STATE PLAN COMMITTEE (SPC)
MEETING NOTICE/AGENDA

Posted at www.scdd.ca.gov

DATE: **June 23, 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

TELECONFERENCE SITES:

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

Area Board 6
2529 March Lane, Suite 105
Stockton, CA 95207-8270

Pursuant to Government Code Sections 11123.1 and 11125(f), individuals with disabilities who require accessible alternative formats of the agenda and related meeting materials and/or auxiliary aids/services to participate in the meeting, should contact Michael Brett at 916/322-8481 or michael.brett@scdd.ca.gov by 5 pm on June 18, 2014.

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

4. **PUBLIC COMMENTS**

This item is for members of the public to comment and/or present information to the Council. Each person will be afforded up to three minutes to speak. Written requests, if any, will be considered first. The Council will also provide a public comment period, not to exceed a total of seven minutes, for public comment prior to action on each agenda item.

			Page
5.	**TRAINING ON COUNCIL'S PLANNING RESPONSIBILITIES**	S. Matney	
6.	**HOW DO WE CURRENTLY TRACK STATE PLAN IMPLEMENTATION?**	M. Polit	**3**
7.	**TRACKING AREA BOARD CONTRIBUTIONTO STATE PLAN GOALS AND OBJECTIVES**	M. Polit	
8.	**PLANNING TO DEVELOP NEW STATE PLAN**	M. Polit	
9.	**ADJOURNMENT**	N. Clyde	

STATE COUNCIL ON
DEVELOPMENTAL DISABILITIES

2012-2016 State Plan

Introduction

State Councils on Developmental Disabilities are funded by the Administration on Developmental Disabilities (ADD) under federal law 42 USC 15021 SEC. 121 to "engage in advocacy, capacity building, and systemic change activities that contribute to a coordinated, consumer- and family-centered, consumer- and family-directed, comprehensive system of community services, individualized supports, and other forms of assistance that enable individuals with developmental disabilities to exercise self-determination, be independent, be productive, and be integrated and included in all facets of community life."

State Councils on Developmental Disabilities (SCDD) develop 5 year State Plans which identify goals and objectives that fall under one or more federal areas of emphasis: quality assurance, education and early intervention, child care, health, employment, housing, transportation, recreation, and other services available or offered to individuals in a community, including formal and informal community supports that affect their quality of life.

California is the most diverse and populous state in the nation. The state encompasses vast rural and agricultural areas that are sparsely populated as well as densely populated metropolitan areas, including Los Angeles, with over 3 million residents. Culturally and ethnically, there is no majority group in the state but a great variety of cultures, ethnic and racial groups. Over 200 different languages are spoken in California, with large populations of households having limited English proficiency.

Because of the vast size, complexity, and diversity of the State of California, it is critical to engage local communities in the development and implementation of the State Plan. The California SCDD is unique in having a network of 13 regional offices, known as the Area Boards on Developmental Disabilities. The Council, in concert with its area boards, has engaged the

local communities in initiating planning for the 2012-2016 State Plan over the past year. This entailed a community-based public process that enabled the Council to develop local goals and objectives based on the State Plan requirements, essentially building the State Plan from the ground up. These local plans are the basis for the California State Plan which also incorporates statewide system change projects. By developing the State Plan in a locally responsive manner, the SCDD believes that its goals, objectives and priorities will more effectively reflect the cultural, ethnic and language diversity of communities at both a local and state level.

The Local Plans, goals and objectives for each local area board are an appendix to the State Plan and give details as to how statewide goals will be implemented in the local area based on local needs and resources.

2012-16 STATE GOALS

Goal #1

Individuals with developmental disabilities have the information, skills, opportunities and support to advocate for their rights and services and to achieve self determination, independence, productivity, integration and inclusion in all facets of community life.

Areas of Emphasis:
☒Quality ☐Education and Early Intervention ☐Health ☐Employment ☐Housing ☐Formal and Informal community supports ☐Cross cutting

Objectives

1a) The Council will promote the stability and expansion of a statewide self-advocacy network through financial and in-kind support, which includes ensuring that local delegates are able to participate effectively in statewide meetings and events.

1b) The Council will strengthen existing self-advocacy groups and promote establishment of new groups at the local level. At least 23 new self-advocacy groups will

be developed in new geographic areas. The number of self-advocates who participate in self-advocacy efforts as a result of this support will increase by 370 statewide annually.

1c) The Council will help to educate self-advocates so they are better able to assert their human, service and civil rights, prevent abuse, neglect, sexual and financial exploitation and be better informed on issues that affect them. At least 2800 self- advocates will be reached annually.

1d) The Council will collaborate with at least 31 local and statewide groups to promote and support the efforts of cross-disability and youth disability organizations to expand and strengthen their leadership network.

1e) At least 125 individuals with developmental disabilities will be supported and trained to become effective trainers of other individuals with developmental disabilities who in turn, will assume leadership roles.

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.

Areas of Emphasis:
☒Quality ☒Education and Early Intervention ☒Health ☒Employment ☐Housing ☒Formal and Informal community supports ☐Cross cutting

Objectives

2a) On an annual basis, the Council will provide advocacy regarding education, early intervention, regional center (community) services and other services and supports to at least 1,700 individuals and/or families, at least 300 of who are non-English speaking or limited English proficiency.

2b) 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 225 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 etc. on an annual basis.

2c) The Council will participate in cross-training, outreach, resource fairs and other forms of collaboration with a minimum of 80 local schools, Special Education Local Plan Areas (SELPA), Community Advisory Committee (CAC)s, Family Resource Centers, provider organizations and others in order to improve outcomes for youth and adults with developmental disabilities

2d) 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.

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.

Areas of Emphasis:

☒Quality ☐Education and Early Intervention ☐Health ☐Employment ☐Housing ☐Formal and Informal community supports ☐Cross cutting

Objectives

3a) 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. At least 8400 surveys will be completed.

3b) On a statewide and local level, the Council will advocate and promote innovation in service delivery including but not limited to self determination.

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 or violation of legal or human rights.

Areas of Emphasis:
☒Quality ☐Education and Early Intervention ☐Health ☐Employment ☐Housing ☒Formal and Informal community supports ☐Cross cutting

Objectives

4a) The Council will maintain or develop collaborative relationships with at least 20 local law enforcement agencies and others to improve the awareness and education of public safety personnel and the justice system on the unique needs and contributions of individuals with developmental disabilities.

Goal #5

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

Areas of Emphasis:
☒Quality ☐Education and Early Intervention ☐Health ☐Employment ☐Housing ☐Formal and Informal community supports ☐Cross cutting

Objectives

5a) At least 400 individuals and families will be prepared in case of an emergency through the efforts of the Council in collaboration with others.

Goal #6

Young adults with developmental disabilities and their families get the information and support to be prepared for and experience a successful transition to adult life.

Areas of Emphasis:
☒Quality ☒Education and Early Intervention ☐Health ☐Employment ☐Housing ☐Formal and Informal community supports ☐Cross cutting

Objectives

6a) At least 450 students with developmental disabilities and their families will receive information, advocacy and support during transition to adult life.

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.

Areas of Emphasis:
☒Quality ☒Education and Early Intervention ☐Health ☐Employment ☐Housing ☐Formal and Informal community supports ☐Cross cutting

Objectives

7a) At least 235 parents of young children will learn to navigate the service system and understand their rights through trainings and materials presented by the Council.

7b) Three hundred and fifty families of young children who experience barriers to accessing early intervention services and child welfare workers, medical personnel and others who serve them will receive technical assistance, information and advocacy through the Council in partnership with Family Resource Centers and others.

Goal #8

The State of California will adopt an Employment First policy which reflects inclusive and gainful employment as the preferred outcome for working age individuals with developmental disabilities.

Areas of Emphasis:
☐Quality ☐Education and Early Intervention ☐Health ☒Employment ☐Housing ☐Formal and Informal community supports ☐Cross cutting

Objectives

8a) The State Council's Employment First Committee will continue to identify strategies and monitor progress towards implementation of the employment first policy

Goal #9

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

Areas of Emphasis:
☐Quality ☐Education and Early Intervention ☐Health ☒Employment ☐Housing ☐Formal and Informal community supports ☐Cross cutting

Objectives

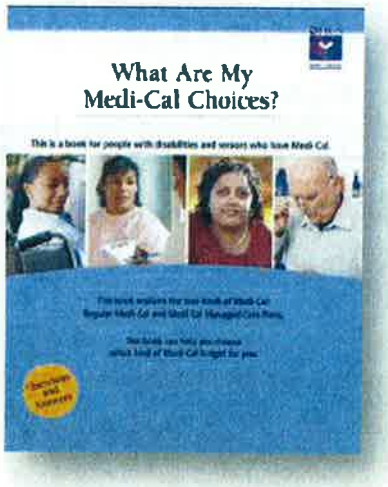
9a) The Council will collaborate locally with 130 collaborators to expand employment and self employment opportunities for individuals with developmental disabilities. Seventy five people will be employed as a result.

9b) 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. Forty five collaborations will take place at the local and regional level.

9c) Two thousand three hundred 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.

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.



Areas of Emphasis:

☐Quality ☐Education and Early Intervention ☒Health ☐Employment ☐Housing ☒Formal and Informal community supports ☐Cross cutting

Objectives

10a) At least 200 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.

10b) The Council will monitor the transition to Medi-Cal (Medicaid) managed care at the county level, advocate and assist 25 individuals in the process so as to ensure effective access to needed services.

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.

Areas of Emphasis:
☐Quality ☐Education and Early Intervention ☐Health ☐Employment ☒Housing ☐Formal and Informal community supports ☐Cross cutting

Objectives:

11a) 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

11b) Five hundred twenty individuals with developmental disabilities and their families will receive information on available housing options

Goal #12

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

Areas of Emphasis:
☐Quality ☐Education and Early Intervention ☐Health ☐Employment ☒Housing ☐Formal and Informal community supports ☐Cross cutting

Objectives

12a) The Council will collaborate with at least 10 local non-profit housing corporations to monitor and influence the housing plans of municipalities to reflect the needs of individuals with developmental disabilities.

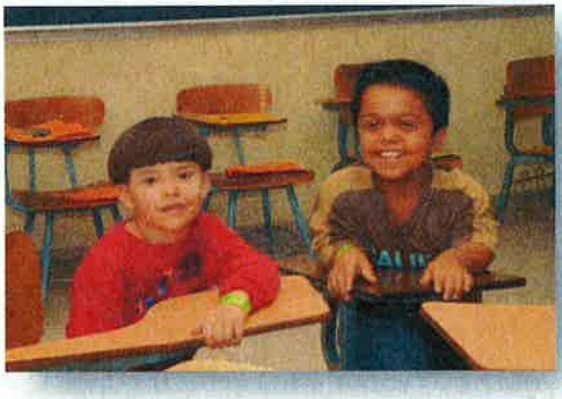
12b) The Council will identify and advocate for legislative and regulatory changes designed to increase the availability of affordable housing, including the opportunity for home ownership by individuals with developmental disabilities.

12c) The Council will publicize and advocate against 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

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.

Areas of Emphasis:
☐Quality ☐Education and Early Intervention ☐Health ☐Employment ☐Housing ☒Formal and Informal community supports ☐Cross cutting



Objectives

13a) The Council will collaborate with 150 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.

Goal #14

Public policy in California promotes the independence, productivity, inclusion and self determination of individuals with developmental disabilities and their families

Areas of Emphasis:
☐Quality ☐Education and Early Intervention ☐Health ☐Employment ☐Housing ☐Formal and Informal community supports ☒Cross cutting

Objectives

14a) 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.

14b) One hundred twenty five Legislators and local officials will be educated and informed on issues that impact the life of individuals with developmental disabilities on 675 occasions. Legislative staff will be encouraged to utilize the expertise of the Council on issues that impact the community.

14c) The Council will use media, internet, arts and entertainment and social networking to educate the general public about individuals with developmental disabilities. There will be at least 40 media contacts.

Goal #15

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

Areas of Emphasis:
☐Quality ☐Education and Early Intervention ☐Health ☐Employment ☐Housing ☐Formal and Informal community supports ☒Cross cutting

Objectives

15a) Materials developed by the Council will be translated into threshold and plain languages.

STATE COUNCIL ON
DEVELOPMENTAL DISABILITIES

2012-2016 State Plan

Plain Language Version

Introduction

State Councils on Developmental Disabilities get money from the Administration on Developmental Disabilities (ADD) to do advocacy and other things that help individuals with developmental disabilities make choices about their life and be independent, productive and a member of the community. Every 5 years, Councils develop a State Plan about how they will help people.

To respond to local communities there are 13 Area Boards on Developmental Disabilities which are part of the Council. The area boards developed local plans with their community and those became part of the State Plan

2012-16 STATE GOALS

Goal #1

Individuals with developmental disabilities get the help they need to be a part of the community and control their lives

Objectives

1a) The Council will support a statewide self-advocacy network

1b) The Council will help start 23 new self-advocacy groups in different parts of the State. We will help 370 more people be part of self advocacy groups.

1c) The Council will teach at least 2800 self-advocates about their rights.

1d) The Council will help at least 31 groups of youth and people with different disabilities to have better leaders.

1e) At least 125 individuals with developmental disabilities will be trained so they can train other people with developmental disabilities to become leaders.

Goal #2:

People know their rights and get the supports and services they need

Objectives

2a) Every year, the Council will advocate for 1,700 people and families, including at least 300 who don't speak English well.

2b) Every year people will be trained so they know their rights through 225 trainings, conferences and workshops.

2c) The Council will work together with 80 schools and others, so that youth and adults with developmental disabilities can make their lives better.

2d) The Council will work to protect the rights of residents in Developmental Centers and other large facilities. The Council will be a part of any closure of a developmental center.

Goal #3:

People say how they feel about their

services and if they feel their needs are met.

Objectives

3a) The Council will complete 8400 surveys so people can say what they think of their services.

3b) The Council will advocate and promote self determination.

Goal #4

Police, lawyers, medics and others learn how to help people with developmental disabilities.

Objectives

4a) The Council will work with 20 local police departments and others to help them work better with people with developmental disabilities.

Goal #5

Individuals with developmental disabilities and their families get the information to be ready for emergencies.

Objectives

5a) At least 400 people and families will learn what to do in case of emergencies.

Goal #6

Youth with developmental disabilities and their families get the help they need when they transition to adult life.

Objectives

6a) At least 450 students with developmental disabilities and their families will get information, advocacy and support during transition to adult life.

Goal #7

Babies and toddlers who have problems with development get the services they need to help them grow.

Objectives

7a) At least 235 parents of babies learn about their rights and how the system can help them.

7b) 350 families who are having trouble getting services for their babies and the professionals who help them, get advocacy and other help through the Council working with Family Resource Centers and others.

Goal #8

The State of California will adopt an Employment First policy for working age individuals with developmental disabilities.

Objectives

8a) The State Council's Employment First Committee will make sure that the employment first policy is put in place.

Goal #9

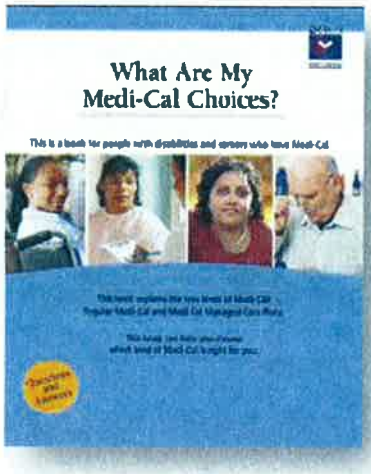
Adults with developmental disabilities learn how and get the support to get and keep work that pays well.

Objectives

9a) The Council will work with others so that 75 people with developmental disabilities get work that pays well.

9b) The Council will work with colleges and others to make chances for individuals with developmental disabilities to study, be trained, or have other ways to get ready for jobs that pay well.

9c) People with developmental disabilities and their families learn about the good things about work.



Goal #10

People know their choices for health care services.

Objectives

10a) At least 200 will learn about Medi-Cal managed care and other changes in how to get health services, including ways to get free or low cost services.

10b) The Council will watch the transition to Medi-Cal managed care at the county level, and help 25 individuals who may have problems.

Goal #11

People have access to accessible housing that they can afford and gives them choices.

Objectives:

11a) The Council will be a part of the regional centers' Community Placement Plan to help residents of developmental centers to move to places they choose in the community.

11b) 520 people will learn about their choices about housing.

Goal #12

There are more housing options in local communities

Objectives

12a) The Council and 10 local non-profit housing corporations will work together to make sure that city and county housing plans consider the needs of people with disabilities.

12b) The Council will work for changes in the laws that help people with developmental disabilities to find housing and to own their

own home.

12c) When a neighborhood doesn't want people with disabilities to live there, the Council will work with lawyers to stop them.

Goal #13

Services like recreation, transportation, childcare, etc. that are available to everyone include people with developmental disabilities.

Objectives

13a) The Council will work with 150 local community agencies and organizations –including child care, recreation, transportation and others - to include people with developmental disabilities.

Goal #14

California has laws and policies that support the independence, productivity, inclusion and self determination of individuals with developmental disabilities and their families

Objectives

14a) The Council will speak up on laws and rules that mean things to people with developmental disabilities.

14b) We will inform 125 legislators about the needs of people with developmental disabilities on 675 occasions.

14c) The Council will use media to tell the public about individuals with developmental disabilities.

Goal #15

People get information in languages they understand and in a form that reflects their culture.

Objectives

15a) All materials developed by the Council will be translated into plain language and other languages, like Spanish, which are spoken by many people,

OMB Approval No.: 0985-0033
Expiration Date: pending

California Developmental Disabilities Council

Program Performance Report

For Federal Fiscal Year 2013

Submitted on: Wednesday, December 18, 2013 05:46pm

Printed on: Wednesday, December 18, 2013 05:47 pm

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

Section I: Identification

State or Territory: CA - California Developmental Disabilities Council

Reporting Period: October 1, 2012 through September 30, 2013

Name of Person to Contact Regarding PPR Information

Contact Last Name:	Newton
Contact First Name:	Roberta
Phone:	(916) 322-8481
Email:	roberta.newton@scdd.ca.gov

State Authority

State Authority Establishing Council:	
Did the State authority change in this fiscal year?	N/A

Designated State Agency

Did your DSA change?	N/A
If 'yes', Name?	
Is the new DSA a service provider?	N/A

Section II: Comprehensive Review Update

POLICY

Since submitting the State Plan, California has largely resolved its decade long fiscal crisis which had led to a steady contraction of state support for people with I/DD. The Council has taken advantage of this opportunity to affect significant change.
The Council's state level policy work and our intensive work with our federal partners have led to the passage of both the Employment First Policy and Self-Determination. These achievements may be the most significant change in law in California since the passage of the Lanterman Act in 1969, laying the statutory foundation for a sea change in the ways services and supports are delivered in California. This is a testament to the Council's influence and reputation in California, and a demonstration of the power of collaboration between the federal partners.
The Council also supported, and the Governor signed, significant legislation to promote equity and diversity in the DD service system. Disability Rights California sponsored legislation that now requires program planning to be conducted in the native language of the participant. California's quality assessment program (NCI) must now better address the cultural and linguistic competency of services for California's diverse population. Another major step to address the lack of culturally and linguistically competent services is the enactment of the Self-Determination program.
In 2013, the Council committed itself to support the planned downsizing and closure of developmental centers, while developing an array of quality community supports for former DC residents. The Council was represented on a task force convened by the Secretary of Health and Human Services. The Task Force is recommending replacing developmental centers with an array of enhanced community supports, some of which will be state operated.

The Council has prioritized responding to these major changes. The Council will leverage its significant statutory authority under state law to influence the implementation of both Employment First and Self-Determination. The Council will also focus on equity and diversity issues and is currently working with the Department on possible changes to administration of the NCI. Finally, the Council is involved in the developmental centers and movement to the community through our policy work, our local area offices, and our Clients Rights and Volunteer Advocates contracts.

GRANTS

As previously reported, in the prior year there were irregularities with some self-advocacy support grants. In this year, the Council re-established control over the grants program and ensured the integrity of the process. The grants committee is well-staffed and capable, with a membership that includes agency, UCEDD, family and self-advocacy representatives. Indeed, the major grant for this period has received high level recognition and will be a model for the state for improving employment outcomes for transition age youth. The Council is continuing that focus by extending that grant for a second year, augmented by small grants distributed geographically through the local offices.

