are decreasing in frequency as state budget reductions have limited funding. In addition, a large number of advisory committees have been decommissioned by the Governor in an effort to reduce costs.

(v) Quality Assurance:

ICF/DD Monitoring

There are fifteen ICF/DD facilities in Washington State -six are operated by the State and nine are small privately operated facilities. To fulfill the DD Act requirement to monitor the health of residents of these facilities, the DDC formed a committee comprised of Council staff and members as well as a representative of DRW to regularly review ICF/DD Statements of Deficiencies and Plans of Correction. With particular focus on issues of "Immediate Jeopardy," the committee reads the reports and identifies any systemic issues that are identified as TAG prefixes in each report. Should a compliance issue be found at multiple facilities, the committee requests additional information on the plan of correction and monitors the State's action to correct the deficiency.

Abuse and Neglect

One identified concern has been the reporting of abuse and neglect, specifically how complaints are handled once they are received by the Division. In 2008, the DDC and DRW participated with a group of stakeholders to discuss the State's response for vulnerable adults who experience abuse in adult family homes, nursing homes, boarding homes, institutions and the community and the group made legislative and policy recommendations, which the Legislature acted on.

People with Developmental Disabilities in the Justice System

Partially in response to an incident where a man with developmental disabilities suffered probable irreparable harm while incarcerated in a county jail, the Washington State Legislature passed a bill requiring a task force be convened to identify individuals with developmental disabilities in jails and in correctional facilities. A task force convened by the Washington Association of Sheriffs and Police Chiefs and the DDC produced a screening tool, a model policy for the use of the tool, and training in providing good custody for this group.

Guardianship

Families and agencies often pursue guardianship when other options for decision making apply. In an attempt to minimize the need for full-guardianship to make decisions about medical treatment, the DDC worked with DRW and the UCEDD to research model statutes that create alternatives to surrogate decision making. This collaboration produced a policy briefing paper making recommendations for changes in law and providing a comparison of state statutes on surrogate decision making.

Self Directed Services & Satisfaction with DDD Services

In 2010, the DDC completed a process to educate stakeholders and create a plan for a more self directed system of services and supports for people with developmental disabilities. The resulting policy paper outlined steps to follow in implementing a more self directed system.

National Core Indicators Review Panels

Through the span of the previous state plan the Council has convened consumer panels to review Washington State's results on the National Core Indicators Surveys. The panel makes recommendations for change to DDD and DDC. DDD and the DDC have acted on a number of these recommendations.

Roads to Community Living

The DDC continues to conduct quality assurance interviews of all those with developmental disabilities moving from the state operated DD institutions under the Roads to Community Living Project (Money Follows

(vi) Education/Early Intervention:

Early Intervention

Children with developmental disabilities and other children with delays birth to age three are eligible for the Infant and Toddler Early Intervention Program (ITEIP). Through ITEIP, children and their families receive a variety of individualized services, depending upon the needs of the child. Typical services range from physical, occupational, and speech therapy to family training and counseling.

Services to children in ITEIP are funded through public education, county human services agencies, and the Department of Health. In addition, Medicaid funds as well as military and private health care coverage are utilized to pay for these services. Federal funds from the Individuals with Disabilities Education Act, Part C, provide the infrastructure to meet administrative requirements of the Act and about 90% of the Part C funds are used for direct services.

Nearly 10,000 children ages 0 – 3 are served by ITEIP each year. Although ITEIP has experienced growth in enrollments for the last five years, the percentage of all infants and toddlers living in the State enrolled in ITEIP (1.83%) is lower than the national average (2.5%). The suggested reason for the difference may be due to the fact that Washington residents on average have higher incomes and more health care coverage compared to people in other states.

Early intervention reduces future education costs. Washington State data shows 31% of children exiting ITEIP by their third birthday are not eligible for special education. Beginning in 2009, all Washington school districts were required to partner in the delivery of local early intervention services.

To better coordinate the inclusion of children enrolled in ITEIP with children in other programs of early learning including Head Start, the legislature transferred the administration of ITEIP from the Department of Social and Health Services to the Department of Early Learning in 2010.

Education – K-12

In Washington, IDEA Part B students compose approximately 10% of the student population. School data shows that 84.3% of Washington students enrolled in special education spend 40% or more of their time in regular classrooms. Washington ranks 23rd in the country in regard to the percentage of students in special education who graduate with a diploma. School districts are monitored for compliance with federal IDEA laws by the Office of the Superintendent of Public Instruction Compliance Review Team.

Recent educational outcomes released from Washington State's Office of the Superintendent of Public Instruction shows that students with intellectual disabilities are still leaving school for uncertain futures. Post-school data shows that 45% of students with intellectual disabilities are not engaged in activity (employment or training) after leaving high school.

Washington State's Education Reform

On February 1, 2011, Governor Gregoire submitted a proposal to unify the state's eight education agencies and 14 education plans into a Department of Education. The Governor's goal's was one unified vision for education from early learning to graduate school. This reform was not enacted.

(vii) Housing:

In Washington state, individuals with developmental disabilities served by the Division of Developmental Disabilities live with their families (65%); in their own home or apartment (20%); in a group care setting

Rental Unit Availability

The recent economic downturn has decreased rental unit availability in Washington state. This exacerbates an already difficult situation, forcing up rent costs and further limiting the number of available units.

Housing Trust Fund DD Set-Aside

The State Housing Trust Fund DD Set-Aside provides funding to develop affordable accessible housing for low-income individuals with developmental disabilities. DDD and the Department of Commerce work collaboratively to identify areas for new projects to ensure that housing is built in places where clients support needs can also be met. The set-aside for DD housing decreased from \$5 million to \$3 million (per biennium) in 2009 due to cuts to the Housing Trust Fund and has remained at the lowered (\$3 million) amount.

Homeownership

During the 2006-2011 State Plan, the Council supported two homeownership projects through direct funding and contracted with the Arc of Spokane to provide technical assistance to both projects. As a result of these Council efforts, 50 persons with developmental disabilities became homeowners.

(viii) Transportation:

(ix) Child Care:

Families having children with developmental disabilities often have difficulty finding high quality child care. This problem is compounded for low-income families for whom it can be a real struggle to find affordable, quality child care for any child. The median annual cost of child care for an infant ranges from \$7,280 to \$9,620. About 175,000 children are enrolled in licensed care with an estimated 35,000 or more caregivers. Washington State licenses or certifies childcare in child care centers (including most school-age programs) and family child care homes.

There are some types of child care that do not require a license in Washington such as Part Day Preschools, Nanny Care (care in the child's home), and school-age programs run by a public schools. Many parents choose to put their children in the care of family, friends, or neighbors who are not licensed caregivers.

Ensuring that child care agencies and programs are connected with ITEIP and special education services is critically important because, for some children, a child care setting might be the first opportunity for a childhood disability to be identified.

The inability or unwillingness of many child care providers to accept children with disabilities often is related to transportation and other logistical problems, difficulties with coordinating early intervention and child care services, and the scarcity of appropriately trained caregivers. A Maine survey of child care providers found that only about one-third of providers served children with medical, physical, or behavioral needs and 12 percent of the providers reported that they had not enrolled a child because of the child's behavioral needs.

(x) Recreation:

Recreation has not been a focus in Washington at a statewide level. Anecdotal information gathered at Town

people with developmental disabilities because of the increased opportunity for physical activity and community inclusion they provide, this was not selected as a target area by the public in the State Plan survey or by the Council.

PART C: Analysis of State Issues and Challenges [Section 124(c)(3)(C)]:

(i) Criteria for eligibility for services:

To be eligible for services the person must meet the criteria in state law. Namely, the person must have a disability present before the age of 18, that and is expected to last through the person's lifetime. Besides IQ, other conditions that may be considered for eligibility include: developmental or cognitive disability, developmental delay (birth to 6), cerebral palsy, epilepsy, autism or other neurological conditions that would require treatment similar to that required for individuals with developmental disabilities. The prevalence factor for determining the number of persons who may be eligible for DDD services in Washington State is 1.2%.

In order to receive services, a client must meet the criteria above, must request DDD services, receive an assessment, functionally (and sometimes financially) eligible and agree to receive services from the Division.

(ii) Analysis of the barriers to full participation of unserved and underserved groups of individuals with developmental disabilities and their families:

Barriers to full participation include:

(1) Disparate distribution of funding for ICF/MR versus community services.

The state DD system (DDD) continues to struggle with downsizing and closing of state run institutions. Washington State's RHCs consume 19% of the agency's residential services budget but residents comprise only 5% of the residential caseload. Repeated attempts to downsize and close institutions have met stiff resistance from state unions and families of those residing in the RHCs. This imbalance results in fewer families receiving services and reductions in service funding. The 2011 Legislature did require closing of one RHC.

(2) Low levels of fiscal effort by Washington state in funding DD services. Washington ranks 38th in the nation for fiscal effort even though it is ranked 10th in the nation for per capita income.

(3) Real and perceived barriers inhibit individuals with developmental disabilities from participating in and benefiting from employment. Families who are not receiving services are unlikely to know about and pro-actively pursue the employment-related transition services to which their child is entitled, increasing the likelihood of unemployment after graduation. Only high school grads who are on waivers are consistently funded by the Legislature for employment support. Others are dependent on inconsistent legislative funding. Additionally, DVR sometimes refuses to open cases for people with developmental disabilities who do not have DDD long-term employment support dollars.

(4) Poverty as a barrier to full community participation continues to be a reality for a large number of people with developmental disabilities and their families. Even for families receiving services, poverty remains high. In Washington's Core Indicator Child Family survey, 39% of the families receiving DD services reported household income of \$25,000 or less. In comparison, Washington state's 2009 census data shows only 13% of all families reported income of \$25,000 or less.

The proliferation of technology and technology applications offers both hope and frustration to people with developmental disabilities. Increasing awareness of the impact of our aging population has increased the interest of agencies serving senior populations in how currently used technology applications (telephones, PCs) can be adapted to enable aging individuals to live independently as long as possible. Products initially focused on seniors could result in applications that can be used "as is" or could be easily adapted to be of benefit to people with developmental disabilities. Previous assistive technology programs geared for PC users cost thousands of dollars, were dependent on a lap top, and sometimes Internet connectivity. Smart phones offer unfettered access to graphic rich applications which are more suited for all users, but especially helpful to those with developmental disabilities.

The downside to technological proliferation is the increasing difficulty of identifying useful applications, which can be overwhelming. Indeed, as of August 2010, iPhone users had access to 250,000 phone apps.

Assistance with locating, understanding and funding for assistive technology is not well-publicized. Washington Assistive Technology Fund (WATF), University of Washington Center for Technology and Disability Studies (UWCTDS) and Easter Seals provide help with htis, but not always support. Individuals with developmental disabilities and their families may not even be aware of these programs.

(iv) Waiting Lists:

a. Numbers on Waiting Lists in the State:

Year	State Pop. (100,000)	Total Served	Number Served per 100,000 state pop.	National Averaged served per 100,000	Total persons waiting for residential services needed in the next year as reported by the State, per 100,000	Total persons waiting for other services as reported by the State, per 100,000
2009	6.700	11591	173.900	212.400	0.000	0.000
2007	6.500	10084	155.900	198.400	0.000	0.000
2005	6.300	10257	163.500	184.000	0.000	0.000

b. Description of the State's wait-list definition, including the definitions for other wait lists in the chart above:

Washington State doesn't keep a "wait list"; it instead keeps what the Division labels as a "database" for individuals determined eligible and needing waiver services. Eligible clients will be pulled in the order they have been determined eligible for services if and when funding is available. The data base details: (1) what waiver (priority) the individual qualified for; (2) the reason why they couldn't be put on the waiver (3) and the date they were put in the database.

As of May 5, 2011, the Division reported 951 people on their waiver database requesting to be on a waiver and 140 people waiting to move from one waiver to another.