LOCAL OFFICES

The Council found the technical assistance from the MTARS team very helpful for us to utilize our area offices in a more cohesive and effective way. For example, the Council has leveraged the local office knowledge of local communities to inform Council policy decisions with information on local needs, disseminate information on Council policy positions, and approach local legislators from their home districts. With respect to implementation of Self-Determination and Employment First, the Council has centralized the development of materials to be used by the local offices and initiated a process to plan for Council dissemination and training activities.

Section III: Progress Report - Goals and Objectives

Goal 1: Self-Advocacy

Individuals with developmental disabilities have the information, skills, opportunities and support to advocate for their rights and services and to achieve self determination, independence, productivity, integration and inclusion in all facets of community life

Area of Emphasis	Planned for this Goal	Areas Addressed
Quality Assurance	planned	addressed
Education and Early Intervention		
Child Care		
Health		
Employment		
Housing		
Transportation		
Recreation		
Formal and Informal Community Supports		addressed

Strategies	Planned for this Goal	Strategies Used
Outreach	planned	
Training	planned	used
Technical Assistance		used
Supporting and Educating Communities	planned	used
Interagency Collaboration and Coordination		
Coordination with Related Councils, Committees and Programs		
Barrier Elimination		
Systems Design and Redesign		
Coalition Development and Citizen Participation	planned	used
Informing Policymakers		
Demonstration of New Approaches to Services and Supports		
Other Activities		

Intermediaries/Collaborators	Planned for this Goal	Actual
State Protection and Advocacy System	planned	used
University Center(s)	planned	used
State DD Agency	planned	used

Other Collaborators Planned:
County and local collaborators

Other Collaborators Actual:
- Bay Area People First
- Regional Centers
- School districts
- United Cerebral Palsy,
- San Diego People First,
- Inland Valley People First
- St. Madeleine's
- Arc-Imperial Valley
- Arc- San Diego
- Greater Southeast Apartment Training
- ILC TMI
- Mind Institute
- People First of California (PFCA)
- Association of Regional Center Agencies (ARCA)
- California Foundation of Independent Living Centers (CFILC)

- Easter Seals CCC
- SAFBT
- University of California Irvine
- HELP ME GROW
- Supported Life Institute
- We Care A Lot Foundation
- San Diego People First,
- United Cerebral Palsy
- Desert ARC

Objective 1.1:

The Council will promote the stability and expansion of a statewide self advocacy network through financial and in-kind support, which includes ensuring that local delegates are able to participate effectively in statewide meetings and events.

Implementation activities:

1) RFP to Identify State wide network, 2) Support to local groups and 3) financial assistance for travel.

Activities undertaken were: ☑ All met ☐ Partially met ☐ Not met

Timelines:

1) Year 1: Month 1- 4 Invite grant applications, Month 5 Select grantee(s) and establish contract deliverables, Monitor grant ongoing, 2) As needed; and 3) Ongoing

Timelines established were: ☐ All met ☑ Partially met ☐ Not met

Annual Progress Report:

In the previous fiscal year the Council created the Statewide Self-Advocacy Network (SSAN) to build a statewide association of self- advocates who represent regional and statewide advocacy organizations. SSAN is supported by the Council, through in-kind, logistical and financial support.

SSAN membership is made up of self-advocates from the Council's Self-Advocates Advisory Committee, the 13 Area Boards, the three California University Centers for Excellence, Disability Rights California, the Department of Developmental Services Consumer Advisory Committee, the Association of Regional Center Agencies and the Foundation for Independent Living Centers. SSAN organizes individuals who rely on California's human service systems to direct efforts that lead to more Californians with disabilities exercising fundamental freedoms. During the year the SSAN met four times.

At the first meeting of the fiscal year 17 of the 21 Statewide Self-Advocacy Network (SSAN) members attended a 2 day meeting in Sacramento. The members reported on various work completed throughout the state, discussed recent changes at the State Council, and received training. Members spent day 2 of the meeting reviewing the accomplishments of the SSAN for the last year and had the opportunity to give feedback on their thoughts. Members developed a Top 10 list of what is important to them. Ericka Huggins, Civil Rights leader was the guest speaker and talked about community organizing, building regional coalitions and the importance of making informed decisions. Two of the four members who were unable to attend the meeting were provided a prerecorded member report.

During the second meeting of SSAN 21 of the 21 members were present for the 2 day meeting in Sacramento. The members reported on various work completed throughout the state, and received training on Bagley-Keene Open Meeting Act and Robert's Rules of Order. A member

gave an update on the Convention on the Rights of Persons with Disabilities. Members were provided information on current legislation and on Self Determination. Members also reviewed and discussed their Top 10 list of what is important to them. Members gave feedback on their thoughts for Technology, Facilitation, Regional Meetings, Training/Presentations, Leadership Training and Member Reports. Information will be passed on to new contractor.

People First of California joined the Network at this meeting. They had previously declined participating.

At the third SSAN meeting 19 of the 22 members attended a 2 day meeting in San Diego. The members reported on various work completed throughout the state, developed a mission statement, and received training.

The following mission statement was developed at this meeting for the SSAN: "The Statewide Self-Advocacy Network (SSAN) promotes leadership and builds bridges that strengthen advocacy among disability communities by focusing on policy change."

Training was provided through an interactive exercise on "Telling Your Story" with handouts provided. The training was completed through a Train the Trainer type of model so members could take the materials and provide the same training in their own communities. Members were provided information on current legislation impacting individuals with disabilities and updated information on the Request for Proposals for Self-Advocacy Support and Facilitation Grants. Members reported on a variety of activities that were conducted around the state.

The meeting was held in San Diego at a hotel that the Council had not previously been used. Several members' flights were late and due to the shift change, some hotel staff who stepped in to drive the accessible vans had not been properly trained on tie downs and transportation needs for their accessible vans. SSAN members offered to meet with hotel staff and explain their concerns and offer suggestions on how to correct the problem. The sales manager, conference services manager, director of human resources, guest services manager, and two bell hop staff were present for the training.

The last SSAN meeting of the fiscal year 13 of the 22 members attended a 2 day meeting in Sacramento. The members reported on various work completed throughout the state, developed a mission statement, and received training. Members worked on and completed By-Laws for the the SSAN.

A training was provided on Facilitator and Attendant selection with handouts provided. Members will be hiring their own support assistants. The training was completed through a Train the Trainer type of model so members could take the materials and provide the same training in their own communities. Members provided feedback to the trainer and the suggestions were added to the materials. All members received training and handouts on current legislation impacting the lives of individuals with disabilities. Members provided written reports on a variety of activities that were conducted in their catchment areas.

Local Council staff have provided local facilitation for their SSAN representatives. Activities included routine meetings with representatives to review an discuss the information presented at the statewide meetings, assisting the client to carry out assigned tasks for meeting with community groups and providing transportation to attend meetings throughout Area Board catchment areas.

The Council has partially met this objective goal by creating the Statewide Self-Advocacy Network and strengthening it by creating a mission statement, writing by-laws. They have received training in a variety of topics to increase their knowledge and that of their peers in their community when they conduct trainings. In future years it is hoped that SSAN will be instrumental in helping increase the number of self-advocate groups being created and sustained.

Performance Measures

Performance Measure 1.1 (self-advocacy/advocacy):

SA01 People trained in area related to goal/objective:	102
SA02 People trained in leadership, self-advocacy, and self-determination:	124
SA03 People trained in systems advocacy:	300

Performance Measure 1.2 (self-advocacy/advocacy):

SA04 People active in systems advocacy:	0
SA05 People attained membership on public/private bodies and leadership coalitions:	0
SA06a Other self-advocacy measure:	1,028
Students supported in reaching educational goals by Council	
SA06b Other self-advocacy measure:	822
People benefiting &/or facilitated formal/informal com.supports	
SA06c Other self-advocacy measure:	0

Performance Measure 2.1 (systems change):

SC01 Programs/policies created or improved:	0
SC02 Number of organizations involved coalitions/networks/partnerships:	0
SC03 Organizations engaged in systems change efforts:	0
SC04 Number of public policymakers educated:	0
SC05 Members of the general public reached:	0
SC06a Other systems change measure:	0
SC06b Other systems change measure:	0
SC06c Other systems change measure:	0

Performance Measure 3 (resource leveraging):

RL01 Dollars Leveraged:	$5,000

Objective 1.2:

The Council will strengthen existing self advocacy groups and promote establishment of new groups at the local level. At least 5 new self-advocacy groups will be developed in new geographic areas. The number of self advocates

who participate in self advocacy activities as a result of this support will increase by 150 statewide annually.

Implementation activities:

1. Outreach
2. Local in kind support
3. Outreach to identified areas of need
4. Support new groups

Activities undertaken were: ☐ All met ☑ Partially met ☐ Not met

Timelines:

1. Ongoing outreach to existing groups to offer training, support, and technical assistance.
2. Offer meeting space, postage, mailing and other supports as needed
3. Year 1 Identify 5 regions lacking organized self advocacy groups. Conduct outreach by phone and mail to self advocates in areas where there is no active self advocacy groups to identify the interest in forming such groups.
4. Year 1, 2 and ongoing (as in #1)

Timelines established were: ☐ All met ☑ Partially met ☐ Not met

Annual Progress Report:

Through the work of the local area offices the Council was able to help create 10 new self-advocate groups throughout the state including Riverside, Inyo and Mono counties. Several were in areas that had not previously had any self-advocacy groups. Council staff also attended and facilitated existing self-advocacy groups, making presentations and providing technical assistance to help them sustain their groups.

During the fiscal year 2012-13 local Area Boards made presentations and helped facilitate meetings at local day programs and service providers to start 10 new self-advocacy groups. Area boards also made presentations promoting the new Statewide Self-Advocacy Network (SSAN) as well as recruiting self-advocates to become representatives to SSAN.

One newly developed self-advocacy groups encompassing two day programs in Yuba City are working on training their peers on how to be prepared for an emergency situation. Self-advocates at the Easter Seals ACE-IT III program are preparing information to present later in the year to members of the Yuba City Police Department to education first responders of the needs of people with developmental disabilities.

Staff and volunteers worked with members of two newly formed self-advocacy groups who wanted to talk to their local legislators about issues impacting people with developmental disabilities and their families.

Through a Cycle 35 grant a grantee organized a new Self-Advocacy group in the rural area of Galt. They also initiated a Sunday coffee house discussion group which brought together a number of individuals to talk about issues faced in the community as well as planning future events around organized legislative activities.

In Orange County a new self-advocacy group, developed and facilitated by its grantee, Get Safe,

has chosen to call itself SAOC, for Self-Advocates of Orange County.

Meetings have focused on what it means to be a self-advocate and how to give back to the community. The group hosted excellent presentations from the O.C. Transportation Authority and a Southern California Council member with an active history as a successful self-advocate and public speaker. One of the members designed a logo, which the group approved. The group continues to work on vision and mission statements and plans to elect officers soon.

Membership grew quickly at first, but dropped due to transportation issues after the first few meetings so brainstorming sessions regarding ways to increase participation are a part of each meeting. The group has found that the number one barrier is transportation, which consists of not-always-timely accessible transportation and Orange County's stop and go northbound traffic in the evening, both of which have made attendance at the evening meetings difficult to impossible for some members and decreased the number of original members. The group has discussed alternative days and times and has decided to keep the current day and time, focusing on ways to recruit from within a smaller geographic region.

The Council has met their objective goals by creating 10 self-advocacy groups thereby increasing the numbers of self-advocates. In the intermediate term goal self-advocates have increased their knowledge of their rights through presentations and support from the Council.

Performance Measures

Performance Measure 1.1 (self-advocacy/advocacy):

SA01 People trained in area related to goal/objective:	21
SA02 People trained in leadership, self-advocacy, and self-determination:	536
SA03 People trained in systems advocacy:	0

Performance Measure 1.2 (self-advocacy/advocacy):

SA04 People active in systems advocacy:	568
SA05 People attained membership on public/private bodies and leadership coalitions:	0
SA06a Other self-advocacy measure:	0
SA06b Other self-advocacy measure:	0
SA06c Other self-advocacy measure:	0

Performance Measure 2.1 (systems change):

SC01 Programs/policies created or improved:	1
SC02 Number of organizations involved coalitions/networks/partnerships:	0
SC03 Organizations engaged in systems change efforts:	0
SC04 Number of public policymakers educated:	0
SC05 Members of the general public reached:	250
SC06a Other systems change measure:	100
Students supported in reaching educational goals by Council	
SC06b Other systems change measure:	0
SC06c Other systems change measure:	0

Performance Measure 3 (resource leveraging):

RL01 Dollars Leveraged: $0

Objective 1.3:

The Council will help to educate self advocates so they are better able to assert their human, service and civil rights, prevent abuse, neglect, sexual and financial exploitation and be better informed on issues that affect them. At least 1450 self advocates will be reached annually.

Implementation activities:

1. Conferences and Trainings
2. Support participation
3. Develop materials

Activities undertaken were: ☐ All met ☑ Partially met ☐ Not met

Timelines:

1. Yearly, Sponsor/collaborate in at least 6 local, regional or statewide conferences and trainings where self advocates have a leadership role.
2. As needed, provide travel expenses and other supports to ensure that self-advocates are able to participate in such events (within allocations)
3. As needed, develop training materials in plain language and translate into threshold languages, either by staff or through competitive bid/RFP

Timelines established were: ☐ All met ☑ Partially met ☐ Not met

Annual Progress Report:

Through council grants, in-kind support and conference scholarships the Council's area offices were able to support self-advocates and their organizations in holding conferences for self-advocates, their families, and the professionals that work with them.

Local area office staff routinely met with self-advocate groups and People First chapters to present information on a wide range of materials. Some the topics included:

- "Advocating With Your Elected Officials"
- "Importance of Self-Advocacy"
- Personal safety and strategies to prevent abuse, bullying, and crime.

85 persons with developmental disabilities participated in a voter rights training and awareness meeting. The program included a theatrical play titled, "Your Right, Your Voice, Your Vote" by self-advocates with 7th Street Center for the Arts in Chico. Additional presentations were given by the Deputy Director of Solano County Registrar of Voters, who spoke on "Registering and Voting in the November 6th election." The Director, Solano County SELPA, spoke on State Propositions 30, 38, and 32.

Due to several complaints from family members and people who attended a day program Council staff, OCRA (DRC) and Self Advocacy Council 6 collaborated on Rights and self-advocacy training to the 20 day program staff and the people who attended the program- approximately 60 people.

Council staff provided facilitation and support to the Regional Center Consumer Advisory Committee (CAC) as they created and provided a training to 25 regional center service coordinators and service providers in the Imperial Valley. The CAC invited several other self-advocate leaders from Imperial Valley to participate in the presentation. The presentation provided an overview of what self-advocacy is and means from the self-advocate perspective, the barriers to successful self-advocacy, bridges to building self-advocacy skills, resources and explained how all of the different self-advocacy groups at the local and statewide level fit together and interact with one another.

Inland Valley People First annually hosts a self-advocacy conference. This year the conference focused on health and wellness with workshops on the topics of exercise and fitness, nutrition, self-esteem and feeling good about yourself. Each registered participant at the event received a variety of health related resource materials, pedometer, exercise band and two water bottles to be used as weights. There were 120 people in attendance with positive feedback provided by many attendees. One of the issues met by the planning committee was locating an accessible and affordable conference venue. Another issue was limited participation in both attendance and planning by local service providers and the self-advocates they serve.

Since 1996, the local area offices in collaboration with the Supported Life Institute have co-produced the seminal California statewide conference on self-advocacy. The conference is planned and implemented by and for people with developmental disabilities from all over the state. The conference is an annual event which draws hundreds of attendees each year. This year's conference was entitled "No Limits - No Boundaries" attracted over 400 attendees with 20 sessions from "Self Employment and Microenterprise of the 21st Century" to "Self-Advocacy."

The local area offices track people served by counting "People with DD", "Parents" and "Others". "Others" are usually regional center staff or other professions. More than 928 "self-advocates", 76 "parents" and 125 "others" were trained.

Performance Measures

Performance Measure 1.1 (self-advocacy/advocacy):

SA01 People trained in area related to goal/objective:	115
SA02 People trained in leadership, self-advocacy, and self-determination:	1,649
SA03 People trained in systems advocacy:	0

Performance Measure 1.2 (self-advocacy/advocacy):

SA04 People active in systems advocacy:	0
SA05 People attained membership on public/private bodies and leadership coalitions:	0
SA06a Other self-advocacy measure:	0
SA06b Other self-advocacy measure:	0
SA06c Other self-advocacy measure:	0

Performance Measure 2.1 (systems change):

SC01 Programs/policies created or improved:	0
SC02 Number of organizations involved coalitions/networks/partnerships:	0
SC03 Organizations engaged in systems change efforts:	0
SC04 Number of public policymakers educated:	0
SC05 Members of the general public reached:	0
SC06a Other systems change measure:	0
SC06b Other systems change measure:	0
SC06c Other systems change measure:	0

Performance Measure 3 (resource leveraging):

RL01 Dollars Leveraged:	$0

Objective 1.4:

Council will collaborate with, promote and support the efforts of cross disability and youth disability organizations to expand and strengthen their leadership network

Implementation activities:

1. Request for Proposals
2. Identify 5 areas for Outreach
3. Disseminate materials

Activities undertaken were: ☐ All met ☐ Partially met ☑ Not met

Timelines:

1. Yearly, provide financial and/or in-kind support to one or two cross disability or youth disability organizations through grant process.
a) first 3 months call for proposals b) month 4 identify recipients c) month 5-6 contract with successful applicant(s)
2. Yearly, identify at least 5 local areas to conduct outreach to school districts and others to invite their participation in youth self-advocacy training.
3. Identify and disseminate materials that promote youth self-advocacy

Timelines established were: ☐ All met ☐ Partially met ☑ Not met

Annual Progress Report:

Activities about this objective are described in other ojectives

Performance Measures

Performance Measure 1.1 (self-advocacy/advocacy):

SA01 People trained in area related to goal/objective:	0
SA02 People trained in leadership, self-advocacy, and self-determination:	3
SA03 People trained in systems advocacy:	200

Performance Measure 1.2 (self-advocacy/advocacy):

SA04 People active in systems advocacy:	0
SA05 People attained membership on public/private bodies and leadership coalitions:	0
SA06a Other self-advocacy measure:	0
SA06b Other self-advocacy measure:	0
SA06c Other self-advocacy measure:	0

Performance Measure 2.1 (systems change):

SC01 Programs/policies created or improved:	0
SC02 Number of organizations involved coalitions/networks/partnerships:	0
SC03 Organizations engaged in systems change efforts:	0
SC04 Number of public policymakers educated:	0
SC05 Members of the general public reached:	38
SC06a Other systems change measure:	0
SC06b Other systems change measure:	0
SC06c Other systems change measure:	0

Performance Measure 3 (resource leveraging):

RL01 Dollars Leveraged:	$0

Objective 1.5:

Individuals with developmental disabilities are supported and trained to become effective trainers of other individuals with developmental disabilities who may become leaders

Implementation activities:

1. Identify participants
2. Curriculum development
3. Trainings

Activities undertaken were: ☐ All met ☐ Partially met ☑ Not met

Timelines:

1. Year 1, identify a cadre of self advocate leaders to become trainers of other self advocates
2. Year 2, develop curriculum with this leadership team
3. Years 3 to 5, Sponsor regional and state self advocacy leadership trainings throughout the state

Timelines established were: ☐ All met ☐ Partially met ☑ Not met

Annual Progress Report:
Activities about this objective are described in other ojectives

Performance Measures

Performance Measure 1.1 (self-advocacy/advocacy):

SA01 People trained in area related to goal/objective:	0
SA02 People trained in leadership, self-advocacy, and self-determination:	0
SA03 People trained in systems advocacy:	0

Performance Measure 1.2 (self-advocacy/advocacy):

SA04 People active in systems advocacy:	0
SA05 People attained membership on public/private bodies and leadership coalitions:	2
SA06a Other self-advocacy measure:	0
SA06b Other self-advocacy measure:	0
SA06c Other self-advocacy measure:	0

Performance Measure 2.1 (systems change):

SC01 Programs/policies created or improved:	0
SC02 Number of organizations involved coalitions/networks/partnerships:	0
SC03 Organizations engaged in systems change efforts:	0
SC04 Number of public policymakers educated:	0
SC05 Members of the general public reached:	0
SC06a Other systems change measure:	0
SC06b Other systems change measure:	0
SC06c Other systems change measure:	0

Performance Measure 3 (resource leveraging):

RL01 Dollars Leveraged:	$0

Section III: Progress Report - Goals and Objectives

Goal 2: Rights Training and Advocacy

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.

Area of Emphasis	Planned for this Goal	Areas Addressed
Quality Assurance	planned	addressed
Education and Early Intervention	planned	addressed
Child Care		
Health	planned	
Employment	planned	
Housing		
Transportation		addressed
Recreation		
Formal and Informal Community Supports	planned	addressed

Strategies	Planned for this Goal	Strategies Used
Outreach		used
Training	planned	used
Technical Assistance	planned	used
Supporting and Educating Communities	planned	used
Interagency Collaboration and Coordination	planned	used
Coordination with Related Councils, Committees and Programs		
Barrier Elimination		
Systems Design and Redesign		
Coalition Development and Citizen Participation	planned	used
Informing Policymakers		
Demonstration of New Approaches to Services and Supports		
Other Activities		

Intermediaries/Collaborators	Planned for this Goal	Actual
State Protection and Advocacy System	planned	used
University Center(s)	planned	used
State DD Agency	planned	used

Other Collaborators Planned:

Other Collaborators Actual:
Local school districts
Regional Centers
Local SELPA Offices
Office of Administrative Hearings
California Dept. of Social Services
Calif. Dept. of Rehabilitation
Public Authority
IL Centers
CA IHSS
Rainbow Connection Family Resource Center
People First
Arc of California
Area Agency on Aging

Rowell Family Empowerment;
CalOptima
Goodwill-ATEC
Team of Advocates for Special kids
Fiesta Educativa Inc.
IDEA Partnership
San Diego State University
Grupo de Apoyo en Español
Smiles of Orange County
Office of CRA
Kidpower
Parents Helping Parents
The I-Tech Center
Housing Choices Coalition
SJ Women's group
H.E.A.R.T.S Connection
Children's Hospital Central California
Exceptional Parents Unlimited
Children's Hospital of Orange County
California State University, Chico
CalWORKs
Moving Forward
UCP
Safe Passages
First 5
Access Services
Family Resource. Network
Exceptional Family Resource Center
Japanese Speaking Parents Association of Children with Challenges
Whittier Law School
Families Forward

Objective 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.

Implementation activities:

1. Outreach
2. Information, advocacy, technical assistance

Activities undertaken were: ☑ All met ☐ Partially met ☐ Not met

Timelines:

1. On an ongoing basis, families and individuals become aware of available assistance from local offices (area boards) through outreach activities and word of mouth.
2. Local offices (area boards) provide assistance that may include systems navigation, technical assistance, information, attendance at meetings (IPP, IEP, IFSP, assessment etc) and assistance with due process as appropriate. Ongoing, within available resources

Timelines established were: ☑ All met ☐ Partially met ☐ Not met

Annual Progress Report:

The greatest strength of the Council is its thirteen local area offices who work collaboratively in the community to implement the Council's State Strategic Plan Educational and Community Supports objectives through individualized advocacy.

Local area offices worked throughout the last fiscal year to assist people with developmental

disabilities and their families to navigate the K through 12 school system, transition to post-secondary education or career paths as well as in all aspects of local community life. Local area offices helped to find opportunities to participate in meaningful service and volunteer opportunities, and learning to access assistive technology.

The Council assisted more than 5000 people during the fiscal year by providing individual & family advocacy through information and referral. The Area Boards track people served by counting "People with DD", "Parents" and "Others". "Others" are usually regional center staff or other professions. More than 1700 self-advocates, 2800 parents and 600 others were assisted.

People are assisted through many different methods from intake phone calls, face to face interviews, attending fair hearing appeals for Individual Program Plans (IPP) with the 21 regional centers, Individual Educational Plans (IEP) with school districts, Individual Service Plans (ISP) with service providers, IHSS appeals hearings, and mediations. Communication between council staff and people requesting assistance is made over the phone, through email and written correspondence.

Examples of special education support could include least restrictive environment/placement, behavioral supports, assistive technology, communication, Individual Education Plan Compliance and transition concerns. Advocates also help parents request and understand assessment process for Special Education. Council staff also dealt with a variety of topics including: regional center services and eligibility; health; housing; transportation; In-Home-Support-Services (IHSS); Social Security; employment; conservatorship; and respite.

ISSUES OF CONCERN

• One of biggest issues is that parents have a lack of understanding of how the process works for receiving appropriate special education services or regional center services for their children or adult children. After working with Council staff parents expressed that they had a better understanding of the educational process. Parents received information about how to access advocacy support and also access to pertinent law.
• During the intake process with the regional center individuals are often denied services during the original call or the case may be closed without families understanding their appeal rights.
• An emerging issue is in eligibility cases where the person is over 30, which has made it difficult to obtain background information establishing their disability occurred before the age of 18.

Self-advocates and parents were provide with Council-developed documents some of which were: "IEP Strategy - Understanding the process so you can get what you Need", "Tips for Getting Quality Special Education Services for our Child", "Preparing for your IEP", "IEP Process Time Lines." Many of these were sent to people via email after a phone consultation.

SUCCESSFUL STORIES

• Council staff provided assistance at the informal level for a young man who wanted to move out of his group home and into his own apartment with supported living supports. The person had lived in group homes on and off for the last ten years. He wanted to move out because he believed he had demonstrated the independence he needed to live on his own again. He would often forget to take medications when he lived on his own previously. He ended up moving into a group home for more supervision. With assistance from Council staff the person was able to create a plan to move into his own apartment. The individual was matched with and SLS agency to meet his needs and now lives in his own apartment and is doing well with supports and

services.
• Family contacted the local area office for assistance in placement for their son with ADHD and Autistic Spectrum Disorder. They were concerned for their son's safety as he was the victim of bullying at school. Despite our efforts and several meetings to ensure his safety while on the premises the school and administrators were unwilling to cooperate. Council staff then assisted the family in placing their son in an online school program that met his educational needs and concerns. The results were a proper Behavioral Plan being put into place so that the student could attend school.
• A student was completing kindergarten in a special day classroom on a K-2 campus. The student received special education services based on a diagnosis of severe apraxia and global developmental delay. The student's family shared concerns over their son's access to the general education curriculum and general education peers as the classroom was located away from the general education campus. Other concerns centralized on the behaviors of other students in the special day classroom, as well as concerns about the complexity of their son's communication disorder.

The school team met for the student's annual IEP. The parents shared their concerns and the student's academic progress was discussed. The school team offered to provide an iPad for the student to use as a communication tool. It was the belief of the school team that the student would benefit from assistive technology to aid in communication. The local area office staff facilitated training for the family and the student with an assistive technology specialist from the local family empowerment center.
• Council staff provided technical assistance for a consumer who was informed by his bank, that she could no longer cash her checks because she is required to open a bank account with them. The regional center is her representative payee and she receives weekly checks for food and personal needs. The consumer has been cashing her checks at a bank located in a supermarket. Staff assisted consumer by requesting assistance from service coordinator who contacted bank and received confirmation in writing that the bank would accept the regional center's 3rd party checks. Consumer was able to resume weekly cash checking routine.

Through Council efforts several school districts improved their IEP processes. After Council staff assisted a Spanish speaking family receive all IEP related materials in their first language, Spanish, the school district started providing material in Spanish upon request.

Within the fiscal year the Council met it's objective goal of assisting 1,700 people, more than 100 who are non-English speaking or limited English proficiency by assisting more than 5,000 people. At least five area boards have bilingual staff who conducts advocacy and trainings in various languages. Though Council doesn't routinely report languages, local area offices that did, reported more than 300 of those served were non-English speaking. "Grupo de Apoyo en Espanol" at Children's Hospital of Orange County is a monolingual-Spanish-speaking parent support group that meets with a bilingual Council advocate on a monthly overview of Council services and 1:1 consultations

Objective evaluation was based on various methods. Follow up surveys were given on a regular basis with the majority of people expressing satisfaction with Council assistance. More importantly than using survey is when parents indicate satisfaction with their child's progress or when a service or therapy that had been denied was approved or increased. Activities were evaluated based on whether or not advocacy goals were accomplished. Results of regional center advocacy were positive. Such results include child receiving the necessary services and child becoming a regional center consumer.

Performance Measures

Performance Measure 1.1 (self-advocacy/advocacy):

SA01 People trained in area related to goal/objective:	2,767
SA02 People trained in leadership, self-advocacy, and self-determination:	0
SA03 People trained in systems advocacy:	0

Performance Measure 1.2 (self-advocacy/advocacy):

SA04 People active in systems advocacy:	0
SA05 People attained membership on public/private bodies and leadership coalitions:	0
SA06a Other self-advocacy measure:	1,028
Students have education & Support through Council	
SA06b Other self-advocacy measure:	822
People benefiting from Council support	
SA06c Other self-advocacy measure:	0

Performance Measure 2.1 (systems change):

SC01 Programs/policies created or improved:	2
SC02 Number of organizations involved coalitions/networks/partnerships:	0
SC03 Organizations engaged in systems change efforts:	3
SC04 Number of public policymakers educated:	0
SC05 Members of the general public reached:	0
SC06a Other systems change measure:	0
SC06b Other systems change measure:	0
SC06c Other systems change measure:	0

Performance Measure 3 (resource leveraging):

RL01 Dollars Leveraged:	$0

Objective 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.

Implementation activities:

1. Trainings

2. Identify materials and Translate into threshold languages

Activities undertaken were: ☑ All met ☐ Partially met ☐ Not met

Timelines:

1. On an ongoing basis, offer or co-sponsor or publicize trainings for families at the local level which address educational issues and/or. how to access and retain community-based services in collaboration with federal partners and others.
2. On an ongoing basis, identify the most effective materials, as determined by participant evaluation, and disseminate widely using the web and other means. Translate into threshold languages as appropriate.

Timelines established were: ☑ All met ☐ Partially met ☐ Not met

Annual Progress Report:

Because of the vast size and diversity of California the Council has thirteen local area offices who work collaboratively in the community to implement the Council's State Strategic Plan Educational and Community Supports objectives through local activities and projects in partnership with local organizations.

Local area offices conducted more than 90 presentations, trainings, held conferences and resource fairs during the last fiscal year to provide information and training to than more 5400 people with developmental disabilities, their families, care providers and other professionals. The Council tracks people served by counting "People with DD", "Parents" and "Others". "Others" are usually regional center staff or other professions. More than 1375 "self-advocates", 2135 "parents" and 2307 "others" were trained.

One of the major issues that the council found is:

• A lack of understanding of parents and others about special education law and practices as well as regional center services available.
• A lack of educational and resources necessary to provide educational options for parents and students
• A lack of information about community resources for consumers to live, work and play in the least restrictive environment.

Major topics included:

• "IPP training on their rights under the Lanterman Act"
• "IHSS training"
• "Regional Center Services for Adult Consumers"
• "Making Sense of the IEP"
• "Living Options for Persons with Developmental Disabilities"
• "IPP Understanding the Process"
• "Living Options for Persons with Developmental Disabilities"
• "Social Security Disability Benefits"
• "Estate Planning Workshop"
• "Social Security Disability Benefits"
• "AAC and Speech".

Examples of trainings that were held:

A local area office held monthly Individual Education Plan clinics for families. Hearts Connection coordinates with parents to attend. A staff member of H.E.A.R.T.S and Council staff member review students current individual situation and concerns/issues. Parents are also trained on how to advocate for their child(ren). Each family receives a Client IEP Profile sheet to take with them that outlines what they have learned and their plan moving forward in the IEP Process. It is signed by the individual, H.E.A.R.T.S staff and Council Staff.

A financial planning seminar was held on financial planning for special needs children after parents are deceased, including special needs trusts, conservatorships, power of attorney, and maximizing benefits. Participants mentioned that perhaps the seminar should have been longer because it was a lot of information to cover in 2 hours.

The local area office is an active member of the Orange County Assistive Technology Institute (ATI) Task Force. More than 200 consumers, family members and professionals participated in the day-long conference. In addition to serving on the planning committee for the 2013 Assistive Technology Institute (ATI), the Area Board presented a training on "Funding Sources for AT" for 25 family members and professionals in one of the day-long conferences breakout sessions.

Another local area office planned and executed a "Community Conversation" with the Executive Director of a Regional Center. There were 45 families in attendance at this meeting which provided an opportunity for a dialogue with the ED of the local regional center to discuss issues and concerns. The regional center has agreed to continue to participate in these meetings because of the large turnout. Many people were afraid to voice their concerns for fear of retribution, so a system was implemented where index cards were distributed and collected, so that the question raised would not be identified to any one individual. There was a satisfaction survey passed out, and of the surveys returned, it was an overwhelming success.

36 people within the community came together to learn about community organizing skills, and how to put those skills to use to change local issues. People involved were individuals with disabilities, care providers, family members and community members. Attendees looked at local issues that affect individuals with disabilities and their families. They voted on one important topic (transportation) to focus their energies on as the group begins using the skills in organization that was taught that day.

One local area office has a volunteer who is a former WorkAbility staff member at a local school district providing services to enhance the life of people with developmental disabilities in the community through counseling and direct advocacy. This volunteer donated professional expertise averaging 20 hours per week. 75 individuals were served during the year.

A sampling of groups that were presented to include:
• Supported Life Institute's Inclusion Celebration
• Home at Last program. Home at Last is a Family Home Agency
• Family Resource Center Network
• First 5 Commission for Early Start
• SELPA (Special Education Planning Area
• "Seeing the Abilities within DisAbility" at Riverside County SELPA Community Advisory Committee meeting.

Several events were conducted entirely in Spanish or with Spanish translators. One educational

presentation presented in Spanish was, "Preparando por el IEP". One particularly successful event was Fiesta Educativa conference. The Fiesta Educativa is a conference designed to educate and empower parents to be more active in their child's life and to become leaders and or mentors for others. Another was training in Spanish for 15 monolingual Spanish- speaking parents at a parent support group - Grupo de Apoyo en Español - at the Children's Hospital of Orange County. At one training in Imperial County there were 36 Spanish speaking attendees, and 12 English speakers.

Council staff participated in numerous conferences, giving in-kind support and providing presentations.

In October a local area office provided support to the Supported Life Institute in holding the 25th annual Supported Life Conference in Sacramento, CA. They provided technical and clerical support to the conference planning team. Approximately 400 individuals attended the 2-day conference.

Council staff provided information and outreach to a large gathering of self-advocates, their families, service providers and others at the CHOICES Conference where they facilitated panel discussions by California and Federal elected officials in support of issues affecting individuals with developmental disabilities. Over 100 individuals attended the panel discussion. Elected officials lack a clear understanding of the needs and abilities of individuals with developmental disabilities. There was active participation of many individuals at the forum expressing their needs and identifying barriers to independent living, employment, transportation and other pertinent issues.

The Fiesta Educativa conference's mission is to develop a partnership of families, professionals, consumers, friends, and agencies to embrace as its goal of universal support towards the enhancement of the lives of persons with disabilities. The Fiesta Educativa is a daylong conference for Latino families that have a child with a disability. All workshops are either presented in Spanish or are presented in English and translated into Spanish. In addition to the workshops there was a resource fair with 23 exhibitors. There were 183 people in attendance.

At the request of CalOptima, a local area office presented "Funding Sources for Assistive Technology" for 67 attendees at the "Gizmos and Gadgets" conference held at the Dayle McIntosh Center for Independent Living. Attendees represented, among others, the following agencies: Goodwill; Braille Institute; Red Cross; O.C. Social Services; Aeromobility.

Council awarded Kidpower a $20,000 mini-grant to train and provide resources to individuals with developmental disabilities to protect themselves against abuse and exploitation. Kidpower does interactive trainings for children and adults. They teach community safety skills & safety habits. Their trainings are highly interactive. They've done trainings at day programs and at Sonoma Developmental Center.

During the trainings 34 self-advocate children and adults were trained.

Within the fiscal year the Council met its objective goal of conducting at least 50 training, conferences, and workshops with more than 90 trainings and presentations.

Objective evaluation was based on various methods. Follow up surveys were given on a regular basis with the majority of people expressing satisfaction with Council assistance. 31 evaluations were received for the Living Options presentation. The majority rated 5s on scale of 1(poor) to

5(good). Comments: "I feel like I have a good resource now for information with you."; "Great information - I am getting NONE of this from RCOC."; "Lots of good and useful info."

Forty-two evaluations were returned to CalOptima; 100% of which stated that the attendees "have a clear understanding of devices and technology for everyday living; can identify consumers who may benefit; and thought the exhibits were 'great'." Almost 100% stated they could explain to consumers "how to start the process to obtain access to the tools; were likely to use the information in their work; and planned to share the information with others."

Materials that were distributed during the training included:
- "18 Tips for Getting Quality Special Education Services for your Child"
- "IEP Strategy-Understanding the process so you can get what you need"
- "Think Before You Speak"
- "Area Board brochures" (English & Spanish)
- "Take me Home brochures"
- "Rights posters
- "Transition Guides" in Spanish.
- "The IPP Times of your Life"
- "IEP Strategies-Understanding the Process So you Get What you Need"
- "Famous People with Disabilities Quiz"

Performance Measures

Performance Measure 1.1 (self-advocacy/advocacy):

SA01 People trained in area related to goal/objective:	3,532
SA02 People trained in leadership, self-advocacy, and self-determination:	140
SA03 People trained in systems advocacy:	165

Performance Measure 1.2 (self-advocacy/advocacy):

SA04 People active in systems advocacy:	0
SA05 People attained membership on public/private bodies and leadership coalitions:	0
SA06a Other self-advocacy measure:	0
Students have education & Support through Council	
SA06b Other self-advocacy measure:	100
SA06c Other self-advocacy measure:	0

Performance Measure 2.1 (systems change):

SC01 Programs/policies created or improved:	0
SC02 Number of organizations involved coalitions/networks/partnerships:	0
SC03 Organizations engaged in systems change efforts:	190
SC04 Number of public policymakers educated:	0
SC05 Members of the general public reached:	543
SC06a Other systems change measure:	0
SC06b Other systems change measure:	0
SC06c Other systems change measure:	0

Performance Measure 3 (resource leveraging):

RL01 Dollars Leveraged: $0

Objective 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 Committee (CAC)s, Family Resource Centers, provider organizations and others in order to improve outcomes for youth and adults with developmental disabilities.

Implementation activities:

1. Outreach
2. Collaboration

Activities undertaken were: ☑ All met ☐ Partially met ☐ Not met

Timelines:

1. At least annually, publicize (via web, email alert, mailing) availability to participate in local and statewide informational activities.
2. Ongoing, engage in enhanced outreach to underserved communities, including those whose primary language is not English.

a) Identify/network with organizations/coalitions that target underserved communities
b) Participate in events that target these communities

Timelines established were: ☑ All met ☐ Partially met ☐ Not met

Annual Progress Report:

In California there are almost a thousand school districts, more than 100 Special Education Local Planning Areas (SELPA), close to 50 Family Resource Centers, and hundreds of provider and non-profit organizations that provide education and training to people with developmental disabilities, their families and people that help them. The Council through the efforts of the thirteen local area offices supports and collaborates with many of these local organizations. This support and collaboration resulted in hosting or attending more than 40 resource fairs, Disability Awareness Days, conferences, trainings, webinars, and participation on advisory committees.

The Council tracks people served by counting "People with DD", "Parents" and "Others". "Others" are usually regional center staff or other professions. More than 1660 "self-advocates", 1992 "parents" and 6530 "others" were trained.

A sampling of task forces, committees, resource fair and collaboration topics included:

Special Education Task Force
University Centers for Excellence in Developmental Disabilities Community Advisory Committee
Affordable Care Act

IHSS/PA Advisory Committee
Buddy Walk sponsored by Down Syndrome Association
Jobtoberfest which is an event for job development opportunities
Involved Exceptional Parents Day
Medi-Cal managed care

Some of the events that the Council participated in through local area offices efforts include:

The Council had a table at the statewide Supported Life Conference in October 2012. Materials handed out and information provided regarding Council activities included the State Plan Goals, Statewide Self Advocacy Network, Self Determination, Employment First Policy, Bullying, Health, and Reaching out to your Legislators. Over 100 individuals stopped for information and were given materials.