Another unserved list is maintained by case managers for the state-funded Individual and Family Support Services Program. The Division reported there were approximately 5,500 individuals waiting for this program in February 2011.

waiver is included in the "data base".

d. Entity who collects and maintains wait-list data in the State:

- Case management authorities
- Providers
- Counties
- State Agencies
- Other:

e. A state-wide standardized data collection system is in place:

- Yes/No

f. Individuals on the wait list are receiving (select all that apply):

- No services
- Only case management services
- Inadequate services
- Comprehensive services but are waiting for preferred options (e.g., persons in nursing facilities, institutions, or large group homes waiting for HCBS)
- Other: see description below

Other services:

Other services description(s):

g. Individuals on the wait list have gone through an eligibility and needs assessment:

- Yes/No

Comments for the above:

Individuals on the waiver "data base" do go through the state's care assessment. Those waiting for other services may or may not have been through a formal assessment.

h. There are structured activities for individuals or families waiting for services to help them understand their options or assistance in planning their use of supports when they become available (e.g. person-centered planning services):

- Yes/No

In January 2011, 13,600 families who were on case-management only (no paid services) lost their case managers, losing the only ongoing connection they had with the Division of Developmental Disabilities.

Advocates have worked to supplement information about people waiting for services and have projected from DDD provided data that there are 1,197 high school grads waiting for employment services, 10,217 adults waiting for employment services and 1,875 senior families in need of services.

j. Summary of waiting list Issues and Challenges:

Because the Division is guarded about the number and characteristics of people waiting for services, it is difficult to get an adequate picture of who is waiting to be served. One thing is certain, the number of people needing services or more intensive services is growing. More disturbing is the lack of available community options for children with intensive behavioral needs, which has led to increase in people turning to RHCs for short and long-term care. The RHCs have about 30-40 children in crisis and permanent status at any given time, causing institutional census growth. The need for intensive behavior supports far outstrips the capacity of the new behavior supports waiver to enroll and assist families. Washington is facing more and more families in crisis, particularly around children with autism and behavioral issues. Because families can't get the help they need at home or in their communities, an increasing number of parents feel their only funded option is an RHC.

(v) Analysis of the adequacy of current resources and projected availability of future resources to fund services:

The outlook for adequate resources for now and the future is not promising. 2011 is the third legislative session in a row with budget reductions to services. Legislators have incrementally tweaked not only the number of people receiving services but the level of care (hours) provided to those receiving Medicaid Personal Care. A 10% average reduction in Medicaid Personal Care is impacting 86,000 people who are aging or have disabilities.

In the future, the anticipated needs of an aging DD population and their caregivers will need to be addressed. Nationally, 25% of all people with DD live with family caregivers who are over the age of 60 – that could equate to 13,477 people in Washington State. This graying demographic could result in an influx of demand, as families who have shouldered their children's care alone must ask for help when they are no longer able to care for their adult children. Washington still has 13,600 individuals who have no paid services or are waiting for services. There is also proposed reductions in the rates paid to employment and community residential providers, further stressing the system.

On a positive note, Washington state has just received a grant to help people who are dual eligible (on both Medicare and Medicaid). The State is looking at moving Medicaid Personal Care Services from the Medicaid State Plan Service to a new Community First Choice Option Waiver. This would result in an enhanced federal match and more flexibility in serving people. Currently there are legislative proposals to consolidate Washington's large state institutions and to fund a family to family mentoring effort to ensure families are well-prepared to assist their family member leaving a state-run RHC to a community placement.

(vi) Analysis of the adequacy of health care and other services, supports, and assistance that individuals with developmental disabilities who are in facilities receive:

(vii) To the extent that information is available, the adequacy of home and community-based waivers services (authorized under section 1915(c) of the Social Security Act (42 U.S.C. 1396n(c))):

Currently there are more people requesting home and community based services than there is funding. More funding is needed, not only to increase the number of individuals served under the waiver, but to meet the expected increase in service needs as those currently on waivers grow older.

For those on waivers, satisfaction appears to be high. A survey of Washington's home and community waiver clients conducted by the Division of Developmental Disabilities and evaluated by the National Core Indicators survey, showed that of those surveyed: 87% get the services they need, 90% like where they live and 95% like their job or day activity.

PART D: Rationale for Goal Selection [Section 124(c)(3)(E)]:

The Council determined its focus and funding by:

- I. Reviewing the results of the previous State Plan to determine which activities appeared to have the most systemic impact (Identify what is working well)
- II. Soliciting and reviewing public feedback (Identify what the public identifies as areas of concern)
- III. Reviewing state system data and public priorities (Identify gaps) to identify focus area.

I. Review of Current State Plan Results

In January 2009, the Council reviewed its work (to date) in all areas of emphasis and determined that the highest priorities and work areas for the coming state plan were: leadership, self-advocacy and advocacy. These were identified as the backbone on which any (systems change, capacity building or advocacy) work must be built.

II. Public Feedback and State System Review

To prepare for goal selection in other areas, the Council solicited public input received in a number of ways during 2009 and 2010: Town Hall Meetings, a Bottle Cap Symposium (focused on identifying how future trends will impact people with developmental disabilities and their families), Core Indicator Review Panel Recommendation Reports, and the results of a state plan priority SurveyMonkey survey -which received over 500 responses. The top areas identified in the SurveyMonkey survey were: employment, community supports, quality assurance and housing.

Summaries of the events listed above and the SurveyMonkey were compiled by Council staff as well as a "State of the State" report which provided information about the systems impacting people with developmental disabilities in Washington state for use at planning sessions in July and September 2010.

III. Prioritization of Areas of Focus

When prioritizing areas for goal development, Council members made decisions to prioritize by weighing goal areas against the following criteria:

- 1) Would work in the area create systems change or increase capacity?
- 2) Were there unmet needs in that area? (supported by data)
- 3) Did public input identify this area as a high need? and
- 4) Is there something cutting edge in this area that could be done and hasn't been tried?

... resources (artefacts, self-advocacy and leadership, as well as quality assurance activities), housing, employment and community supports. These were the same priorities as were identified by the public in our public survey.

PART E: Collaboration [Section 124(c)(3)(D)]

(i) As a Network:

The ADD Network partners have identified the Juvenile Justice system (Juvenile Rehabilitation Administration (JRA) as a system that needs investigation.

There is a great deal of anecdotal evidence of a “pipeline” from school to JRA for children with disabilities, but little research. Research is growing about the adult prison system and disabled individuals in it and federal level data exists for children, but more is needed. Through collaboration we will: 1) get more information about children with disabilities (and children with intellectual disabilities specifically) who are incarcerated in the Washington system, 2) understand the process by which they arrived there—i.e., the link to special education services and the court system, 3) develop recommendations on addressing the significant number of children with behavioral disabilities who are being suspended or expelled from public education and 4) the relationship to institutionalization in RHCs or other out of home placements.