An area office assisted in the facilitation of the Butte County Coordinating Council's 17th Annual Recognition Celebration. Numerous agencies and consumers worked together to organize this event that recognizes 30 community members who have made a difference in the lives of people with developmental disabilities. Each year, one person receives the Frank D. Lanterman Outstanding Services Award, for demonstrating a life-long commitment to the developmental disability field. Nominations come from the community and represent a wide range of diverse individuals. Approximately 240 attended to celebrate the 31 honorees. The Vote Project! a peer training team presented on voting rights and education to the audience.

Another area office is a contributing member in the Diversability Advocacy Network (DAN.). DAN is a collaborative of cross disability advocacy agencies. The mission of this network is to advocate for the dignity, health, and independence of all individuals, regardless of age, who experience disabilities, functional limitations or chronic conditions and who use long term services and supports. The primary focus of this advocacy network has been to organize, educate, update and prepare both the community and stakeholders for the changes to long term services and supports with California's Coordinated Care Initiative and the Federal Affordable Care Act

FOCUS Film Festival (FFF) through a Program Development Grant, Cycle 35 was developed. The goal of this project is to educate and enlighten community members and students about people with disabilities through screenings and related events. FFF collaborated with parent advocacy groups to offer resources and technical support for three public film screenings. The 8th Annual FFF was held at the California State University, Chico. Total attendance for the 3-day festival was 1,170 people

Council staff presented materials in English and Spanish at the 1st Annual ILC Disability Awareness Event in (San Joaquin & Stanislaus Counties. Information consisted of Council materials, People First Language, the Lanterman Act, and Self-Advocacy Council 6. There were approximately 50 people who stopped at the table to receive materials.

Council staff participated on the planning and had a table at the 5th Annual Multicultural Awareness event in Stockton, to disseminate materials in English and Spanish about the Council as well as handouts on rights and responsibilities, People First Language, the Lanterman Act, self-advocacy. There was approximately 800 people in attendance from the community, about 300 people who came by the Area Board information booth and received information.

A local area offices and the San Diego People First (SDPF) worked with San Diego Therapeutic Park and Recreation to plan a holiday dance which also served as a community service project.

The admission to the dance was a Teddy Bear. All collected bears are donated to Children's Hospital. Technical assistance is provided to SDPF as they take on the responsibility of coordinating the event. The dance was a success with 150 bears collected.

Council staff co-presented information on Disability History to students at the annual Adobe Bluffs Elementary School. The school hosts an Ability Awareness school wide event where students are exposed to a variety of guest speakers that have a disability at an assembly. They also have the opportunity to rotate through five stations that focus on the different aspects of ability awareness. The school has embraced the ability awareness philosophy by educating children about disability from a perspective of diversity appreciation by helping to replace the inherited attitudes of fear and pity by regularly exposing children to dignifying encounters with classmates and community members who experience disability. Children become more connected members of society and actively promote ability appreciation themselves. The topics that are covered during the rotations are: accessibility, assistive technology, attitudes and assumptions, disability history, and respectful language.

Council staff attended the California Regional Collaborative Statewide Conference in Sacramento. This conference was attended by approximately 200 professionals from across the Northern region of the state. The professionals are connected in some way to health care and long term services and supports for the most vulnerable population (individuals with disabilities, senior citizens and those who are MediCal recipients in California. With the monumental change to health care and long term services and supports rapidly approaching, the collaborative meets quarterly to share the most current information on the status of the legislative direction, as well as identifying barriers to successful implementation.

Council staff compiled a "Directory of Parent Support Groups for Parents and Family Members of People with Developmental Disabilities in Los Angeles County." The process involved extensive internet research, contacting every regional center and Family Resource Center for current lists of groups, contacting every listed entry to verify accuracy and current information, and asking community members to translate the entries for groups for non-English speaking families. The largest sections of the final product are Cultural or Language-Specific groups and Disability-Specific groups.

The Directory was included in local area office newsletter, the area office website, and was mailed to regional center, and family resource center as well as 1000 printed copies. One issue, they were unable to get Cambodian/Khmer translation for one relevant entry. Various organizations have informally commented that they appreciate the directory and have used it to assist families.

IEP Day Conference is an annual conference for parents and professionals who work with children with a disability in the school system. Council staff were responsible for handling facility needs, committee budget, planning and implementation of the day's events. There were 260 attendees at the conference this year. One strand was presented in Spanish and other workshops were translated for Spanish speaking attendees. There were 80 vendors in the resource fair. Overall evaluation forms given back at the end of the conference reported positive feedback. People liked the topics presented and the facility where the event was held.

The Council, in collaboration with community partners, presented a series of trainings to foster families or families considering becoming foster families. Since many children in foster care have developmental and learning disabilities, trainings included information regarding resources for children and families, a community resource panel and IEP training.

Training on "Seeing the Ability within DisAbility" was held at Lone Pine School District in Inyo County for teachers and aides who work within the school district. 15 faculty members attended and actively participated regarding personal experiences with students.

In the area of transportation a local area office reviewed and scored 23 "5310 CalTrans" grant proposals as part of State Review Committee. This is the second level review (after scoring by local transit authorities) for federal funds for vehicle and equipment acquisition for elderly and disabled transportation. They also reviewed and commented on drafts of Access Services' document "Volunteer Driver Programs for People with Developmental Disabilities" that identifies barriers and solutions for getting VDP's started in the developmental disability community.

In dealing with the issues of bullying the Council completed and distributed a booklet, "Enough is Enough - Anti-Bullying Strategies for Students with Developmental Disabilities, Their Families, and Their Schools." It was distributed via Area Board newsletter, email and hard copies to parent groups, Family Resource Centers, self-advocacy groups, regional centers, and at trainings.

Materials handed out include:

Take Me Home
Think Before You Speak (English & Spanish)
Project College
IPP training on their rights under the Lanterman Act
IHSS training
Regional Center Services for Adult Consumers
Making Sense of the IEP
IPP Understanding the Process
Living Options for Persons with Developmental Disabilities
Social Security Disability Benefits

Within the fiscal year the Council met its objective goal of access to needed educational and/or community-based services with more than 90 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.

Though local area offices don't routinely report languages, Those that did, reported more than 500 of those served were non-English speaking.

Objective evaluation was based on various methods. The most prevalent was follow up surveys that were given on a regular basis with the majority of people expressing satisfaction with Council assistance.

Performance Measures

Performance Measure 1.1 (self-advocacy/advocacy):

SA01 People trained in area related to goal/objective:	1,322
SA02 People trained in leadership, self-advocacy, and self-determination:	0
SA03 People trained in systems advocacy:	0

Performance Measure 1.2 (self-advocacy/advocacy):

SA04 People active in systems advocacy:	0

SA05 People attained membership on public/private bodies and leadership coalitions:	0
SA06a Other self-advocacy measure:	0
SA06b Other self-advocacy measure:	0
SA06c Other self-advocacy measure:	0

Performance Measure 2.1 (systems change):

SC01 Programs/policies created or improved:	0
SC02 Number of organizations involved coalitions/networks/partnerships:	0
SC03 Organizations engaged in systems change efforts:	0
SC04 Number of public policymakers educated:	37
SC05 Members of the general public reached:	4,321
SC06a Other systems change measure:	0
SC06b Other systems change measure:	0
SC06c Other systems change measure:	0

Performance Measure 3 (resource leveraging):

RL01 Dollars Leveraged:	$0

Objective 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.

Implementation activities:

1. Report violations
2. Participate in closure process
3. Advocacy

Activities undertaken were: ☑ All met ☐ Partially met ☐ Not met

Timelines:

1.On an ongoing basis, identify and alert authorities regarding violations of rights of residents in State institutions through the Client Rights and Volunteer Advocacy projects. Work with the P&A System on issues identified by either party or others. 2.Participate in process for planning and implementing the closure of Lanterman Developmental Center within the next five years. 3. As needed, provide individual advocacy to ensure that residents are afforded appropriate and high quality

Timelines established were: ☑ All met ☐ Partially met ☐ Not met

Annual Progress Report:

California has four developmental centers (DC) and one smaller state-run facility housing a combined total of over 1600 residents. One developmental center, Porterville has a forensic unit. Through an Interagency Agreement (IA) with the Department of Developmental Services (DDS) the Council provides Client's Rights Advocates (CRA) and a program of volunteer advocates (VAS) at each facility.

Clients Rights Advocate Project

The Clients' Rights Advocate provides advocacy services to protect and assert the rights of those living at the developmental centers. The CRAs provided over 1000 advocacy services. Some of the advocacy services included: 1) attending Individual Program Plans (IPP), Transition Support and Review meetings, 2) investigating alleged clients rights violations and abuse allegations, attends denial of rights meetings and approves/reviews denial of rights requests, 3) consulting with residents, their families, ID team, staff, deputy public defenders and regional center (RC) staff on rights issues, 4) providing training to the county public defender's office, district attorney and superior court on consumer's rights, and 5) providing training to residents and staff on consumer rights and self-advocacy. More than 30 self-advocacy trainings were held and attended by more than 800 residents and staff. The CRAs also sits on the Behavior Supports, Human Rights, Incident Review and Bioethics committees at the DCs.

Due to the impending closure of Lanterman Developmental Center (LDC), the CRA has been involved in an increasing number of transition-related meetings. The Transition Planning Meeting identifies the client preferences and individualized services needed to facilitate a positive transition into the identified community setting.

Some issues that have been identified by the CRAs at the DCs include:

• The complaints involving the client's personal property (cigarettes) and cigarettes being considered contraband have been resolved. The property (cigarettes) has been returned to the clients.

• Canyon Springs trust accounts are now being managed through Fairview Developmental Center. The clients' (SSI/SSA) benefits and P&I monies first go to Fairview. This process has continues to cause delays. CRA has met with administration and contacted with Fairview Trust to advocate for a streamlined process so that the clients will have access to their monies in a timely manner.

• As the residents of LDC age, their medical needs often change, which means they may require a different level of care or supervision to adequately support them in a particular stage of life. If LDC cannot provide adequate medical care to the client, they may be transferred to a local community hospital and then to a sub-acute facility. Unfortunately, when a client moves to a sub-acute facility, they do not have the Lanterman Regional Project (LRP) transition team providing follow up and support as they do with any other client moving from LDC into a community setting. Sometimes, the client dies at the sub-acute setting without the support or benefit of familiar staff relationships.

• More consumers' are being admitted to PDC with limited or no ability to speak and understand English; however, the list of available translators is insufficient to provide them with services. Usually the level of care staff are called on to translate for the Spanish speaking consumers, but these staff do not qualify for the interpreter list. The other most common languages utilized are Pacific Islander/Asian languages. No translation services are offered for these individuals.

Volunteer Advocacy Services Project

The Advocacy Services Project at the DCs provides volunteer advocate (VA) services to residents who are not conserved and are without family involvement. Each DC has a coordinator who coordinates the activities of the VAs. They dedicate at least three hours per month per resident served. Volunteers are the "eyes and ears" of the project. They often identify issues of concern that may need to be brought to the CRAs' attention.

Advocates attend IPPs, special team meetings and assist residents regarding their rights, services and choice options. They assist residents with speaking to staff, writing letters, making phone calls and sending e-mails. They attend pre-transition and court preparation meetings and video court with their resident. The coordinator and VAs also facilitate 16 self-advocacy groups at the DCs.

Approximately 40 VAs are currently serving almost 400 residents and more than 500 residents have received services during the fiscal reporting period. VAs average about 3 contacts per residents in each month and have attended 800 meetings. VAs also makes visits to residents who have been hospitalized in the community. Each VA goes through initial training and on-going trainings.

Volunteer advocates have expressed that they are volunteering their time to gain experience in the area of developmental disabilities. Several students have expressed appreciation for exposure and direct experience with individuals with developmental disabilities. It has been recommended that collaboration with local colleges and universities be explored that might include college credit.

Issues for recruitment of VAs:

• Position requires an extremely flexible schedule so advocates can be available for both scheduled and unscheduled special meetings for consumers.
• Potential advocates need to have a broad understanding of the needs of persons with developmental disabilities and the service delivery system in the State of California including the Lanterman Act.
• Recruitment and training of new volunteer advocates requires extensive training time. The goal of training is to ensure that the volunteer advocates understand and adhere to all safety measures, adequately protect themselves and the residents, as well as the purpose and mission of the advocacy program

As stated earlier the VAs are the "Eyes and Ears" for the project. As they spend time with the clients they can see and hear things about the client:
• Changes in behavior
• Whether a change in the medicine regiment is having desired effects
• Many times the client will confide in the VA about a particular concern, the VA can become the client's voice.

Performance Measures

Performance Measure 1.1 (self-advocacy/advocacy):

SA01 People trained in area related to goal/objective: 1,584

SA02 People trained in leadership, self-advocacy, and self-determination:	545
SA03 People trained in systems advocacy:	27

Performance Measure 1.2 (self-advocacy/advocacy):

SA04 People active in systems advocacy:	0
SA05 People attained membership on public/private bodies and leadership coalitions:	0
SA06a Other self-advocacy measure:	0
SA06b Other self-advocacy measure:	0
SA06c Other self-advocacy measure:	0

Performance Measure 2.1 (systems change):

SC01 Programs/policies created or improved:	0
SC02 Number of organizations involved coalitions/networks/partnerships:	0
SC03 Organizations engaged in systems change efforts:	0
SC04 Number of public policymakers educated:	0
SC05 Members of the general public reached:	0
SC06a Other systems change measure:	0
SC06b Other systems change measure:	0
SC06c Other systems change measure:	0

Performance Measure 3 (resource leveraging):

RL01 Dollars Leveraged:	$0

Section III: Progress Report - Goals and Objectives

Goal 3: Quality Assurance and Innovation

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.

Area of Emphasis	Planned for this Goal	Areas Addressed
Quality Assurance	planned	addressed
Education and Early Intervention		
Child Care		
Health		
Employment		
Housing		
Transportation		
Recreation		
Formal and Informal Community Supports		

Strategies	Planned for this Goal	Strategies Used
Outreach		used
Training		
Technical Assistance		
Supporting and Educating Communities		
Interagency Collaboration and Coordination		used
Coordination with Related Councils, Committees and Programs		
Barrier Elimination		
Systems Design and Redesign	planned	
Coalition Development and Citizen Participation		
Informing Policymakers		
Demonstration of New Approaches to Services and Supports		
Other Activities		

Intermediaries/Collaborators	Planned for this Goal	Actual
State Protection and Advocacy System	planned	used
University Center(s)	planned	
State DD Agency	planned	used

Other Collaborators Planned:

Other Collaborators Actual:

- DDS
- Regional Centers
- Community Care Licensing
- Public Health Licensing;
- CalOptima;
- Orange County Behavioral Health;
- Legal Aid of Orange County;
- Family Support Network;
- Dayle McIntosh Center for Independent Living;
- Healthy Smiles of Orange County;
- Office of Clients' Rights Advocacy.

Objective 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.

Implementation activities:

1. Face to face interviews
2. Written surveys

Activities undertaken were: ☑ All met ☐ Partially met ☐ Not met

Timelines:

1. Years 1,3 and 5, conduct face to face interviews with at least 8400 individuals with developmental disabilities based on National Core Indicators
2. Years 2 and 4 distribute and input responses to a written survey of at least 6900 family members from a randomized sample.

Timelines established were: ☑ All met ☐ Partially met ☐ Not met

Annual Progress Report:

The Council continues its contract with Department of Developmental Disabilities (DDS) to conduct surveys with consumers and families, using the nationally recognized National Core Indicators (NCI). The NCI is a voluntary self-reporting survey designed to gather information through a standard set of performance and outcome measures. Using the opinions and perspectives of the consumer or family member obtained through the NCI, DDS will identify problems and successes in the service delivery system to improve the services and supports consumers and families receive in California.

During this reporting period, using the Adult Consumer Survey (ACS), the Council, through local area offices, conducted 551 face-to-face interviews with adult consumers who have moved out of a developmental center. A subset of that total included 179 adults that moved in the last 5 years, specifically out of the Lanterman Developmental Center, an institution scheduled to be completely closed by 2014. Local area offices used 33 independently contracted interviewers statewide in addition to staff to conduct face-to-face interviews. Languages available for interviews to be conducted: English, Spanish, Tagalog, Amharic, Armenian, Mandarin and Vietnamese.

Additionally, the area offices mailed a total of 44,754 Child Family Surveys (CFS) to families with children 18 and under. This targeted population was limited to families where their child also lived with them. A total of 8,147 surveys were returned, including 1,934 Spanish surveys. The overall return rate for surveys was 18%, while the return rate for Spanish surveys was 19%.

Because Child Family Surveys (CFS) were available only in English and Spanish, the Council contracted the services of Asian Community Health Services (ACMHS) to provide over-the-phone interpretation services to families who required assistance in completing their surveys in any of the following languages: Cantonese, Mandarin, Cambodian, Japanese, Korean, Burmese, Tagalog, Vietnamese, Mien and Hmong. During this reporting period, ACMHS provided interpretation services to 16 Chinese speaking families and 2 Vietnamese speaking families.

Independent Contractors and Council staff entered all survey answers into ODESA, an on-line management system and data collecting application. At the end of the contract period, Human

Services Resource Institute (HSRI), aggregates and analyzes all entered data.

To implement this project, $2,410,041 was leveraged. At the beginning of this project it was assumed that parents of minors would be more likely to return these surveys, but we were surprised to find that it was not the case. Unlike previous cycles where the survey was sent to families of adult children and the return rate averaged 26%, the statewide return rate from families of minors was 18%, even with an all-time low rate of undelivered mail at 3.58%.

During this federal fiscal year of 2012-2013, the Council, through the local area offices was successful at reaching its contract goals with DDS.

Performance Measures

Performance Measure 1.1 (self-advocacy/advocacy):

SA01 People trained in area related to goal/objective:	33
SA02 People trained in leadership, self-advocacy, and self-determination:	0
SA03 People trained in systems advocacy:	0

Performance Measure 1.2 (self-advocacy/advocacy):

SA04 People active in systems advocacy:	8,700
SA05 People attained membership on public/private bodies and leadership coalitions:	0
SA06a Other self-advocacy measure:	0
SA06b Other self-advocacy measure:	0
SA06c Other self-advocacy measure:	0

Performance Measure 2.1 (systems change):

SC01 Programs/policies created or improved:	0
SC02 Number of organizations involved coalitions/networks/partnerships:	0
SC03 Organizations engaged in systems change efforts:	0
SC04 Number of public policymakers educated:	0
SC05 Members of the general public reached:	0
SC06a Other systems change measure:	0
SC06b Other systems change measure:	0
SC06c Other systems change measure:	0

Performance Measure 3 (resource leveraging):

RL01 Dollars Leveraged:	$2,410,041

Objective 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.

Implementation activities:

1. Information and Education
2. Systems advocacy

Activities undertaken were: ☐ All met ☐ Partially met ☑ Not met

Timelines:

1. On an ongoing basis, include information about innovative concepts/programs in presentations to parent and self-advocacy groups.
2. As appropriate, promote self-determination, vouchers and other family-friendly initiatives as a prospective solution to budget shortfalls. Participate in workgroups/task forces focused on system reform

Timelines established were: ☐ All met ☐ Partially met ☑ Not met

Annual Progress Report:

Nothing to Report

Performance Measures

Performance Measure 1.1 (self-advocacy/advocacy):

SA01 People trained in area related to goal/objective:	0
SA02 People trained in leadership, self-advocacy, and self-determination:	0
SA03 People trained in systems advocacy:	0

Performance Measure 1.2 (self-advocacy/advocacy):

SA04 People active in systems advocacy:	0
SA05 People attained membership on public/private bodies and leadership coalitions:	0
SA06a Other self-advocacy measure:	0
SA06b Other self-advocacy measure:	0
SA06c Other self-advocacy measure:	0

Performance Measure 2.1 (systems change):

SC01 Programs/policies created or improved:	0
SC02 Number of organizations involved coalitions/networks/partnerships:	0
SC03 Organizations engaged in systems change efforts:	0
SC04 Number of public policymakers educated:	0
SC05 Members of the general public reached:	0
SC06a Other systems change measure:	0
SC06b Other systems change measure:	0

SC06c Other systems change measure: 0

Performance Measure 3 (resource leveraging):

RL01 Dollars Leveraged: $0

Section III: Progress Report - Goals and Objectives

Goal 4: Public Safety Outreach

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 or violation of legal or human rights.

Area of Emphasis	Planned for this Goal	Areas Addressed
Quality Assurance	planned	addressed
Education and Early Intervention		
Child Care		
Health		
Employment		
Housing		
Transportation		
Recreation		
Formal and Informal Community Supports	planned	addressed

Strategies	Planned for this Goal	Strategies Used
Outreach	planned	used
Training	planned	used
Technical Assistance	planned	used
Supporting and Educating Communities		
Interagency Collaboration and Coordination		
Coordination with Related Councils, Committees and Programs		
Barrier Elimination		used
Systems Design and Redesign		
Coalition Development and Citizen Participation	planned	
Informing Policymakers		
Demonstration of New Approaches to Services and Supports		
Other Activities		

Intermediaries/Collaborators	Planned for this Goal	Actual
State Protection and Advocacy System		
University Center(s)		
State DD Agency		

Other Collaborators Planned:

Other Collaborators Actual:
- Regional Center
- Calico
- local law enforcement agencies
- First Responders,
- Social Service Agencies,
- Easter Seals,
- Yuba City Police Department
- Get Safe

Objective 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.

Implementation activities:

1. Outreach to law enforcement/others
2. Needs assessment in 2 areas
3. Develop/publicize materials

Activities undertaken were: ☐ All met ☑ Partially met ☐ Not met

Timelines:

1. At least yearly in at least 2 areas, conduct outreach to local law enforcement and others in the justice system to identify interest and opportunities for trainings, technical assistance etc.
2. Every year, in at least 2 local areas, Identify need, disseminate existing resources,
3. Year 3 to 5, based on needs assessment above, may utilize a grant to develop new educational materials as necessary. Disseminate such materials and other appropriate material in a subsequent year.

Timelines established were: ☐ All met ☑ Partially met ☐ Not met

Annual Progress Report:

Interactions between people with developmental disabilities and law enforcement officers or paramedics can have tragic results when first responders are unaware of how to properly deal with the special needs of people with developmental disabilities. The council through the local area offices has provided trainings to law enforcement, county sheriff departments, local police and paramedics so that they are aware of the needs of people with developmental disabilities and the resources that may assist them.

Examples of projects held throughout the state:

The Council through a grant with Get Safe provided three trainings to law enforcement, firemen, paramedics and other first responders to focus on improving communication with and understanding the unique needs of people with disabilities in law enforcement situations, such as interviewing someone as a possible victim, witness, or victim. The first responder trainings were provided to 225 Los Angeles District Attorneys, 50 L. A. County EMS workers (paramedics, nurses, sheriffs, and fire personnel) and 35 LAPD officers and dispatchers at Los Angeles County Hall of Administration.

Council staff participated in the Functional Needs training sponsored by the Emergency Services of Mendocino County and are now certified in Incident Command Systems (ICS-100b), Incident Command System Field Course (ICS200) National Incident Management System (NIMS700) and Standardized Emergency Management System (SEMS). Throughout the training Council staff was able to provide information and insight to emergency services personnel regarding issues relating to people with developmental disabilities.

Newly developed self-advocacy groups at two day programs in Yuba City are working on training individuals with developmental disabilities on how to be prepared for an emergency situation. Self-advocates at the Easter Seals ACE-IT III program are preparing information to present later

in the year to members of the Yuba City Police Department to education first responders of the needs of people with developmental disabilities.

One local area office is an active member of Regional Center of Orange County's Criminal Justice Task Force. Task force members share and collaborate on individual cases and systemic issues impacting RCOC consumers, with input from local law enforcement, as needed.

Performance Measures

Performance Measure 1.1 (self-advocacy/advocacy):

SA01 People trained in area related to goal/objective:	906
SA02 People trained in leadership, self-advocacy, and self-determination:	0
SA03 People trained in systems advocacy:	0

Performance Measure 1.2 (self-advocacy/advocacy):

SA04 People active in systems advocacy:	0
SA05 People attained membership on public/private bodies and leadership coalitions:	0
SA06a Other self-advocacy measure:	300
People benefiting &/or facilitated formal/informal com.supports	
SA06b Other self-advocacy measure:	0
SA06c Other self-advocacy measure:	0

Performance Measure 2.1 (systems change):

SC01 Programs/policies created or improved:	0
SC02 Number of organizations involved coalitions/networks/partnerships:	0
SC03 Organizations engaged in systems change efforts:	0
SC04 Number of public policymakers educated:	0
SC05 Members of the general public reached:	0
SC06a Other systems change measure:	0
SC06b Other systems change measure:	0
SC06c Other systems change measure:	0

Performance Measure 3 (resource leveraging):

RL01 Dollars Leveraged:	$3,000

Section III: Progress Report - Goals and Objectives

Goal 5: Emergency Preparedness

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

Area of Emphasis	Planned for this Goal	Areas Addressed
Quality Assurance	planned	addressed
Education and Early Intervention		
Child Care		
Health		
Employment		
Housing		
Transportation		
Recreation		
Formal and Informal Community Supports		addressed

Strategies	Planned for this Goal	Strategies Used
Outreach		
Training	planned	
Technical Assistance		used
Supporting and Educating Communities		
Interagency Collaboration and Coordination	planned	used
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		

Intermediaries/Collaborators	Planned for this Goal	Actual
State Protection and Advocacy System		
University Center(s)		
State DD Agency		used

Other Collaborators Planned:

Other Collaborators Actual:

- • Regional Centers
- City of Los Angeles
- We Care A Lot Foundation
- Regional Center
- Emergency and First Responders
- County Agencies
- Being Safe

Objective 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.

Implementation activities:

1. Collaboration and Trainings
2. Resource adaptation
3. Outreach

Activities undertaken were: ☑ All met ☐ Partially met ☐ Not met

Timelines:

1. Collaborate with emergency preparedness organizations and other local disability organizations in at least one region of the state annually to bring trainings to individuals with developmental disabilities and their families on preparedness.
2. Utilize and/or adapt available resources as needed.
3. At least yearly, participate in a local or statewide emergency preparedness fairs.

Timelines established were: ☑ All met ☐ Partially met ☐ Not met

Annual Progress Report:

For people with disabilities surviving a disaster can be just the beginning of their struggles. In a disaster, what was once an accessible environment can now be a very inaccessible environment for people with disabilities. People with vision and hearing impairments will have more communication barriers. People will have reduced access to needed equipment and/or medicines. As speaker at a FEMA conference once said, "In a flood, when the raft comes to your door to rescue you, where do you put the power wheelchair?"

People with disabilities need to prepare themselves in the event of an emergency. California has numerous threats – earthquakes, wildfires and flooding among them. The Council trained and prepared people with disabilities on what to do in an emergency. They have also been working with local and state entities to ensure that people with disabilities are included in the emergency planning process.

Through presentations and trainings more than 900 people were trained in emergency preparedness, almost 750 were self-advocates, during the last fiscal year. The Area Boards track people served by counting "People with DD", "Parents" and "Others". "Others" are usually regional center staff or other professions. More than 746"self-advocates", 50 "parents" and 78 "others" were trained.

One of the main tools that the Council used was the "Feeling Safe, Being Safe" training created by the California Department of Developmental Services Consumer Advisory Committee as a tool to help people with developmental disabilities and families become better prepared in the event of an emergency. Self-advocates were trained to be "train the trainer". Self-advocates were trained so they could go out and train others.

Council staff and a volunteer worked with self-advocates using the "Think, Plan, Do" format, and reviewed "Feeling Safe, Being Safe" materials introduced by DDS. Two newly developed groups started working on projects to train other self-advocates later in the year on how to be prepared for emergencies. Staff met with a local Venturing Crew with Boy Scouts of America to provide them with materials that they can use to teach their peers in their Special Education classes on how to be prepared for emergencies.

One local area is a co-chair of the Disability Rights Workshop (DRW), a collaborative composed

of representatives from Dayle McIntosh Center for Independent Living; Regional Center of Orange County; CalOptima; the Orange County Health Care Agency; Disability Rights California; and UCI's Program in Geriatrics.

In October, the 10th Annual DRW, "Ready or Not!", a day-long workshop on personal emergency preparedness for people with disabilities and older adults, featured Ana-Marie Jones of Collaborating Agencies Responding to Disaster (CARD) and drew 198 consumers, family members, and professionals. The event was sponsored by $3,000 in grants and donations, as well as a free venue, from local businesses, private and public agencies, and the City of Anaheim.

In addition to Ms. Jones' presentation, attendees heard from experts in the fields of emergency preparedness, including the Red Cross; Orange County Behavioral Services; NAMI (National Alliance on Mental Illness); the Anaheim CERT (Community Emergency Response Team); Regional Center of Orange County medical and emergency preparedness staff; Get Safe; and the SoCal Animal Response Team.

The majority of the evaluations rated the conference as outstanding. Comments included: "Excellent presentation on all levels"; "Very positive. (The presenter) was terrific & very empowering."; "Keep up the good work!"; "Very good training and very informative – written material was very good."; "This was great – I learned a lot about being ready AND how to facilitate a large group." ; "Excellent! Thanks so much – will try to replicate in our area." "Thank you for creating this workshop! I am looking forward to more free workshops from you."

Council staff attended the first meeting of Los Angeles City Functional Needs Emergency Planning stakeholders group. Focus is specifically on addressing needs of people with disabilities during a disaster/emergency across all involved entities such as shelters, media, transit, and first responders. Staff gave input on need for information in alternative languages and formats.

Council through a local area office staff in collaboration with community partners participated in the Emergency Planning for Vulnerable Populations Training. The Area Board distributed copies of the "Feeling Safe, Being Safe" Resource Guide. The Council is also offering individuals with disabilities the option to obtain In Case of Emergency (ICE) ID Cards. This is a program that is done in collaboration with a local service provider. The ICE card has a photo of the individual and on the reverse side provides emergency responders with key contact numbers and allow the individual to voluntarily provide information, which may be helpful in the event they are frightened, confused or unresponsive to emergency personnel.

Performance Measures

Performance Measure 1.1 (self-advocacy/advocacy):

SA01 People trained in area related to goal/objective:	394
SA02 People trained in leadership, self-advocacy, and self-determination:	0
SA03 People trained in systems advocacy:	0

Performance Measure 1.2 (self-advocacy/advocacy):

SA04 People active in systems advocacy:	0
SA05 People attained membership on public/private bodies and leadership coalitions:	0
SA06a Other self-advocacy measure:	0

SA06b Other self-advocacy measure:	0
SA06c Other self-advocacy measure:	0

Performance Measure 2.1 (systems change):

SC01 Programs/policies created or improved:	0
SC02 Number of organizations involved coalitions/networks/partnerships:	0
SC03 Organizations engaged in systems change efforts:	0
SC04 Number of public policymakers educated:	0
SC05 Members of the general public reached:	0
SC06a Other systems change measure:	0
SC06b Other systems change measure:	0
SC06c Other systems change measure:	0

Performance Measure 3 (resource leveraging):

RL01 Dollars Leveraged:	$3,000

Section III: Progress Report - Goals and Objectives

Goal 6: Adult Transition

Young adults with developmental disabilities and their families get the information and support to be prepared for and experience a successful transition to adult life.

Area of Emphasis	Planned for this Goal	Areas Addressed
Quality Assurance	planned	
Education and Early Intervention	planned	addressed
Child Care		
Health		addressed
Employment		
Housing		
Transportation		
Recreation		
Formal and Informal Community Supports		

Strategies	Planned for this Goal	Strategies Used
Outreach		used
Training	planned	used
Technical Assistance		
Supporting and Educating Communities		used
Interagency Collaboration and Coordination	planned	used
Coordination with Related Councils, Committees and Programs		
Barrier Elimination		
Systems Design and Redesign		
Coalition Development and Citizen Participation	planned	
Informing Policymakers		
Demonstration of New Approaches to Services and Supports		
Other Activities		

Intermediaries/Collaborators	Planned for this Goal	Actual
State Protection and Advocacy System		used
University Center(s)		used
State DD Agency		

Other Collaborators Planned:

Other Collaborators Actual:

- Alameda County DD Council
- local school districts
- Calif of Dept. Rehabilitation
- Westside Family Resource
- Empowerment Center
- Stanislaus SELPA,
- Modesto City SELPA
- Ceres Unified School District.
- regional center
- Self Advocacy Council 6
- San Joaquin County SELPA
- Lodi SELPA,
- Stockton SELPA,
- Office of Education
- Mendocino College
- California Dept. of Rehabilitation

Objective 6.1:

Students with developmental disabilities and their families will receive information, advocacy and support during transition to adult life.

Implementation activities:

1. Advocacy and individual support
2. Trainings, conferences workshops

Activities undertaken were: ☐ All met ☑ Partially met ☐ Not met

Timelines:

1. On an as needed basis and based on available resources, provide local support at transition IEP meetings.
2. Collaborate with local schools, SELPAs, parent and self-advocacy groups and others to present information about adult options and the transition process at a minimum of 20 conferences, workshops, or training events on a yearly basis.

Timelines established were: ☐ All met ☑ Partially met ☐ Not met

Annual Progress Report:

Moving from high school to college or work is an important time in young people's lives. Students with developmental disabilities and their families struggle with the many decisions that need to be made, finding whom to turn to for advice and finding the resources needed to make those decisions. The Council has made transition for youth with developmental disabilities a high priority.

In December 2012, the Council awarded the first year of a two year grant proposal from Jay Nolan Community Services (JNCS) and Easter Seals of Southern California for a demonstration project on the employment of transition age youth using state of the art methods of employment exploration and discovery and customized employment. These best practices used are brought to California by the project lead, Corey Smith from Griffin Hammis Associates, national leaders in these methods.

JNCS is working with families, youth, and school district transition staff in the LA area and Easter Seals in the San Diego area.

"Customized Employment Introductory" (CEI) training was given to 402 family members, consumers, school district staff, service provider staff, and advocates. CEI training is a general overview of how it works, with an emphasis on giving people a sense that real jobs with competitive pay is not just a dream, but really possible. The introduction includes examples of youth with significant disabilities and how they got jobs that they were interested in, had abilities or skills that were needed for the job, and were in an environment that works for the individual (eg, a young person with severe behaviors or very sensitive to crowds or noise).

"Extended Customized Employment" (ECE) training was given to 181 people. The extended training includes developing skills for direct support professionals or school district transition staff so they can assist people to get jobs.

As of Sept 30 2013, JNCS and Easter Seals were working with 28 youth and their families to develop employment plans through job exploration and discovery. Of the 28, several already have achieved their goals. Two have paid internships, two have typical wage jobs, three have carved jobs, two have resource ownership arrangements(where they purchase through a grant some machinery or tools that is added to a neighborhood business), two have developed small businesses of their own, and four are in employment related secondary education.

The project is evaluated through quarterly reports where they give progress on their numerical targets for the grant. Council staff did a site visit, which included meeting with the project team and sitting in on an introductory training for parents.

The Council is also a lead agency in the California Employment Consortium for Youth (CECY), which is a formed through a 5 year systems change grant from AIDD on employment. The other lead agencies are the Departments of Rehabilitation, Developmental Services, and Education. The project is managed out of the Tarjan Center, USC UCEDD.

The local area offices of the Council, worked collaboratively with school districts, regional centers, Department of Rehabilitation, community colleges and others to find ways to give youths with developmental disabilities and their families the tools and resources to navigate through this difficult time by holding resource fairs, making presentations, distributing materials and helped students learn about college through tours and helping with registering for classes.

Representatives from Disability Rights CA, San Diego Regional Center, Department of Rehabilitation and a local area office presented to a group of 25 Master Degree Candidates that teach students with special needs throughout San Diego County. The objective of the training was to educate the students on how our various services can assist them when working with students with disabilities to make a smooth transition to the adult services available, as well as inform them of the post-secondary opportunities available to their students.

The Council is actively participating in the Shasta County Transition Partnership (SCTP). SCTP believes that collaboration and communication among local transition partners (organizations, agencies, employers, and educational systems) with youth and families will strengthen transitions. Currently SCTP members, in collaboration with the Shasta County Special Education Local Plan Area (SELPA) and Far Northern Regional Center, are developed a plain language document that identifies facts related to the high school diploma and the certificate of completion. This document will help students, family members and others working with high school age youth to have accurate information that will help in the decision making process faced by young adults and their family members related to both courses of study and the outcomes and opportunities directly related to each document representing high school completion. The document was distributed to 50 students, 200 families and 150 educators throughout Shasta County.

Council staff collaborated with the Alameda County DD Council, regional center and local school districts to sponsor a Transition Fair, which was held March 16 at the College of Alameda. About 600 people attended, including about 450 students and their families. It was the biggest turnout ever.

A local area office held a training for parents of transition-aged youth regarding "letting go" and "fostering independence". Speaker was a parent training from USC UCEDD.

Performance Measures

Performance Measure 1.1 (self-advocacy/advocacy):

SA01 People trained in area related to goal/objective:	907
SA02 People trained in leadership, self-advocacy, and self-determination:	0
SA03 People trained in systems advocacy:	0

Performance Measure 1.2 (self-advocacy/advocacy):

SA04 People active in systems advocacy:	0
SA05 People attained membership on public/private bodies and leadership coalitions:	0
SA06a Other self-advocacy measure:	0
SA06b Other self-advocacy measure:	0
SA06c Other self-advocacy measure:	0

Performance Measure 2.1 (systems change):

SC01 Programs/policies created or improved:	0
SC02 Number of organizations involved coalitions/networks/partnerships:	0
SC03 Organizations engaged in systems change efforts:	0
SC04 Number of public policymakers educated:	0
SC05 Members of the general public reached:	700
SC06a Other systems change measure:	0
SC06b Other systems change measure:	0
SC06c Other systems change measure:	0

Performance Measure 3 (resource leveraging):

RL01 Dollars Leveraged:	$0

Section III: Progress Report - Goals and Objectives

Goal 7: Early Start

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.

Area of Emphasis	Planned for this Goal	Areas Addressed
Quality Assurance	planned	addressed
Education and Early Intervention	planned	addressed
Child Care		addressed
Health		
Employment		
Housing		
Transportation		
Recreation		
Formal and Informal Community Supports		

Strategies	Planned for this Goal	Strategies Used
Outreach		
Training	planned	used
Technical Assistance	planned	used
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		

Intermediaries/Collaborators	Planned for this Goal	Actual
State Protection and Advocacy System		
University Center(s)		
State DD Agency		

Other Collaborators Planned:

Other Collaborators Actual:

- Rainbow Connection Family Resource Center
- Warmline Family Resource Center
- Family Soup Resource Center.

Objective 7.1:

Parents of young children and professionals who work with them will learn to navigate the service system and understand their rights through trainings and materials presented by the Council.

Implementation activities:

1. Education and Training

Activities undertaken were: ☐ All met ☐ Partially met ☑ Not met

Timelines:
1. At least 5 trainings will be provided annually in collaboration with local Family Resource Centers and others

Timelines established were: ☐ All met ☐ Partially met ☑ Not met

Annual Progress Report:
Activities reported in other sections

Performance Measures

Performance Measure 1.1 (self-advocacy/advocacy):

SA01 People trained in area related to goal/objective:	0
SA02 People trained in leadership, self-advocacy, and self-determination:	0
SA03 People trained in systems advocacy:	0

Performance Measure 1.2 (self-advocacy/advocacy):

SA04 People active in systems advocacy:	0
SA05 People attained membership on public/private bodies and leadership coalitions:	0
SA06a Other self-advocacy measure:	0
SA06b Other self-advocacy measure:	0
SA06c Other self-advocacy measure:	0

Performance Measure 2.1 (systems change):

SC01 Programs/policies created or improved:	0
SC02 Number of organizations involved coalitions/networks/partnerships:	0
SC03 Organizations engaged in systems change efforts:	0
SC04 Number of public policymakers educated:	0
SC05 Members of the general public reached:	0
SC06a Other systems change measure:	0
SC06b Other systems change measure:	0
SC06c Other systems change measure:	0

Performance Measure 3 (resource leveraging):

RL01 Dollars Leveraged:	$0

Objective 7.2:

Families of young children who experience barriers to accessing early intervention services and child welfare workers, medical personnel and others who serve them will receive technical assistance, information and advocacy through the Council in partnership with Family Resource Centers and others.