The specific activities planned include:

(1) UCEDD will seek project funding to explore the JRA system and gather basic data on numbers of students in the system, process by which they arrived at JRA (through educational and juvenile records). (2) UCEDD will continue to advocate with the School of Law to reestablish a Disability Law Clinic that will initially focus on special education/disciplinary action as well as providing services when identified for incarcerated children. (3) DRW will do a survey of the special education needs of families with children with intellectual disabilities to better identify the main concerns they have and work with the UCEDD to provide additional special education legal advocacy to families with intellectually disabled youth. (4) DDC will co-chair a workgroup (that DRW and UCEDD will also serve on) to “address issues relating to juveniles with developmental disabilities” who are detained in the juvenile justice system

(ii) With each other: (e.g. Describe the plans the Council has to collaborate with the UCEDD(s). Describe the plans the Council has to collaborate with the P&A.)

See above.

(iii) With other entities: (e.g. network collaboration with other entities in the State, including both disability and non-disability organizations, as well as the State agency responsible for developmental disabilities services)

See above.

GOAL # 1: Self-Advocacy

People with developmental disabilities speak for themselves on issues that impact their lives.

Area(s) of Emphasis:

- ✓ Quality Assurance
- Education and Early Intervention
- Child Care
- Health
- Employment
- Housing
- Transportation
- Recreation
- Formal and Informal Community Supports

Strategies to be used in achieving this goal:

- ✓ Outreach
- ✓ Training
- Technical Assistance
- Supporting and Educating Communities
- Interagency Collaboration and Coordination
- ✓ Coordination with related Councils, Committees and Programs
- Barrier Elimination
- Systems Design and Redesign
- Coalition Development and Citizen Participation
- ✓ Informing Policymakers
- ✓ Demonstration of New Approaches to Services and Supports
- Other Activities

Objectives

Objective 1.1: Increase the number of people with developmental disabilities involved in systems change activities.

Activities

Activity/Strategy 1.1.1: Support training which enables people with developmental disabilities to work for systems change.

Activity/Strategy 1.1.2: Provide leadership opportunities for youth.

Timeline

Ten (new) individuals with developmental disabilities will become involved in systems change activities each year of the 2012-2016 State Plan.

Objectives

Objective 1.2: Increase the number of people with developmental disabilities who participate in

Activities

Activity/Strategy 1.2.1: Support people with developmental disabilities to plan, conduct and participate in cross-disability and cross-cultural events, meetings and conferences.

Timeline

50 individuals with developmental disabilities will participate and/or conduct a cross-disability, cross-cultural event by the end of the 2012-2016 State Plan.

Objectives

Objective 1.3: Increase the number of people with developmental disabilities who access and participate in self-advocacy membership programs.

Activities

Activity/Strategy 1.3.1: Identify and support new self-advocacy models that will outreach to children, youth and adults with disabilities who have not yet participated in self-advocacy models.

Timeline

Explore four self-advocacy models during the 2012-2016 State Plan.

Objectives

Objective 1.4: Increase the number of people with developmental disabilities trained in leadership, self-advocacy, and self-determination skills.

Activities

Activity/Strategy 1.4.1: Promote training and mentoring of students in decision-making and other self-advocacy skills.

Activity/Strategy 1.4.2: Teach and encourage people with developmental disabilities to use social media.

Activity/Strategy 1.4.3: Promote alternatives to guardianship that are appropriate to the individual.

Timeline

100 people will be trained in leadership, self-advocacy and self-determination skills by the end of the 2012-2016 State Plan.

One program/policy will be improved during the 2012-2016 State Plan.

- State Protection and Advocacy System
- University Center(s)
- State DD Agency

People with developmental disabilities speak for themselves on issues that impact their lives.

Area(s) of Emphasis:

Strategies to be used in achieving this goal:

✓ Quality Assurance	Outreach
Education and Early Intervention	✓ Training
Child Care	Technical Assistance
Health	Supporting and Educating Communities
Employment	✓ Interagency Collaboration and Coordination
Housing	✓ Coordination with related Councils, Committees and Programs
Transportation	Barrier Elimination
Recreation	Systems Design and Redesign
Formal and Informal Community Supports	✓ Coalition Development and Citizen Participation
	✓ Informing Policymakers
	✓ Demonstration of New Approaches to Services and Supports
	Other Activities

Objectives

Objective 2.1: Increase participation of people in systems advocacy.

Activities

Activity/Strategy 2.1.1: Provide advocacy information to people with developmental disabilities, their families and other community members.

Activity/Strategy 2.1.2: Train new leaders and get them involved in DD advocacy efforts.

Activity/Strategy 2.1.3: Explore new advocacy models

Timeline

500 people will be trained in systems advocacy each year of the 2012-2016 State Plan; 100 of each year's participants will be new to systems advocacy.

Two advocacy models will be explored during the 2012-2016 State Plan.

Objectives

Objective 2.2: Strive for consensus within the developmental disabilities community.

Timeline

Ten ongoing partnerships with other developmental disabilities organizations will be sustained/improved during the 2012-2016 State Plan.

Objectives

Objective 2.3: Increase collaboration with other communities of interest.

Activities

Activity/Strategy 2.3.1: Initiate outreach to other groups and organizations.

Timeline

Five new partnerships/collaborations will be created with other communities of interest.

Objectives

Objective 2.4: Increase elected officials and the public's knowledge and action on developmental disability issues, needs and preferences.

Activities

Activity/Strategy 2.4.1: Educate policy makers on developmental disabilities issues and the needs of people with developmental disabilities and their families.

Activity/Strategy 2.4.2: Create and implement a public policy agenda for systems change.

Activity/Strategy 2.4.3: Educate people about the role of the Council.

Activity/Strategy 2.4.4: Educate the public about DD issues, needs and preferences of people with developmental disabilities and their families.

Timeline

200 policy makers will be educated about issues related to project initiatives each year of the State Plan.

Five new policies/programs will be created/improved during each year of the 2012-2016 State Plan.

15 products will be disseminated to policy makers and the public about the role of the Council during the 2012-2016 State Plan.

Intermediaries/Collaborators Planned for this goal (if known):

University Center(s)

State DD Agency

People with developmental disabilities, their families, and community members are influential leaders in advocacy, systems change and capacity building.

Area(s) of Emphasis:

- ✓ Quality Assurance
- Education and Early Intervention
- Child Care
- Health
- Employment
- Housing
- Transportation
- Recreation
- Formal and Informal Community Supports

Strategies to be used in achieving this goal:

- Outreach
- ✓ Training
- Technical Assistance
- Supporting and Educating Communities
- Interagency Collaboration and Coordination
- Coordination with related Councils, Committees and Programs
- ✓ Barrier Elimination
- Systems Design and Redesign
- ✓ Coalition Development and Citizen Participation
- ✓ Informing Policymakers
- Demonstration of New Approaches to Services and Supports
- Other Activities

Objectives

Objective 3.1: Increase the number of individuals who receive leadership training and have opportunities for leadership.

Activities

Activity/Strategy 3.1.1: Identify and recruit persons interested in becoming leaders.

Activity/Strategy 3.1.2: Identify and support DD advocates to move into leadership positions.

Activity/Strategy 3.1.3: Provide leadership training for individuals with developmental disabilities, their families and interested community members.

Activity/Strategy 3.1.4: Publicize successful examples of local leadership.

Timeline

150 family or community members and 60 people with developmental disabilities will be trained in systems advocacy / leadership during the 2012-2016 State Plan.

One Council product per year will highlight successful examples of local leadership.

Objective 3.2: Increase the number of people with developmental disabilities who attain membership and hold positions of leadership on public and private organizations and governing boards.

Activities

Activity/Strategy 3.2.1: Identify, support support new and create new leadership opportunities.

Activity/Strategey 3.2.2: Support DD advocates to move into leadership positions.

Activity/Strategy 3.2.3: Collaborate on ways people with developmental disabilities can participate in groups or activities for personal enrichment and exploration of interests.

Timeline

25 people with developmental disabilities will attain membership on public and private bodies and other leadership coalitions during the 2012-2016 State Plan.

Intermediaries/Collaborators Planned for this goal (if known):

- State Protection and Advocacy System
- University Center(s)
- State DD Agency

People with developmental disabilities and their families are connected to and participate in community life.

Area(s) of Emphasis:	Strategies to be used in achieving this goal:
Quality Assurance	Outreach
Education and Early Intervention	Training
Child Care	Technical Assistance
Health	✓ Supporting and Educating Communities
Employment	✓ Interagency Collaboration and Coordination
Housing	✓ Coordination with related Councils, Committees and
Transportation	Programs
Recreation	✓ Barrier Elimination
✓ Formal and Informal Community Supports	✓ Systems Design and Redesign
	✓ Coalition Development and Citizen Participation
	Informing Policymakers
	✓ Demonstration of New Approaches to Services and Supports
	Other Activities

Objectives

Objective 4.1: Increase the number of families and individuals with developmental disabilities who report they know about paid services, community resources, and activities.

Activities

Activity/Strategy 4.1.1: Continue to provide necessary resources to maintain and update information provided through the Informing Families Building Trust Project.

Activity/Strategy 4.1.2: Advocate for expansion of parent support programs (such as Parent to Parent).

Timeline

5,000 people are reached through public education and awareness activities during the 2012-2016 State Plan.

15 Council produced materials are provided to policy makers and the public during the 2012-2016 State Plan.

One program or policy affecting community supports will be improved during the 2012-2016 State Plan.

Objective 4.2: Facilitate inclusion of individuals with developmental disabilities and their families through community connections .

Activities

Activity/strategy 4.2.1: Teach person centered thinking to children, youth, and families.

Activity/strategy 4.2.2: Support local community efforts to build personal and community connections.

Activity/strategy 4.2.3: Participate in the development of the Aging and Disabilities Resource System.

Timeline

40 individuals with developmental disabilities, 30 family members, and 30 community members will be trained in systems advocacy with a person-centered focus during the 2012-2016 State Plan

Five new ongoing partnerships/coalitions will be created/sustained during the 2012-2016 State Pla

Two programs/policies will be created improved during the 2012-2016 State Plan.

Objectives

Objective 4.3: Increase the number of people with developmental disabilities and their families that plan and act on opportunities to become more economically self-sufficient .

Activities

Activity/Strategy 4.3.1: Conduct outreach and education activities to educate people with developmental disabilities about the DD Life Opportunities Trust.

Activity/Strategy 4.3.2: Advocate for existing and new ways people with developmental disabilities can become more economically self-sufficient by building personal assets.

Timeline

500 people with developmental disabilities will enroll in the Life Opportunities Trust by the end of the 2012-2016 State Plan.

One new program/policy will be created or improved to assist people with developmental disabilities in becoming more self-sufficient by building personal assets by the end of the 2012-2016 State Plan.

Objectives

Objective 4.4: People with developmental disabilities and their families have more control over their services.

Activity/Strategy 4.4.1: Advocate for a policy for individual budgets for those who receive paid services.

Activity/Strategy 4.4.2: Promote a policy for self-directed services as a choice.

Activity/Strategy 4.4.3: Support policies that empower people to make choices and have control over their own lives.

Activity/Strategy 4.4.4: Collaborate with senior organizations to educate people about the issues impacting people with DD who are aging.

Activity/Strategy 4.4.5: Convene stakeholder panels to review and make recommendations regarding Washington State's results of the Core Indicators Review Survey.

Timeline

Three programs/policies will be improved during the 2012-2016 State Plan.

Ten new partnerships or coalitions will be created or sustained during the 2012-2016 State Plan.

15 people with developmental disabilities, 30 family members and 5 community members will be active in systems advocacy during the 2012-2016 State Plan.

Objectives

Objective 4.5: Ensure services received by people with developmental disabilities are provided safely, enabling them to live lives free from abuse, neglect and financial exploitation.

Activities

Activity/Strategy 4.5.1: Review and monitor plans of corrections for Center for Medicare and Medicaid Services ICF/ID surveys and reports from the Division of Developmental Disabilities on supported living.

Activity/Strategy 4.5.2: Advocate for policies to prevent, identify and respond to abuse, neglect and financial exploitation.

Activity/Strategy 4.5.3: Advocate for the appropriate response to the needs and rights of people with developmental disabilities in jails, prisons and courts.

Timeline

Five programs or policies will be improved during the 2012-2016 State Plan.