Implementation activities:

1. Information, Advocacy and support

Activities undertaken were: ☐ All met ☑ Partially met ☐ Not met

Timelines:

Timeline:

1. On an ongoing basis, respond to advocacy requests from parents, child welfare workers, family resources centers and others and will provide information, technical assistance, support and direct advocacy as appropriate.

Timelines established were: ☐ All met ☑ Partially met ☐ Not met

Annual Progress Report:

The Council through its area offices made presentations, conducted trainings and provided individual advocacy to families of young children with developmental disabilities about their rights and responsibilities.

Council Staff through the Area Boards provided information, support, and/or technical assistance regarding their rights and available services to more than 100 parents during this reporting period.

One training was conducted on "Regional Center Eligibility and Intake Process for Early Intervention and Lanterman Eligibility"

Staff provided information and advocacy on early intervention services for parents and professionals who work with young children through two trainings in partnership with Warmline Family Resource Center and Family Soup Resource Center. Training session included the following discussion: Access to services, evaluation and assessment, development of Individual Family Service Plan, Eligibility to services, current Policies in accessing services from the regional center, as well as a general question and answer session

"Ages & Stages/Child Care" training held at Boehm Child Care Center in Riverside County (IRC collaborative partner) centered on types of developmental disabilities, developmental milestones and areas of concern with children with possible disabilities, regional center referral process and services and supports available through the county and state.

A couple of issues to that the Council has to deal with in providing services to the Early Start population is that during the State's budget crisis eligibility for Early Start was reduced. Also young parents are new to the developmental disability world and have not learned how difficult it can be to navigate the bureaucratic system to get the services for their child.

Objective evaluation was based on various methods. The most prevalent was follow up surveys that were given on a regular basis with the majority of people expressing satisfaction with Council assistance.

Performance Measures

Performance Measure 1.1 (self-advocacy/advocacy):

SA01 People trained in area related to goal/objective:	186
SA02 People trained in leadership, self-advocacy, and self-determination:	0
SA03 People trained in systems advocacy:	0

Performance Measure 1.2 (self-advocacy/advocacy):

SA04 People active in systems advocacy:	0
SA05 People attained membership on public/private bodies and leadership coalitions:	0
SA06a Other self-advocacy measure:	0
SA06b Other self-advocacy measure:	0
SA06c Other self-advocacy measure:	0

Performance Measure 2.1 (systems change):

SC01 Programs/policies created or improved:	0
SC02 Number of organizations involved coalitions/networks/partnerships:	0
SC03 Organizations engaged in systems change efforts:	0
SC04 Number of public policymakers educated:	0
SC05 Members of the general public reached:	0
SC06a Other systems change measure:	0
SC06b Other systems change measure:	0
SC06c Other systems change measure:	0

Performance Measure 3 (resource leveraging):

RL01 Dollars Leveraged:	$0

Section III: Progress Report - Goals and Objectives

Goal 8: Employment First

The State of California will adopt an Employment First policy which reflects inclusive and gainful employment as the preferred outcome for working age individuals with developmental disabilities.

Area of Emphasis	Planned for this Goal	Areas Addressed
Quality Assurance		
Education and Early Intervention		
Child Care		
Health		
Employment	planned	
Housing		
Transportation		
Recreation		
Formal and Informal Community Supports		

Strategies	Planned for this Goal	Strategies Used
Outreach		
Training		
Technical Assistance		
Supporting and Educating Communities		
Interagency Collaboration and Coordination		
Coordination with Related Councils, Committees and Programs		
Barrier Elimination	planned	used
Systems Design and Redesign	planned	used
Coalition Development and Citizen Participation		
Informing Policymakers	planned	used
Demonstration of New Approaches to Services and Supports		
Other Activities		

Intermediaries/Collaborators	Planned for this Goal	Actual
State Protection and Advocacy System		used
University Center(s)		used
State DD Agency		

Other Collaborators Planned:

Other Collaborators Actual:

Objective 8.1:

The State Council's Employment First Committee will continue to identify strategies and monitor progress towards implementation of the employment first policy

Implementation activities:

1. Interagency and stakeholder collaboration and policy promotion
2. Monitoring

3. Systemic advocacy

Activities undertaken were: ☐ All met ☑ Partially met ☐ Not met

Timelines:
1. At least quarterly years 1 and 2, convene and staff the Employment First Committee.
2. Years 2 to 5 request and analyze data from key stakeholders to assess progress toward increased employment numbers.
3. On an ongoing basis, advocate for legislative and regulatory changes designed to remove barriers and advance opportunities to employment.

Timelines established were: ☑ All met ☐ Partially met ☐ Not met

Annual Progress Report:
As a result of Council sponsored legislation, an Employment First Committee (EFC) was formed under the Council. The EFC membership is comprised of service recipients, state agencies and advocacy organizations. Its first task was to recommend to the state an Employment First policy to promote inclusive and gainful employment as the preferred option for working age individuals with developmental disabilities.

The Council asked for and the Legislature and Governor gave the Council the following statutory authority with respect to furthering the employment of people with IDD:
• Identify the roles and responsibilities of state and local agencies in enhancing integrated and gainful employment opportunities for people with developmental disabilities;
• Identify strategies, best practices and incentives for increasing integrated employment and gainful employment opportunities for people with developmental disabilities, improving the transition process for students 14 years and older and developing partnerships to increase participation by public and private employers;
• Recommend legislative, regulatory and policy changes for increasing integrated employment, self-employment, and the use of microenterprises for people with development disabilities;
• Annually submit a report to legislature and governor describing the EFC's work and recommendations.

During federal fiscal year 2012-13, the Employment First Committee met four times to strategize on how best to pass and implement an employment first policy.

The Council's biggest accomplishment on employment this year was the passage of Council Sponsored legislation, AB 1041, Employment First Policy. The policy reads that:

it is the policy of the state that opportunities for integrated competitive employment shall be given the highest priority for working age individuals with developmental disabilities, regardless of the severity of their disabilities.

This makes California one of only 12 states that have established an employment first policy in statute.

The passage of AB 1041 is the culmination of six years of work by the Council. During this time, the Council worked to make this policy a consensus position within the IDD stakeholder community in California.

The Council's statutory authority on employment includes issuing an annual report to the Governor and the Legislature on the status of employment of people with IDD. This year's annual report focused on the state's progress on supporting people to achieve integrated competitive employment, and compared California to other states. The report, and the data it contained, was used to inform policy makers in the Legislature during the debate over AB 1041, Employment First Policy.

The Council accepted a request from the California Employment Collaborative for Youth (CECY) to use the Council's website to host California's Employment Data Dashboard. The dashboard will contain the main indicators of how the state is doing in implementing the Employment First Policy. The dashboard is being developed by the Council in collaboration with the Departments of Developmental Services, Rehabilitation and Education and the UCEDD at the Tarjan Center, through the CECY collaboration. Through the dashboard, the Council will increase its influence on driving policy and practice towards greater employment of people with IDD

The EFC has identified several best practices and strategies for advancing employment of people with developmental disabilities: (1) The best practices of customized employment and job exploration and discovery that are being demonstrated in the JNCS grant in Los Angeles and San Diego; (2) methods of braiding funding in one regional of California; (3) methods of using existing day program funding to support job exploration and discovery activities.

The Council is also a co-sponsor of SB 577 which would create a new service within the regional center system that could fund some of the best practices that the Council has identified. The legislation was held as two year bill, but is being amended in committee for re-introduction in January. Passage of this bill would remove a large bottleneck towards successfully supporting people to get good jobs: the lack of funding in California for employment exploration and discovery.

Performance Measures

Performance Measure 1.1 (self-advocacy/advocacy):

SA01 People trained in area related to goal/objective:	0
SA02 People trained in leadership, self-advocacy, and self-determination:	0
SA03 People trained in systems advocacy:	0

Performance Measure 1.2 (self-advocacy/advocacy):

SA04 People active in systems advocacy:	0
SA05 People attained membership on public/private bodies and leadership coalitions:	0
SA06a Other self-advocacy measure:	0
SA06b Other self-advocacy measure:	0
SA06c Other self-advocacy measure:	0

Performance Measure 2.1 (systems change):

SC01 Programs/policies created or improved:	0
SC02 Number of organizations involved coalitions/networks/partnerships:	0
SC03 Organizations engaged in systems change efforts:	0

SC04 Number of public policymakers educated:	0
SC05 Members of the general public reached:	4,000
SC06a Other systems change measure:	0
SC06b Other systems change measure:	0
SC06c Other systems change measure:	0

Performance Measure 3 (resource leveraging):

RL01 Dollars Leveraged:	$0

Section III: Progress Report - Goals and Objectives

Goal 9: Employment/PSE Advocacy

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

Area of Emphasis	Planned for this Goal	Areas Addressed
Quality Assurance		
Education and Early Intervention		addressed
Child Care		
Health		
Employment	planned	addressed
Housing		
Transportation		
Recreation		
Formal and Informal Community Supports		

Strategies	Planned for this Goal	Strategies Used
Outreach	planned	
Training		used
Technical Assistance		used
Supporting and Educating Communities		
Interagency Collaboration and Coordination		used
Coordination with Related Councils, Committees and Programs		
Barrier Elimination	planned	used
Systems Design and Redesign		
Coalition Development and Citizen Participation	planned	used
Informing Policymakers		
Demonstration of New Approaches to Services and Supports		used
Other Activities		

Intermediaries/Collaborators	Planned for this Goal	Actual
State Protection and Advocacy System		
University Center(s)		
State DD Agency		

Other Collaborators Planned:

Other Collaborators Actual:

- Regional Centers
- North Orange county College District
- Fullerton College
- Cypress College
- United Cerebral Palsy
- California Department of Rehabilitation
- Arc
- Goodwill
- Disability Help Center
- County Office of Educations
- Glenn Adult Program
- SELPAs
- Exceptional Parents Unlimited
- ARC Fresno,
- United Cerebral Palsy
- College 2 Career

- University of San Diego
- Modoc County Office of Education - Workability Students
- North Orange County Community College District

Objective 9.1:

The Council will collaborate locally with others to expand employment and self employment opportunities for individuals with developmental disabilities.

Implementation activities:

1. Outreach & Publicity
2. Recognize employers
3. Outreach and TA
4. Develop/ replicate models

Activities undertaken were: ☐ All met ☑ Partially met ☐ Not met

Timelines:

1) On an annual basis at least, publicize successful employment initiatives & encourage replication through web, workshops & other. 2) Yearly, collaborate with others recognize employers and providers who have developed successful models 3) As requested, provide technical assistance to generic/other government employment resources to improve their ability serve people with developmental disabilities effectively. 4) Yr 3, if needed, invite grant applications to increase employment outcomes.

Timelines established were: ☐ All met ☑ Partially met ☐ Not met

Annual Progress Report:

As documented in the Council's 2013 Employment First Report, Employment Development Department (EDD) data show that only 12.45% of working age people with developmental disabilities are employed. Unfortunately, this includes many people working very few hours a week, making sub-minimum wage, and working in segregated facilities. These appalling employment statistics represent wasted talents, deferred dreams, and hundreds of millions in unnecessary costs to the state supporting people in non-work day services.

The Council's Employment First Committee is a forum for state agencies, self-advocates, the DD Partners, and other advocates to work together to improve employment outcomes for people with I/DD. This collaboration lead to a recommendation to the Council to devote a portion of it Program Development Grants to support a demonstration project for best practices and systems change for the employment of transition age youth. This project and its work in LA unified School District and San Diego Unified School District has been described under goals 3 and 6.

Based on the work of the EFC, the Council became a lead agency in applying for and receiving a 5 year systems change grant from AIDD on employment, the California Employment Consortium for Youth (CECY). The other lead agencies are the Departments of Rehabilitation, Developmental Services, and Education. The project is managed out of the Tarjan Center, UCLA UCEDD. The EFC and CECY leadership coordinate regularly on developing synergy between the groups in their overlapping responsibilities. For example, CECY is not a policy body. However, policy discussions through CECY can be brought to the EFC and the Council, which may then act to further those policy goals. For example, in 2013, CECY brought a recommendation to the EFC for improved data sharing between the DDS and EDD. The EFC brought t to Council and the Council wrote to the directors of the departments strongly recommending several areas for

improved data sharing. The departments are currently working at the staff level to develop ways to achieve what the Council has asked.

The Council also collaborates with other groups established by statute to advise the state on the employment of people with disabilities: the California Committee for the Employment of People with Disabilities, a cross disability and government forum and the State Independent Living Council. The EFC includes representatives from these groups in its membership. Also in 2013, CECY sponsored an informal series of meetings between the leading staff of these groups (and also included the Department of Education's Collaborative of Practice on Transition) to coordinate efforts across organizations and disability groups. This collaboration proved very helpful in gaining California's commitment in statute to the Employment First Policy.

Complementing the work of the Employment First Committee and CECY, the Council through its local area offices is trying to help Californians with developmental disabilities find gainful employment or help start their own businesses.

The local area offices provide individual support and advocacy, presented at conferences and resource fairs and worked with other state agencies and providers to help people with developmental disabilities learn about and find jobs of their choosing. Here are a sampling of these:

Program Development Grant – Cycle 35 selected The Glenn County Office of Education through the Glenn Adult Program to provide a "Get a Competitive Edge" Work Safe and Self-Advocacy Program for consumers and employees (associates) with disabilities as part of The Rusty Wagon (RW) Adult Vocational Day Program.

RW provides employment, training, and entrepreneurial opportunities in the areas of retail sales, marketing, customer service, food service and product development. The store sells locally and regionally produced items including fresh produce and an art wall for artisans and crafters. The program also uses the University of California, Berkeley training curriculum "Staying Safe at Work" and also has a self-advocacy program.

A Program Trainer will be hired to teach RW consumers and employees (associates) how to prepare for the ServSafe Exam in order to make them more employable by obtaining a state approved Food Handlers Card. RW will employ up to eight (8) consumers who will receive this training. The adapted training program will be disseminated to ROP Hospitality Programs to use with individuals needing accommodations to pass the ServSafe Certification from the course and a state certification and food handler's card.

A local area office supported several individuals who wanted to work at specific work programs. One individual was unemployed, and two were working at programs they were not satisfied with. Area Board staff met with the individuals, supported them to contact their case managers and schedule meetings, and accompanied them to Individual Program Plan meetings and meetings with work programs. Area Board staff provided follow-up to ensure case managers sent referral packets to programs in a timely manner. All individuals are working at programs of their choice. Two individuals are doing e-waste recycling and one individual is working on a production line.

The Council developed and distributed a fact sheet on Tailored Day Services. With Tailored Day Service, a vendor can provide services to support people to find wage employment, start a micro enterprise, go to college, volunteer, or a combination of all of these. The cost is 80% of the rate of typical program the individual would go to, so it saves regional centers money. One issue is

that some regional centers case managers are slower to send referral packets to supported employment agencies, but send packets to workshops quickly, and case managers sometimes need repeated reminders to send referral packets to supported employment agencies.

With the assistance of Council grant funding, the North Orange County Community College District's Hands On Job Training Project provides job training for 16 students in the School of Continuing Education's Independent Living Skills Program.

Project job trainers are paired with students volunteering in various jobs on campus to enhance their work and social skills and help them increase their options for paid employment after graduation.

Three students work in the college gym cleaning equipment; four students work in the college's café and food court busing tables; two students assist in the college preschool, playing games, reading stories, doing art with the children and light cleaning; and three students work in the college's horticulture department learning a variety of gardening skills.

Although the project started out with 12 students, many of the students were doing so well and needing less time with job coaches, that the project decided to bring in 4 new students, halfway through the grant year, who are now benefiting from the program.

As a result of one of the presentations at the Regional Self Advocacy meeting, three friends decided they wanted to start a recycling business. Council staff met with the individuals and staff from their work program. The program staff was very supportive but did not have prior experience with small business development. Local area office staff met with the individuals and program staff multiple times to provide resources and to develop business goals, a flyer, and an outreach plan. They practiced their sales pitch to potential customers. The Council publicized the business in the self-advocacy newsletter, Local area office's Facebook page, and at meetings. The Council provided financial support for the individuals to attend a statewide self-advocacy conference and hear from other small business owners. The individuals give an update on their business at every regional self-advocacy meeting, and regularly contact Area Board staff to provide an update on their business.

The best evaluation took for this objective is when a person with a developmental disability has a job with at least minimum wage through Council efforts. Objective evaluation was based on various methods. The most prevalent was follow up surveys that were given on a regular basis with the majority of people expressing satisfaction with Council assistance.

Performance Measures

Performance Measure 1.1 (self-advocacy/advocacy):

SA01 People trained in area related to goal/objective:	1,120
SA02 People trained in leadership, self-advocacy, and self-determination:	0
SA03 People trained in systems advocacy:	0

Performance Measure 1.2 (self-advocacy/advocacy):

SA04 People active in systems advocacy:	0
SA05 People attained membership on public/private bodies and leadership coalitions:	0
SA06a Other self-advocacy measure:	0

SA06b Other self-advocacy measure:	0
SA06c Other self-advocacy measure:	0

Performance Measure 2.1 (systems change):

SC01 Programs/policies created or improved:	0
SC02 Number of organizations involved coalitions/networks/partnerships:	0
SC03 Organizations engaged in systems change efforts:	10
SC04 Number of public policymakers educated:	0
SC05 Members of the general public reached:	0
SC06a Other systems change measure:	0
SC06b Other systems change measure:	0
SC06c Other systems change measure:	0

Performance Measure 3 (resource leveraging):

RL01 Dollars Leveraged:	$0

Objective 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.

Implementation activities:

1. Outreach and information
2. Systems Advocacy with legislators and PSE entities

Activities undertaken were: ☐ All met ☑ Partially met ☐ Not met

Timelines:

Ongoing, a) publicize successful models and/or funding opportunities for PSE and encourage replication using web and other means; b) Educate youth, their families and relevant professionals as to the benefits of post-secondary education, training and internships at conferences and other training events. 2) On a regular basis, encourage policymakers to enhance/expand access to PSE. Work with existing PSE entities to improve upon accessibility and availability of an array of accommodations

Timelines established were: ☐ All met ☑ Partially met ☐ Not met

Annual Progress Report:

Through the work of the Council, hundreds of Californians with developmental disabilities were

given opportunities for post-secondary education and gainful employment. Some of the programs:

A local area office provided advocacy on behalf of a student attending Shasta College. Council staff worked in collaboration with Shasta College and the Disabled Student Programs and Services to identify universal campus based resources available to students with developmental disabilities. Resources include the development, training and support of peer mentor and tutoring for individuals who will work specifically with the developmentally disabled population.

As funding for community college programs has become more restrictive shifting toward course offerings that focus primarily on transfer credits, certification courses and career development A local area office teamed with the college disability resource center, other service providers and clients to identify and provide information and feedback to the college regarding potential course offerings that are relevant/needed to further the educational success of individuals with disabilities at the college level.

Council staff is a participating member on the Advisory Committee to the College to Career (C2C) program at Santa Rosa Junior College, one of five demonstration projects in California. The Advisory Committee provides technical assistance and advice to the program. The C2C program helps students with intellectual disabilities and/or autism obtain employment in the community in the career area of their choice. It is a 3-year program leading to competitive paid employment. The program admits 20 students annually. C2C is one of five such programs in the State of California and is a cooperative program with the California Department of Rehabilitation.

The Council brought together a collaboration of agencies to put together a week long residential college experience program for 13 students with intellectual disabilities. The students lived on campus, had meal cards for dining, attended classes and had opportunities to interact with professors, professionals and other students on a college campus. Many of these students are planning on attending post-secondary institutions, so this week is designed to assist them in successful completion of that goal. Area Board staff were part of a presentation to Foundation for Developmental Disabilities who provided a $7,000 grant to this project.

Progressive Employment Concepts was awarded a grant by the Council. The agency was contracted to conduct a series of trainings: Customized Employment, the Basics of Discovery and the Impact of Work on Social Security.

The three trainings were offered throughout local area officecatchment area. Attendees included representatives from regional center, supported employment vendors, local employment agencies, behavioral respite programs, transition age students, regional center clients, high-school transition programs, community colleges, Department of Rehabilitation, and representatives from the school district. Copies of the publication, The Job Developers Handbook was distributed and the Discovering Personal Genius form which agencies can use and adapt to best suit the needs of their situation was shared with attendees.