Objectives

Objective 4.6: Increase knowledge and access to assistive technology through collaboration and advocacy.

Activity/Strategy 4.6.1: Collaborate with organizations that educate people about the use of technologies and assistive devices for use at home, work and in the community.

Activity/Strategy 4.6.2: Advocate for policies that assist people to access or purchase technology and assistive devices.

Timeline

Two new partnerships or coalitions will be created or sustained during the 2012-2016 State Plan that work to help people understand and use technology and assistive devices.

One policy improving use or access to technology and/or assistive devices will be created/improved during the 2012-2016 State Plan.

Intermediaries/Collaborators Planned for this goal (if known):

- ✓ State Protection and Advocacy System
- ✓ University Center(s)
- State DD Agency

People with developmental disabilities have the opportunity to acquire, attain and advance in paid employment in integrated community settings.

Area(s) of Emphasis:

Strategies to be used in achieving this goal:

Quality Assurance	Outreach
Education and Early Intervention	Training
Child Care	Technical Assistance
Health	✓ Supporting and Educating Communities
✓ Employment	✓ Interagency Collaboration and Coordination
Housing	Coordination with related Councils, Committees and Programs
Transportation	✓ Barrier Elimination
Recreation	✓ Systems Design and Redesign
Formal and Informal Community Supports	Coalition Development and Citizen Participation
	✓ Informing Policymakers
	✓ Demonstration of New Approaches to Services and Supports
	Other Activities

Objectives

Objective 5.1: Increase the number of people with developmental disabilities able to acquire, attain and advance in paid employment in integrated settings.

Activities

Activity/Strategy 5.1.1: Advocate and collaborate to increase availability of benefit planners so all students exiting high school transition programs understand how work incentives will impact their employment plans.

Activity/Strategy 5.1.2: : Explore, create and support new employment models, using the principles such as the Family-Led Employment approach.

Activity/Strategy 5.1.3: Promote and advocate for employment funding, focusing on transition age students.

Activity/Strategy 5.1.4: Support efforts to disseminate information about self-employment

Timeline

Two programs/policies will be created/improved during the 2012-2016 State Plan
 Explore one new employment model by the end of the 2012-2016 State Plan.

40 people with developmental disabilities will become employed during the 2012-2016 State Plan as the result of Council efforts.

Objectives

Objective 5.2: Increase post-secondary options that lead to employment.

Activities

Activity/Strategy 5.2.1: Promote policies that enable people with developmental disabilities to access voc-tech, secondary education and apprenticeship programs.

Activity/Strategy 5.2.2: Identify and advocate for create post-secondary education opportunities.

Timeline

Two employment-related programs/policies will be created and improved during the 2012-2016 State Plan.

Intermediaries/Collaborators Planned for this goal (if known):

- State Protection and Advocacy System
 - University Center(s)
 - State DD Agency
-

People with developmental disabilities live where and with whom they want.

Area(s) of Emphasis:

Strategies to be used in achieving this goal:

Quality Assurance	Outreach
Education and Early Intervention	Training
Child Care	Technical Assistance
Health	✓ Supporting and Educating Communities
Employment	✓ Interagency Collaboration and Coordination
✓ Housing	Coordination with related Councils, Committees and Programs
Transportation	✓ Barrier Elimination
Recreation	✓ Systems Design and Redesign
Formal and Informal Community Supports	Coalition Development and Citizen Participation
	✓ Informing Policymakers
	✓ Demonstration of New Approaches to Services and Supports
	Other Activities

Objectives

Objective 6.1: Increase the inventory of safe, affordable and accessible housing.

Activities

Activity/Strategy 6.1.1: Continue to advocate for DD housing set-aside.

Activity/Strategy 6.1.2: Promote opportunities for people with developmental disabilities to become homeowners.

Timeline

\$3 million dollars is set aside in the State Budget Housing Trust for developmental disabilities housing in each biennial budget.

30 individuals with developmental disabilities will benefit from Council's housing efforts over the course of the State Plan.

Objectives

Objective 6.2: Increase housing options for people with developmental disabilities living in the community.

Activity/Strategy 6.2.1: Support local community efforts to provide housing choices for people with developmental disabilities.

Activity/Strategy 6.2.2: Include housing for people with developmental disabilities in local area comprehensive plans.

Activity/Strategy 6.2.3: Advocate for alternative living situations to increase housing options for people with developmental disabilities.

Timeline

74 people with developmental disabilities move from congregate settings to homes in the community during the course of 2012-2016 State Plan.

Objectives

Activities

Timeline

Intermediaries/Collaborators Planned for this goal (if known):

State Protection and Advocacy System

University Center(s)



State DD Agency

Department of Commerce

PART A: Outline of how the Council will examine the progress made in achieving the goals of the State Plan.

The Council, its workgroups and committees and Council staff will monitor and evaluate progress in achieving goals in a number of ways.

Staff/Internal Measurement

As Washington continues its implementation of DD Suite, goals and objectives will be tracked through the DD program and Council staff will be able to easily get information needed on project progress and staff activities.

Workgroups

Workgroups will be assigned oversight of specific state plan goals and objectives. Using DD Suite as a tracking (and measuring) tool, workgroups will assess progress in achieving goals and objectives.

The Council

Twice a year the Council as a whole will review progress in achieving the goals and objectives.

PART B: Methodology to determine if the needs identified and discussed are being met and if the Council results are being achieved.

In addition to using DD Suite, which will be invaluable as a quantitative measure of whether the Council is achieving its goals, the Council will also work to assure that the quality of its funded projects is high by requiring contracted projects to survey participants about the effectiveness of the project activities. These evaluations will be also reviewed as the Council determines if contracted projects are working successfully to meet the Council's objectives.

PART C: Council's role in reviewing and commenting on progress towards reaching the goals of the Plan.

As previously described, the activities required to meet the goals of the 2012-2016 state plan will be monitored by the workgroups and committees using the "Big Picture Work Plan," that has been working as a monitoring tool during the last state plan. This tracking document charts the monthly progress of the milestones and activities of the Council's activities, contracts and projects.

PART D: How the annual review will identify emerging trends and needs as a means for updating the Comprehensive Review and Analysis.

An annual review process will be an opportunity for the Council to review and evaluate not only the status on meeting the goals of the state plan, but to have discussion about emerging trends and issues which may require changes in the Council's plan. First workgroups, and then the full Council, will address any needed changes and staff will ensure that feedback is captured and utilized to update the Comprehensive Review and Analysis.

Goal	Subtitle B \$	Other(s) \$	Total \$
1. Advocacy	141,800	25,000	166,800
2. Community Supports	167,000	324,608	491,608
3. Employment	33,400	0	33,400
4. Housing	33,400	0	33,400
5. Leadership	183,600	16,666	200,266
6. Self-Advocacy	383,805	50,000	433,805
7. General Management	264,334	0	264,334
8. Functions of the DSA	50,000	57,000	107,000
9. TOTALS	1,257,339	473,274	1,730,613

Written and signed assurances must be submitted to the Administration on Developmental Disabilities, Administration for Children and Families, United States Department of Health and Human Services, regarding compliance with all requirements specified in Section 124 (C)(5)(A) – (N) in the Developmental Disabilities Assurance and Bill of Rights Act.

✓ Assurances submitted

Approving Officials for Assurances

✓ For the Council (Chairperson)

✓ For DSA, when not Council

PART A: How the Council made the plan available for public review and comment and how the Council provided appropriate and sufficient notice in accessible formats of the opportunity for review and comment.

A draft of the Washington DD Council's 2012-2016 State Plan goals, objectives and performance targets was posted on the Council's website and distributed to the Council's interested parties list (1,126 individuals and organizations) in January 2011. The Council also encouraged other organizations to let their members know about the public comment period and how to provide public comment. The time allocated for open comment exceeded the 45 day comment period. During this time 600 individuals visited the "What's New" page (where the plan was posted) and ten individuals provided written or oral comment about the state plan.

PART B: Revisions made to the Plan after taking into account and responding to significant comments.

All public comments were reviewed by the Council members during their May 2011 Council meeting. Comments were received in a number of different areas, but none were significant enough to warrant Plan revision, although public comments will be considered in taking future action identified areas. The Council chose to move forward with their proposed goals, objectives and strategies as written.

Wisconsin State Plan



Wisconsin Board for People
with Developmental Disabilities

BPDD State Plan, 2012-2016

Every five years, the Wisconsin Board for People with Developmental Disabilities (BPDD) is required to submit a plan for systems change focused on improving the quality of life for people with developmental disabilities to the federal government.

The BPDD spent a year collecting public input. More than 300 people with disabilities, families, professionals and advocates provided input. Key issues raised were employment, long-term care (LTC) across the life span, transportation, school inclusion, youth transition to adulthood, technology, aging, poverty, and health.

BPDD members reviewed the input to determine the best investment of available resources. The BPDD has limited resources and needs to focus efforts in goal areas in which there can be demonstrated impact.

It is the policy of the United States, within the Developmental Disabilities Act, that all programs, projects, and activities receiving assistance under this title shall be carried out in a manner consistent with the principles that—

- (1) individuals with developmental disabilities, including those with the most severe developmental disabilities, are capable of self-determination, independence, productivity, and integration and inclusion in all facets of community life, but often require the provision of community services, individualized supports, and other forms of assistance;

The federal government expects Developmental Disability Boards (also known as DD Councils) to identify goals that can be achieved in five years utilizing the available resources. In addition, the federal government requires that BPDD activities focus on systems change, not direct service. The BPDD cannot be involved in legal action, such as lawsuits.

By law, the BPDD must choose goals that will:

- Result in systems change
- Be consumer- and family-centered and directed
- Be cost-effective
- Support a statewide advocacy organization led by people with developmental disabilities (DD)

To reach the goals, the BPDD uses a number of strategies, including training and consulting, building coalitions, educating policy makers and the general public, organizing grassroots advocacy and funding demonstration projects.

This document includes the goals and objectives the BPDD chose for the 2012-2016 State Plan.

Public Comment: A draft of this document was sent out for public comment; a Spanish version was also provided. Three public listening sessions were held; one in Milwaukee, Eau Claire and Madison locations. The BPDD reviewed all the public comments and made minor modifications

to the plan. The State Plan will be submitted to the federal government by August 1, 2011.

Accessibility info: If you would like the State Plan in another language or format, please email bpdd@wisconsin.gov or call (608) 266-7826.

Vision: The BPDD believes that all people with disabilities should be fully included in the community.

In addition, they have the same rights as anyone – the right to life, liberty and the pursuit of happiness, the right to be treated with respect and dignity, and the right to control one’s own life and destiny.

This State Plan will advance the opportunity for people with DD to lead fulfilling lives. With the support of families and their allies who believe in these values, they will pursue their own goals and be fully included in the community.

Definition – Allies: Allies are family members, guardians and friends who join together with the individual with the disability for a common purpose or goal.

GOAL 1: People of all ages make choices about their lives, and are actively engaged in planning their services and supports.

Formal and Informal Supports

Budget: \$145,334

Rationale: Individuals with DD and families with children with DD must be able to have control of their public funds to support their needs while providing the greatest amount of flexibility; including the use of paid and unpaid supports. Self-directed supports (SDS) offer the greatest flexibility to individuals and families in the long-term care system. SDS can also create cost efficiencies for their public dollars. Individuals and families engaged in developing a person/family centered, self-directed service plan are able choose services and supports outside the service system.

Youth transitioning from high school to the adult LTC system need to engage in well- informed decision making. Young adults who actively participate in transition planning in high school have improved post-school outcomes.

Person-centered principles help individuals develop plans that maximize resources, build community capacity and strengthen outcomes. Circles of Support have played an important role in helping to make individualized, person-centered plans with individuals with disabilities. This can be a powerful strategy to connect people to their community. However, our LTC system (Family Care and IRIS) does not currently invest in people connecting and activating a Circle of Support to assist them in community involvement. Likewise, despite the intent in Family Care and IRIS to do so, it is not commonplace for their members/ participants to engage in person-centered planning and involve people (other than the care manager, nurse, IC or closest family member) in meaningful and intentional ways. Technology and social networks play a vital role in allowing communities to work together to help individuals with disabilities and their families connect to community resources.

Definitions:

Self-Directed Supports (SDS): Refers to participants in LTC programs actively directing their supports and services.

Natural/community supports: Paid or unpaid supports used that are outside of the formal provider system (e.g., family member, neighbor, and co-worker).

Transition: In this context, refers to students with DD moving from high school into adulthood.