Attendees at the Customized Employment trainings, learned new methodologies for assessing individual interests and strengths, were trained in alternative strategies to recruit employment sites, gained greater understanding and proficiency in order to explain the relationship between work and benefits-which has been identified as one of the fears/barriers to clients seeking and families supporting employment opportunities and options.

As part of the training, staff was trained in job development and clients would be facilitated in the

process of discovery with the goal of employment in a desired job. The final successes and activities that continue to be in progress are as follows: One self-advocate obtained work as an independent contractor with a cleaning company, with funding from Department of Rehabilitation (DOR) for equipment and supplies. Another self-advocate obtained a job at a furniture store that has become fully naturally supported. One gentleman is awaiting the creation of a job through his tribe. Through discovery and an informational interview process with his tribal office personnel where he volunteers, he is slated to be hired after they have put together a specific job description for him. The job will be based on his skills, interests and a need, but the tribe wants to make sure it is a legitimate job that can be continued even if the client decides to leave. In addition, the client's DOR case (through his tribe) has been closed as his vending business has continued to grow and he is making more money. Another self-advocate in Eureka obtained community employment at Los Bagels. It was through the discovery process that it was identified as a preferred location for him and not another man that had begun the application process.

A former WorkAbility supervisor from a local school district volunteers her time with a local area office to establish three focus and three training sessions as well as assisting parents and individuals in understanding how the regional center and the Department of Rehabilitation work together in assisting individuals with employability.

A Cycle 35 grant recipient presented a session on "How to Start a Micro Business" at the Supported Life Institute Conference October 2012. Three people who received assistance from the grantee shared how they started the process of starting their own businesses. There were approximately 45 people in attendance.

Employment Readiness Training "Resume Building Clinic" in Inyo County for self-advocates received personalized resumes in both hard copy and on CD for future use. The Area Board forwarded via email all resumes to the self-advocate's regional center case managers to keep on file for future employment consideration. This was very well received by the self-advocates as evaluations were disseminated and all were 100% positive responses plus calls of "Thanks" from family members and regional center case managers.

Performance Measures

Performance Measure 1.1 (self-advocacy/advocacy):

SA01 People trained in area related to goal/objective:	155
SA02 People trained in leadership, self-advocacy, and self-determination:	0
SA03 People trained in systems advocacy:	0

Performance Measure 1.2 (self-advocacy/advocacy):

SA04 People active in systems advocacy:	0
SA05 People attained membership on public/private bodies and leadership coalitions:	0
SA06a Other self-advocacy measure:	0
SA06b Other self-advocacy measure:	0
SA06c Other self-advocacy measure:	0

Performance Measure 2.1 (systems change):

SC01 Programs/policies created or improved:	0

SC02 Number of organizations involved coalitions/networks/partnerships:	0
SC03 Organizations engaged in systems change efforts:	1
SC04 Number of public policymakers educated:	0
SC05 Members of the general public reached:	0
SC06a Other systems change measure:	0
SC06b Other systems change measure:	0
SC06c Other systems change measure:	0

Performance Measure 3 (resource leveraging):

RL01 Dollars Leveraged:	$7,000

Objective 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.

Implementation activities:

1. Education and Outreach

Activities undertaken were: ☐ All met ☐ Partially met ☑ Not met

Timelines:

Annually, at least 10 trainings/webinars/workshops on the topic will be provided in collaboration with local partners

Timelines established were: ☐ All met ☐ Partially met ☑ Not met

Annual Progress Report:

Nothing to report. Activities were reported in 9.1 & 9.2

Performance Measures

Performance Measure 1.1 (self-advocacy/advocacy):

SA01 People trained in area related to goal/objective:	0
SA02 People trained in leadership, self-advocacy, and self-determination:	0
SA03 People trained in systems advocacy:	0

Performance Measure 1.2 (self-advocacy/advocacy):

SA04 People active in systems advocacy:	0
SA05 People attained membership on public/private bodies and leadership coalitions:	0

SA06a Other self-advocacy measure:	0
SA06b Other self-advocacy measure:	0
SA06c Other self-advocacy measure:	0

Performance Measure 2.1 (systems change):

SC01 Programs/policies created or improved:	0
SC02 Number of organizations involved coalitions/networks/partnerships:	0
SC03 Organizations engaged in systems change efforts:	0
SC04 Number of public policymakers educated:	0
SC05 Members of the general public reached:	0
SC06a Other systems change measure:	0
SC06b Other systems change measure:	0
SC06c Other systems change measure:	0

Performance Measure 3 (resource leveraging):

RL01 Dollars Leveraged:	$0

Section III: Progress Report - Goals and Objectives

Goal 10: Health

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.

Area of Emphasis	Planned for this Goal	Areas Addressed
Quality Assurance		
Education and Early Intervention		
Child Care		
Health	planned	addressed
Employment		
Housing		
Transportation		
Recreation		
Formal and Informal Community Supports		

Strategies	Planned for this Goal	Strategies Used
Outreach	planned	
Training	planned	used
Technical Assistance		used
Supporting and Educating Communities	planned	used
Interagency Collaboration and Coordination		used
Coordination with Related Councils, Committees and Programs		
Barrier Elimination		used
Systems Design and Redesign		
Coalition Development and Citizen Participation		
Informing Policymakers		
Demonstration of New Approaches to Services and Supports		
Other Activities		

Intermediaries/Collaborators	Planned for this Goal	Actual
State Protection and Advocacy System		
University Center(s)		
State DD Agency		

Other Collaborators Planned:

Other Collaborators Actual:

- Regional Centers
- Alameda County DD Council,
- Dept. of Public Health/Behavioral Health Services
- Autism Community Team
- CalOptima
- Orange County Behavioral Health
- Legal Aid of Orange County
- Family Support Network
- Dayle McIntosh Center for Independent Living; Consumer
- Healthy Smiles of Orange County
- Office of Clients' Rights Advocacy.
- Community Service Providers; Community Resources
- Rowell Family Empowerment of Northern California (RFENC)
- ILC's;
- The California Association of Area Agencies on Aging (C4A)
- Department of Health Care Services

- California Health and Wellness and Anthem Blue Cross
- Silicon Valley Independent Living Center
- San Diego State University
- San Diego People First
- Regional Center Wellness Committee
- Inland Empire Disabilities Collaborative

Objective 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.

Implementation activities:

Information and Education

Activities undertaken were: ☐ All met ☑ Partially met ☐ Not met

Timelines:

Year 1 and 2, produce and/or distribute information that will assist in understanding available options for health care.

Timelines established were: ☐ All met ☑ Partially met ☐ Not met

Annual Progress Report:

Recent years of budget cuts have decimated many parts of our service systems. The issues dealt with this year are related to timing and readiness for implementation of monumental changes to health care services for Medicaid beneficiaries as well as the ramp up to the ACA. Many questions remain related to specialized health care needs and the way in which beneficiaries will be required to access necessary services in the future. Other concerns centralize around provider availability, formulary benefits, and transportation for medical related services.

The Council worked in collaboration with local, state and federal agencies to inform, educate and advocate for self-advocates, their families and the professionals that help them.

Last year Senate Bill 946, autism insurance legislation that provides coverage for behavioral health treatment for pervasive developmental disorder or autism was passed and implemented. Council staff throughout the state have been grappling with the issue of whether the regional center is required to pay families co-payments for these behavior services through the appeals process. It became evident that implementation of this bill was a systemic issue that the Council needed to focus on as a statewide issue. The Council hosted a panel on the issue at its March 2013 Council meeting. Subsequently, the Council advocated for passage of new legislation that would address the payment of insurance co-payments and deductibles. Unfortunately, the bill died due to the cost to the state. We anticipate that this issue will continue to be a major focus of the Council's Legislative and Public Policy Committee.

On a local level, an Council staff was appointed through Butte County Board of Supervisors to serve as a member of Butte County In-Home Supportive Services Advisory Committee. The purpose of the committee is to provide ongoing advice and recommendations regarding In-Home Supportive Services to the County Board of Supervisors; and the governing body and administrative agency of the public authority, nonprofit consortium, contractor, and public employment; and to review and evaluate County issues related to In-Home Supportive Services.

Another local area office's Health Care Task Force has worked collaboratively with private and public health care providers; legal services providers; consumers; and family members to improve health care services for Orange County consumers since the inception of Orange County's County Organized Healthcare System, CalOptima. Council staff and other agencies representing consumers with developmental disabilities meet with CalOptima, O.C. Behavioral Health Services, and Healthy Smiles of Orange County quarterly, or as needed, and works with community partners to bring issues and concerns impacting consumers to the table to improve policies and expedite the delivery of services to consumers and has effected many positive changes in health care policy over the years. Past issues brought to the table that resulted in improved or new policies include serious delays in wheelchair repairs and severe limitations to accessing dental work for lack of a consistent policy regarding dental anesthesia.

Council staff are part of the Policy Council on Children and Youth, working to establish, identify, or expand a meaningful cross system leadership consortia, aimed at improving collaboration for preventative and early intervention of student mental health issues.

Goals include the establishment of demonstration projects and the identification of best practices. Expansion of infrastructure and resources to conduct education and training and provide technical assistance to school based mental health programs. In addition, this collaborative is key to establishing community dialogue about family issues, drug and alcohol abuse, parenting, homeless youth and is looking at gaps in services and how to fill and meet community needs. It is the intention of the collaborative to leverage additional funding through grant applications to address issues that have been identified in the Community Action Plan.

A local area office is partaking in Far Northern Regional Center's Wellness Project. The project is designed to support consumers, their families, and service provider staff as they adopt and sustain behaviors that reduce health risks, improve quality of life, enhance personal effectiveness, and benefit the communities they live in. This project is designed to be on-going and will incorporate into all aspects of funded regional center services as a way to promote a cultural shift in how wellness is approached. The Wellness Committee consists of consumers, service providers, community representatives and Council staff.

Rural communities have special needs and issues. To this end a local area office is participating in RFENC's Rural Children's Special Health Coalition, a grant funded project from the Lucille Packard Foundation to bring together families and professionals from Shasta, Siskiyou and Trinity Counties to develop a plan to best serve families in our communities. Coalition membership consists of 15 representatives from community agencies that serve and/or advocate for individuals and their families with developmental disabilities.

The Council, as part of the Partnership for Healthy Babies collaborative, was instrumental in the Fetal Alcohol Spectrum Disorder (FASD) Public Awareness Campaign of 2013 through multi-media public information activities including: press releases issued to local media, participating in a local call-in show to answer questions from the public and a grass roots flier campaign which were posted throughout the community at local stores, Laundromats, libraries, public areas/waiting room of local agencies and offices.

Performance Measures

Performance Measure 1.1 (self-advocacy/advocacy):

SA01 People trained in area related to goal/objective:	1,179
SA02 People trained in leadership, self-advocacy, and self-determination:	0

SA03 People trained in systems advocacy:	0

Performance Measure 1.2 (self-advocacy/advocacy):

SA04 People active in systems advocacy:	0
SA05 People attained membership on public/private bodies and leadership coalitions:	0
SA06a Other self-advocacy measure:	0
SA06b Other self-advocacy measure:	0
SA06c Other self-advocacy measure:	0

Performance Measure 2.1 (systems change):

SC01 Programs/policies created or improved:	1
SC02 Number of organizations involved coalitions/networks/partnerships:	0
SC03 Organizations engaged in systems change efforts:	0
SC04 Number of public policymakers educated:	0
SC05 Members of the general public reached:	600
SC06a Other systems change measure:	0
SC06b Other systems change measure:	0
SC06c Other systems change measure:	0

Performance Measure 3 (resource leveraging):

RL01 Dollars Leveraged:	$0

Objective 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.

Implementation activities:
Information and Education

Activities undertaken were: ☐ All met ☐ Partially met ☑ Not met

Timelines:
Year 1 and 2 and as needed thereafter Cosponsor trainings/workshops/webinars and participate in health fairs that educate individuals with developmental disabilities and their families on the process and their options as managed care is implemented. Provide individual advocacy when requested and needed.

Timelines established were: ☐ All met ☐ Partially met ☑ Not met

Annual Progress Report:
Reported in other sections

Performance Measures

Performance Measure 1.1 (self-advocacy/advocacy):

SA01 People trained in area related to goal/objective:	0
SA02 People trained in leadership, self-advocacy, and self-determination:	0
SA03 People trained in systems advocacy:	0

Performance Measure 1.2 (self-advocacy/advocacy):

SA04 People active in systems advocacy:	0
SA05 People attained membership on public/private bodies and leadership coalitions:	0
SA06a Other self-advocacy measure:	0
SA06b Other self-advocacy measure:	0
SA06c Other self-advocacy measure:	0

Performance Measure 2.1 (systems change):

SC01 Programs/policies created or improved:	0
SC02 Number of organizations involved coalitions/networks/partnerships:	0
SC03 Organizations engaged in systems change efforts:	0
SC04 Number of public policymakers educated:	0
SC05 Members of the general public reached:	0
SC06a Other systems change measure:	0
SC06b Other systems change measure:	0
SC06c Other systems change measure:	0

Performance Measure 3 (resource leveraging):

RL01 Dollars Leveraged:	$0

Section III: Progress Report - Goals and Objectives

Goal 11: Housing Access

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

Area of Emphasis	Planned for this Goal	Areas Addressed
Quality Assurance		
Education and Early Intervention		
Child Care		
Health		
Employment		
Housing	planned	addressed
Transportation		
Recreation		
Formal and Informal Community Supports		

Strategies	Planned for this Goal	Strategies Used
Outreach	planned	used
Training		used
Technical Assistance		used
Supporting and Educating Communities	planned	
Interagency Collaboration and Coordination		
Coordination with Related Councils, Committees and Programs	planned	
Barrier Elimination		
Systems Design and Redesign		
Coalition Development and Citizen Participation		
Informing Policymakers		
Demonstration of New Approaches to Services and Supports		
Other Activities		

Intermediaries/Collaborators	Planned for this Goal	Actual
State Protection and Advocacy System		used
University Center(s)		
State DD Agency		

Other Collaborators Planned:

Other Collaborators Actual:

- Regional centers
- Orange County Social Services
- IHSS;
- Orange County Housing Authority
- Legal Aide Society
- Residential Service providers
- Family Resource Network(FRN)
- Offices of Clients Rights (ORC)
- Housing Authority Of The County Of Butte
- Butte County Coordinating Council
- Get Safe USA

Objective 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.

Implementation activities:
Review applications and Provider Selection

Activities undertaken were: ☐ All met ☐ Partially met ☑ Not met

Timelines:
1) Annually, as requested, at the local level, review grant applications to regional centers for program development to move residents of state institutions into the community or to prevent individuals from being placed into an institution. 2) Over the course of 5 years, participate in at least 10 panel discussions and selection of providers for these programs.

Timelines established were: ☐ All met ☐ Partially met ☑ Not met

Annual Progress Report:
None reported

Performance Measures

Performance Measure 1.1 (self-advocacy/advocacy):

SA01 People trained in area related to goal/objective:	0
SA02 People trained in leadership, self-advocacy, and self-determination:	0
SA03 People trained in systems advocacy:	0

Performance Measure 1.2 (self-advocacy/advocacy):

SA04 People active in systems advocacy:	0
SA05 People attained membership on public/private bodies and leadership coalitions:	0
SA06a Other self-advocacy measure:	0
SA06b Other self-advocacy measure:	0
SA06c Other self-advocacy measure:	0

Performance Measure 2.1 (systems change):

SC01 Programs/policies created or improved:	0
SC02 Number of organizations involved coalitions/networks/partnerships:	0
SC03 Organizations engaged in systems change efforts:	0
SC04 Number of public policymakers educated:	0
SC05 Members of the general public reached:	0
SC06a Other systems change measure:	0
SC06b Other systems change measure:	0

SC06c Other systems change measure: 0

Performance Measure 3 (resource leveraging):

RL01 Dollars Leveraged: $0

Objective 11.2:

At least 100 individuals with developmental disabilities and their families will receive information on available housing options.

Implementation activities:

1. Advocacy
2. Education.

Activities undertaken were: ☑ All met ☐ Partially met ☐ Not met

Timelines:

1) On a yearly basis respond to at least 20 individual advocacy requests regarding housing 2) Yearly, cosponsor trainings, workshops, webinars, conferences, housing summits etc. regarding housing for people with developmental disabilities

Timelines established were: ☑ All met ☐ Partially met ☐ Not met

Annual Progress Report:

The Council helped more than two hundred self-advocates, their families and the professionals that help them with individual advocacy, information and education, or help in obtaining a place to live of their choice. The Council tracks people served by counting "People with DD", "Parents" and "Others". "Others" are usually regional center staff or other professions. More than 126 "self-advocates", 28 "parents" and 47 "others" were trained in housing issues and seven self-advocates have housing of their choice through Council efforts.

Individual advocacy topics included:

• In addition to successfully advocating for additional support services to enable a consumer to retain her parental rights, Council staff facilitated appropriate housing for her and her young daughter;
• Council staff assisted a homeless self-advocate to acquire Regional Center of Orange County funding for his own apartment;
• With a local area office's help, one self-advocate was able to move in to his first apartment, with 24-hour SLS and IHSS protective supervision; and
• Another self-advocate was able to get an extension of his HUD voucher.
• Council staff testified on behalf of a client that was in jeopardy of losing their housing voucher because the inspector made allegations of inappropriate behavior by the client during the housing inspection. Although it was an unfortunate incident and terrible misunderstanding, it did provide the opportunity to educate the local housing authority staff about people with disabilities and

opened the door to future agency collaboration on behalf of regional center clients.
• Through a Cycle 35 Grant the Council held a series of trainings on "Home Ownership, is it right for you?" with collaborating partner, Get Safe USA. During these trainings material were distributed "Home Ownership resource guides". Curriculum was developed from information obtained through National Council on Independent Living, Disability.gov/housing, California Public Housing Authorities, Freddie Mac, MortgageLoan.com/disabilities, Social Security.gov, & annual credit report.com. In all 53 self-advocates (20), family member (14) and professionals (19) attended.

A local area office coordinated a training for Butte County Coordinating Council (BCCC) on Housing Authority of The County Of Butte (HACB) - Housing Assistance Programs for 40 community members. A Special Housing Coordinator and Section 8 Housing Coordinator, discussed the programs HACB administers and/or manages, qualifying requirements, application process, explanation of waiting lists and status, and advocacy strategies. One of the issues is the Housing Authority of The County of Butte still has 110 people on the 2010 list and 3,000 people on 2012 list, thus creating long waiting lists.

Objective evaluation was based on various methods. Follow up surveys were given on a regular basis with the majority of people expressing satisfaction with Council assistance. 26 evaluations were received for the Home Ownership training series. All 26 evaluations gave 100% positive responses, but the best form of evaluation is when a self-advocate finds housing of their choice and liking.

Performance Measures

Performance Measure 1.1 (self-advocacy/advocacy):

SA01 People trained in area related to goal/objective:	252
SA02 People trained in leadership, self-advocacy, and self-determination:	0
SA03 People trained in systems advocacy:	0

Performance Measure 1.2 (self-advocacy/advocacy):

SA04 People active in systems advocacy:	0
SA05 People attained membership on public/private bodies and leadership coalitions:	0
SA06a Other self-advocacy measure:	7
People have homes of their choice w/Council help	
SA06b Other self-advocacy measure:	7
People helped with home ownership w/Council help	
SA06c Other self-advocacy measure:	0

Performance Measure 2.1 (systems change):

SC01 Programs/policies created or improved:	0
SC02 Number of organizations involved coalitions/networks/partnerships:	0
SC03 Organizations engaged in systems change efforts:	1
SC04 Number of public policymakers educated:	0
SC05 Members of the general public reached:	0

SC06a Other systems change measure:	0
SC06b Other systems change measure:	0
SC06c Other systems change measure:	0

Performance Measure 3 (resource leveraging):

RL01 Dollars Leveraged:	$0

Section III: Progress Report - Goals and Objectives

Goal 12: Housing Development

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

Area of Emphasis	Planned for this Goal	Areas Addressed
Quality Assurance		
Education and Early Intervention		
Child Care		
Health		
Employment		
Housing	planned	addressed
Transportation		
Recreation		
Formal and Informal Community Supports		

Strategies	Planned for this Goal	Strategies Used
Outreach		
Training		
Technical Assistance		
Supporting and Educating Communities	planned	
Interagency Collaboration and Coordination		used
Coordination with Related Councils, Committees and Programs	planned	
Barrier Elimination		
Systems Design and Redesign		
Coalition Development and Citizen Participation		
Informing Policymakers	planned	
Demonstration of New Approaches to Services and Supports		
Other Activities		

Intermediaries/Collaborators	Planned for this Goal	Actual
State Protection and Advocacy System		
University Center(s)		
State DD Agency		

Other Collaborators Planned:

Other Collaborators Actual:

- City of Alameda
- Housing Consortium of the East Bay
- Mental Health Board
- Mendocino County Health and Human Services
- Mental, Redwood Children's Services

Objective 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.