Objective 1.1: By September 30, 2016, there will be 1,000 more individuals with DD of all ages participating in SDS.

Objective 1.2: By September 30, 2016, there will be 450 more youth transitioning from high school to the LTC system participating in SDS.

Objective 1.3: By September 30, 2016, 500 people with DD will report a 50% increase in the use of natural/community supports.

Year One activities:

- [SPARKS Grants](#) for innovative formal and informal supports
- SDS Network Event
- Series of learning circles
- Request for proposals on developing circles of support and community connections for individuals and families using SDS

GOAL 2: People with DD will be employed in integrated jobs of their choosing in the community.

Employment

Budget: \$133,334

Rationale: Employment is an integral part of everyday life. It is a valued activity for individuals and society. All citizens should have the opportunity to earn income, to achieve greater stability and financial security. Employment helps people achieve independence, economic self-sufficiency and better health. Employment also gives people a sense of purpose, dignity and self-esteem. Currently in Wisconsin, only 6% of people with DD are employed in integrated jobs in the community. To address this critical issue, advocates in Wisconsin are advancing an Employment First Initiative.

Definitions:

Integrated Jobs: Integrated employment refers to working for a competitive wage in a community-based job (i.e., a job that is not based in a community rehabilitation facility) at 20 hour a week or more. The employment must be in a work setting where, to the greatest extent possible, the employment typically involves interaction with co-workers and business associates who do not have disabilities and/or the general public. Integrated employment includes employment located in community businesses, self-employment and ownership of micro-enterprises.

Competitive Wage: Means payment for work that is generally equivalent to the payment made to others performing similar work. Competitive work does not mean commensurate wage or special minimum wage (sub-minimum wage).

***Definition taken from the 2008 Wisconsin Managed Care and Employment Task Force Report.*

Employment First: Refers to the affirmation in state and federal public policies, legislative statutes, regulation and operational procedures that "employment in integrated settings at minimum wage or higher with commensurate benefits" is a priority objective and preferred outcome of publicly funded services provided to citizens with disabilities, regardless of level of disability. It is based upon a core set of principles and practices that promote integrated employment.

Objective 2.1: By September 30th, 2016, the number of people with developmental disabilities participating in Long-Term Care in integrated jobs in the community will double from 560 to 1120.

Year One activities:

- Develop a Wisconsin Employment First Team as part of the National Alliance for Full Participation
- Develop a request for proposals and provide grants for pilots that demonstrate innovative employment practices that incorporate SDS, person-centered planning, and customized employment practices.
- Provide [SPARKS Grants](#) to support innovative methods of building community capacity for Integrated Employment.
- Host two statewide Integrated Employment Events
- Utilize online technology to develop a network that can provide a vehicle for ongoing sharing of information and technical assistance around innovative employment practices.
- Host 4-5 regional sessions with consumers, families and providers to provide training on Employment First principles and practices and support local groups to develop strategies for increasing the number of people with disabilities in integrated employment.
- Review and provide input into the technical assistance guide (TAG) as part of the Division of Vocational Rehabilitation, the Department of Health Services, and the Department of Public Instruction interagency agreement; provide input and assistance into the training/implementation plan – in particular for consumers and families.
- Collaborate with other organizations (Pathways, Employment Resources Incorporated) to develop a plan to increase educational opportunities around work incentives and financial literacy.
- Work collaboratively with key organizations to set up efficient systems to share key employment data.
- Conduct a "[Take Your Legislator to Work](#)" Campaign

GOAL 3: People with DD and their families will be effective advocates and leaders resulting in systems change on issues they feel are most important to them.

Quality Assurance (Self-Determination and Self-Advocacy)

Budget: \$201,332

Rationale: Nothing about me without me. Individuals with disabilities and their family members must be at the table when programs, services or changes in the community are occurring that will have a direct effect on their lives. This includes, but is not limited to, changes in local government (school boards, county transportation committees, human services boards, ADRC boards, etc.), but also statewide and national government. In order for individuals to be involved with change they need to have the tools to make the change. They need to understand how the legislative process works at the county, state and federal levels. They also need a basic understanding of the principles of community organizing.

Individuals with intellectual disabilities need to learn the skills and have an organization that can help them speak up to create systems change. They need to feel like they belong to something that represents them.

Individuals with disabilities and their families need to have a system set up where they can receive timely information about what is happening with government in their local communities and at the state capitol. This system should also be set up to allow them to connect and tell their elected

officials what they think about specific issues and ensure that people have access to the information in formats they can readily access.

Definitions:

Effective advocates: These are individuals who engage in at least two different types of advocacy activity during a year. These may include, but are not limited to: voting, writing a letter to an elected official, attending an advocacy activity, planning an advocacy activity, speaking at a public event about their issue, and involving others in advocating for their issue.

Effective Advocacy Group: Advocacy groups are comprised of at least five individuals, the majority of whom have disabilities or are family members, who are working on a project that fits within the scope of the BPDD Budget Platform.

Objective 3.1: By September 30, 2016 there will be 30 effective advocacy groups engaging in advocacy and organizing activities of their choice, based upon the BPDD Budget Platform, that result in measurable systems change.

Objective 3.2: By September 30, 2016, a statewide self-advocacy organization that is led by an individual with an intellectual disability will identify at least one statewide systems advocacy change project of their choice based upon the BPDD Budget Platform.

Objective 3.3: By September 30, 2016, at least 3,000 individuals and organizations will be signed up for electronic alerts through the [DAWN system](#) and act on those alerts. (Baseline is 1,200)

Year One activities:

- [SPARKS](#) community organizing grants: These grants aim to facilitate positive change in local communities.
- SPARKS Retreat: Individuals who are awarded SPARKS Grants will attend the SPARKS Retreat to share their project ideas with others, get feedback, and plan their projects.
- [Partners in Policymaking](#): Participants in this project will receive training so they can work effectively with policymakers to create systems change and improve the lives of individuals with disabilities in Wisconsin.
- The voting project will work to increase the numbers of individuals who will become consistent voters. The project will also work to ensure that individuals with disabilities (A) can obtain the appropriate type of photo identification and (B) have access to accessible polling places.



For more information about the Wisconsin Board for People with Developmental Disabilities, call 608-266-7826 or visit www.wi-bpdd.org.