Implementation activities:

Systemic Advocacy

Activities undertaken were: ☐ All met ☑ Partially met ☐ Not met

Timelines:

Ongoing, as needed, support local housing non-profit corporations who advocate for increased housing stock for people with developmental disabilities by writing letters, attending meetings, providing testimony, etc

Timelines established were: ☐ All met ☑ Partially met ☐ Not met

Annual Progress Report:

California, according to census data, has one of the highest median rents in the county at approximately $1100 and as percentage of income at 33.8% in the country.

The Council through the local area offices, collaborated with local non-profit housing corporations to monitor and influence the housing plans of municipalities to reflect the needs of individuals with developmental disabilities.

In the previous fiscal year through a local area office collaboration, the City of Alameda announced that it had awarded Satellite Housing, in partnership with the Housing Consortium of the East Bay, $5.7 million to build Jack Capon Village on the current site of a city parking lot near the Alameda Police Department headquarters. The city will make 19 units of affordable housing at the development available to households in which at least one member has a developmental disability and total household income is at or below 50 percent of the area's median income. This fiscal year Council staff attended a groundbreaking ceremony for the project. All five members of the City Council were present, as well as two high-level city administrators.

A local area office facilitated the Mental Health monthly Board meeting in Point Arena with community stakeholders. Among other topics, the Board discussed the progress of the $1.2 million for housing to develop homeless housing for clients and the group chosen to build it, "Hilbers and Associates" to provide the matching fund of $1.2 million for housing units, with a total of $2.4 million. There was a presentation on the existing low income housing and the move of the Red House services on the coast to a new location that was now available to consumers. The collaboration will provide 32 units of new housing on the coast and inland. The Council is a standing member of the collaborative and will be monitoring the progress as well as on-going advocacy on behalf of clients with dual diagnosis.

Performance Measures

Performance Measure 1.1 (self-advocacy/advocacy):

SA01 People trained in area related to goal/objective:	22
SA02 People trained in leadership, self-advocacy, and self-determination:	0
SA03 People trained in systems advocacy:	0

Performance Measure 1.2 (self-advocacy/advocacy):

SA04 People active in systems advocacy:	0

SA05 People attained membership on public/private bodies and leadership coalitions:	0
SA06a Other self-advocacy measure:	0
SA06b Other self-advocacy measure:	0
SA06c Other self-advocacy measure:	0

Performance Measure 2.1 (systems change):

SC01 Programs/policies created or improved:	0
SC02 Number of organizations involved coalitions/networks/partnerships:	0
SC03 Organizations engaged in systems change efforts:	32
SC04 Number of public policymakers educated:	2
SC05 Members of the general public reached:	0
SC06a Other systems change measure:	0
SC06b Other systems change measure:	0
SC06c Other systems change measure:	0

Performance Measure 3 (resource leveraging):

RL01 Dollars Leveraged:	$400,000

Objective 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.

Implementation activities:

1. Policymaker education and systemic advocacy

Activities undertaken were: ☐ All met ☐ Partially met ☑ Not met

Timelines:

Ongoing, as needed 1) In collaboration with federal partners, other partners, individuals with disabilities and their families educate policy makers on proposals that will increase or jeopardize the availability of affordable housing for individuals with developmental disabilities – on going 2) Monitor legislation

Timelines established were: ☐ All met ☐ Partially met ☑ Not met

Annual Progress Report:

Nothing to report in 2012-13

Performance Measures

Performance Measure 1.1 (self-advocacy/advocacy):

SA01 People trained in area related to goal/objective:	0
SA02 People trained in leadership, self-advocacy, and self-determination:	0
SA03 People trained in systems advocacy:	0

Performance Measure 1.2 (self-advocacy/advocacy):

SA04 People active in systems advocacy:	0
SA05 People attained membership on public/private bodies and leadership coalitions:	0
SA06a Other self-advocacy measure:	0
SA06b Other self-advocacy measure:	0
SA06c Other self-advocacy measure:	0

Performance Measure 2.1 (systems change):

SC01 Programs/policies created or improved:	0
SC02 Number of organizations involved coalitions/networks/partnerships:	0
SC03 Organizations engaged in systems change efforts:	0
SC04 Number of public policymakers educated:	0
SC05 Members of the general public reached:	0
SC06a Other systems change measure:	0
SC06b Other systems change measure:	0
SC06c Other systems change measure:	0

Performance Measure 3 (resource leveraging):

RL01 Dollars Leveraged:	$0

Objective 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

Implementation activities:

1 Monitor NIMBY incidents
2 Education and Publicity

Activities undertaken were: ☐ All met ☐ Partially met ☑ Not met

Timelines:

As needed:

1. Become aware of NIMBY incidents.
2. Contact the media, local officials, fair housing advocates and policy makers. Educate the public through letters to the editor etc.

Timelines established were: ☐ All met ☐ Partially met ☑ Not met

Annual Progress Report:

Nothing to Report in 2012-13

Performance Measures

Performance Measure 1.1 (self-advocacy/advocacy):

SA01 People trained in area related to goal/objective:	0
SA02 People trained in leadership, self-advocacy, and self-determination:	0
SA03 People trained in systems advocacy:	0

Performance Measure 1.2 (self-advocacy/advocacy):

SA04 People active in systems advocacy:	0
SA05 People attained membership on public/private bodies and leadership coalitions:	0
SA06a Other self-advocacy measure:	0
SA06b Other self-advocacy measure:	0
SA06c Other self-advocacy measure:	0

Performance Measure 2.1 (systems change):

SC01 Programs/policies created or improved:	0
SC02 Number of organizations involved coalitions/networks/partnerships:	0
SC03 Organizations engaged in systems change efforts:	0
SC04 Number of public policymakers educated:	0
SC05 Members of the general public reached:	0
SC06a Other systems change measure:	0
SC06b Other systems change measure:	0
SC06c Other systems change measure:	0

Performance Measure 3 (resource leveraging):

RL01 Dollars Leveraged:	$0

Section III: Progress Report - Goals and Objectives

Goal 13: Generic Services

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.

Area of Emphasis	Planned for this Goal	Areas Addressed
Quality Assurance	planned	
Education and Early Intervention		
Child Care		
Health		addressed
Employment		
Housing		
Transportation		addressed
Recreation		
Formal and Informal Community Supports	planned	addressed

Strategies	Planned for this Goal	Strategies Used
Outreach		
Training	planned	used
Technical Assistance		
Supporting and Educating Communities		used
Interagency Collaboration and Coordination		used
Coordination with Related Councils, Committees and Programs		
Barrier Elimination		
Systems Design and Redesign		
Coalition Development and Citizen Participation	planned	used
Informing Policymakers		
Demonstration of New Approaches to Services and Supports		
Other Activities		

Intermediaries/Collaborators	Planned for this Goal	Actual
State Protection and Advocacy System		
University Center(s)		
State DD Agency		

Other Collaborators Planned:

Other Collaborators Actual:

Objective 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.

Implementation activities:

1. Participation and collaboration
2. Review Policies and Practices
3. Advocacy

Activities undertaken were: ☐ All met ☑ Partially met ☐ Not met

Timelines:
1) Ongoing participation in existing local forums to ensure that the needs of individuals with developmental disabilities are taken into account 2) As needed, Review policies and practices of generic community organizations to ensure that they are compliant with state and federal laws and that the language is easily understood. Respond as necessary 3) As appropriate, alert the appropriate authorities in the event that people with developmental disabilities are improperly excluded or marginali

Timelines established were: ☐ All met ☑ Partially met ☐ Not met

Annual Progress Report:
As formal disability resources become scarcer, the need for people with developmental disabilities to have full access to an array of generic community resources becomes more urgent. The sad reality is that far too many people with developmental disabilities live in poverty, making them more dependent than most on low cost housing, child care, social and recreation, public transportation and other services.

Council staff provided technical assistance and co-wrote a grant application to provide needed resources for materials needed by the local community garden which provides food to the local food bank and community meal program which sustains many clients and community members who have limited resources and would often go hungry if not for the services provided through the program. The grant was awarded to the collaborative and the project was successfully completed enabling the organization to provide additional food to individuals and families in need.

In the area of transportation a local area office continued to advocate for improved quality of paratransit services in Los Angeles County:
• Facilitated October meeting of Los Angeles Regional Center Transportation group - Guest speaker was a representative from Access Services. Regional center staff were able to better understand Access Service operations and share concerns and suggestions for improvement.
• Wrote a letter to Access Services opposing their proposed fare increase and change in reservation hours. Result of this (and other community advocates) was fare increase was passed by ASI Board, but reservation hours remain unchanged.
• Participated in a teleconference with the Paratransit Riders Coalition, a group of riders and professionals seeking to resolve service and quality issues pertaining to Access Services. Current concern is ASI stopping service beyond 3/4 mile city limits, allowable under ADA.
• Individual advocacy regarding Access Services regarding eligibility and service complaint and Dial-A Ride options
• Facilitated September meeting of L.A. Regional Center Transportation Group. Focus on long shared rides and safety concerns on Access Services.

A new concept that has been gaining momentum is the Volunteer Driver Program (VDP). VDP is a concept where people volunteer to drive others, especially the senior or disabled population for free, a small fee to cover gas or to barter a service. With the long-term hopes of developing a

Volunteer Driver Program (VDP) that serves people with developmental disabilities, Council staff have participated in a variety of community/collaboration activities:
• Participate on Access Services' Volunteer Driver Coalition which has a goal to help start VDP's in the community and might also develop one under their auspices.
• Participated in monthly "TRIP Conversations" phone seminars to hear experiences of VDP's from around the country, moderated by TRIP Riverside, the model on which many are based.
• Facilitated February meeting of L. A. Regional Center Transportation group - Guest speaker was a representative from Porters Place, a recent New Freedom grant recipient who shared information on this federal transportation grant funding resource and process. Following that, Council staff provided a brief training on Volunteer Driver Programs (which could be funded by New Freedom funds) to the group. Prepared handout materials for this presentation.
• Disseminated information about VDP to regional centers and various transportation providers and day programs with transportation components.
• Held training about VDP at East Los Angeles Regional Center. Developed panel of 3 speakers currently running such programs in the senior community, and created 3 handouts about VDP benefits, insurance information, and additional resources. Attended by 26 people.

Local self-advocates and members of San Diego and Imperial Valley People First were provided facilitation and technical support in coordinating their annual community service projects. The groups decided to collect personal care items and make them into gift bags for a local women's shelter and a senior center. They additionally hope to establish an ongoing relationship with the community service organizations. In total the group collected enough items to make gift bags for 150 individuals. St. Madeleine's Center assisted with the project by collecting items at their Halloween Dance.

Council staff facilitated the writing of a grant proposal which was submitted to a local community foundation for support of extended hours of the local recreation center; "Open ARC Night " provides more opportunities for inclusion of people with disabilities in healthy activities that are currently not available to most clients at all times of the year.

Recently there have been several automotive vs. wheelchair accidents in an Area Board's catchment area. The Area Board participated in a subcommittee with the Senior Action Coalition on transportation issues. A survey was put together by the committee to address people's concerns about the availability of transportation and safety while walking or using the cross walks. Three facilities were chosen that provide housing for the seniors and people with disabilities. The surveys were presented by members of the coalition and assistance given to complete the necessary information. A total of 139 seniors or people with disabilities were surveyed. Results were compiled and presented to the Humboldt County Association of Governments (HCAOG) at City Hall.

Performance Measures

Performance Measure 1.1 (self-advocacy/advocacy):

SA01 People trained in area related to goal/objective:	659
SA02 People trained in leadership, self-advocacy, and self-determination:	0
SA03 People trained in systems advocacy:	26

Performance Measure 1.2 (self-advocacy/advocacy):

SA04 People active in systems advocacy:	0

SA05 People attained membership on public/private bodies and leadership coalitions:	0
SA06a Other self-advocacy measure:	0
SA06b Other self-advocacy measure:	0
SA06c Other self-advocacy measure:	0

Performance Measure 2.1 (systems change):

SC01 Programs/policies created or improved:	3
SC02 Number of organizations involved coalitions/networks/partnerships:	0
SC03 Organizations engaged in systems change efforts:	0
SC04 Number of public policymakers educated:	5
SC05 Members of the general public reached:	0
SC06a Other systems change measure:	0
SC06b Other systems change measure:	0
SC06c Other systems change measure:	0

Performance Measure 3 (resource leveraging):

RL01 Dollars Leveraged:	$2,000

Section III: Progress Report - Goals and Objectives

Goal 14: Public Policy

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

Area of Emphasis	Planned for this Goal	Areas Addressed
Quality Assurance	planned	
Education and Early Intervention	planned	addressed
Child Care	planned	
Health	planned	
Employment	planned	addressed
Housing	planned	
Transportation	planned	
Recreation	planned	
Formal and Informal Community Supports	planned	addressed

Strategies	Planned for this Goal	Strategies Used
Outreach		used
Training		
Technical Assistance		used
Supporting and Educating Communities		used
Interagency Collaboration and Coordination		
Coordination with Related Councils, Committees and Programs		
Barrier Elimination	planned	
Systems Design and Redesign		
Coalition Development and Citizen Participation	planned	used
Informing Policymakers	planned	used
Demonstration of New Approaches to Services and Supports	planned	
Other Activities		

Intermediaries/Collaborators	Planned for this Goal	Actual
State Protection and Advocacy System		
University Center(s)		
State DD Agency		used

Other Collaborators Planned:

Other Collaborators Actual:

- Regional Centers
- DD Councils of Alameda and Contra Costa Counties,
- East Bay Legislative Coalition
- Vallejo Community Advisory Committee for Special Education,
- Matrix Parent Network
- East Bay DD Legislative Coalition
- Education,
- Developmental Disability Provider Network
- Lifehouse
- Office of State Senator Noreen Evans, Anova;
- United Cerebral Palsy of the North Bay;
- Sonoma County Office of Education;
- Sonoma Developmental Center Parent Hospital Association,
- Knights of Columbus;
- Tehama County Coordinating Council

Objective 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.

Implementation activities:

1. Track and analyze relevant legislation
2. Submit position letters to legislators and post on web.

Activities undertaken were: ☑ All met ☐ Partially met ☐ Not met

Timelines:

1) Ongoing activity.
Council Legislative Committee establishes meeting schedule each calendar year, to coincide with State Legislature's calendar to:
a) Track and analyze relevant legislation
b) Seek clarification from author or other key personnel as needed.
c) Ensure that the Council has sufficient information to take an informed position.
d) Submit position letters to the relevant legislators and post on Council web site

Timelines established were: ☑ All met ☐ Partially met ☐ Not met

Annual Progress Report:

This fiscal year marked a turning point in policy governing developmental services in California. The Council was proud to have played a central role in two of those bills and worked in support of a third.

AB 1041 (Chesbro), Employment First Policy was sponsored by the Council. The Council also worked closely with Disability Rights California (DRC), a sponsor, to craft language and pass SB 468 (Emmerson), Self-Determination.

On Self-Determination, the Council played a critical role working with DRC to craft important amendments. The Council also teamed with DRC to educate legislators and staff to the Governor, provided testimony in hearings, and helped secure Assembly member Chesbro as a key co-author. The Council also worked through its local area offices and the Statewide Self-Advocacy Network to disseminate information about the bill.

An area office worked a self-Advocate to provide testimony to a state legislative committee This self-advocate had never before given testimony before a legislative committee but he knew he needed to educate legislators and the public regarding his experience in the Self-Determination Pilot Program. He spoke eloquently, advocating for those who would like to have the opportunity to choose self-determination services. "Self-determination helped me to grow up and live out on my own, manage my services and lead a full life. I feel bad, that I have self-determination and others can't get it. [This bill] will give others that choice." After the hearing, one of the committee members spoke with Willie and acknowledged that, prior to the hearing, they were undecided but it was his testimony helped them to make up their mind to vote in favor of passage.

The passage of SB 468, Self-Determination is the first time in the Unites States that Self-Determination has been enacted through legislation. After a phase in period, it will be made available to ALL people receiving regional center supports and services. The promise of Self-Determination galvanized self-advocates and families across California. Because of the efforts of the sponsors and the Council to get the word out, more people expressed support for SB 468 than any other piece of human services legislation any time during Governor Brown's tenure.

Self-Determination combines with the Employment First Policy to lay the statutory foundation for creating a sea change in the ways services and supports are delivered in California. These achievements may be the most significant change in law in California since the passage of the Lanterman Act in 1969. Much more work needs to be done, but these statutory changes create the vision and promise for people with developmental disabilities to lead truly self-determined lives, with many finding good jobs and pulling themselves out of poverty.

The Legislative and Public Policy Committee (LPPC) met seven times during the Federal fiscal year. It is comprised of Council members, family members of people with developmental disabilities and federal partners and advises the Council on policy matters.

The Council focused its efforts on supporting 17 key pieces of state legislation including AB 1041 and SB 468, described above. Ten of those bills were signed into law, three were defeated, and four are "two year bills" which will be considered again in January when the Legislature reconvenes.

Besides AB 1041, the Council sponsored two other bills: (1) The Council worked closely with Autism Speaks to co-sponsor SB 163, which sought to protect the rights of families to be reimbursed for insurance co-pays and deductibles for autism therapies approved by the state – that bill was defeated and the state adopted budget language which undermined those rights. The Council will continue to work with autism advocates to reverse that. (2) The Council also co-sponsored SB 577 which would create a new service category for job exploration and discovery. This bill was in committee to be considered again in January, the second year of the legislative session.

At the federal level, the Council opposed the proposed sequestration cuts to health and human services and wrote the entire California Congressional delegation, informing them of the potential impact on individuals with developmental disabilities and their families.

The Council also opposed proposed federal cuts to federal health programs, such as Medicaid. Council staff visited and spoke with staff and members in 15 congressional offices.

In total the Council wrote 308 letters (including 240 to state legislators, 10 to the Governor, and 57 to the California Congressional Delegation and US Senators). In addition, the Council had over 145 meetings with Legislative, Administration and Congressional representatives or staff, for a total of 453 policy contacts during the fiscal year.

The local area offices serve a vital purpose in being able to inform and educate their local communities on local, state and federal legislation and regulations. Area Boards conducted presentations, and mailings during the last fiscal year to provide information to 17,000 people with developmental disabilities, their families, care providers and other professionals. The Area Boards track people served by counting "People with DD", "Parents" and "Others". "Others" are usually regional center staff or other professions. More than 2100 "self-advocates", 9900

"parents" and 5400 "others" were trained.

As mentioned above two major bills of significant impact to people with developmental disabilities, their families, and those that work with them, Assembly Bill 1041 Employment First Policy and Senate Bill 468 Statewide Self-Determination Project were making their way through the legislature and to the governor. Area boards provided analysis, issued policy statements, emailed legislative alerts and made presentations to help mobilize constituents to contact their legislators to pass these bills. The Council worked with the ARC of California, UCP and others disseminated information on SB 468 Statewide Self-Determination Project. Through these efforts and that of others both bills were passed by the legislature and signed by the governor.

Area Board staff met with the Director of Special Education for the State of California to discuss two critical issues: 1) The impact of trailer bill language regarding students 18-22 years old who receive regional center services to remain in school versus the ability to leave school for adult services; 2) The impact of major changes in Mental Health Services with the change in California Legislation (AB 3632), and the elimination of active treatment provisions from local county mental health agencies.

Local Council staff, as part of the Childcare Planning Council Collaborative, provided legislative analysis, issued policy statements and educated policy makers and the public regarding pending proposed cuts and program changes that would negatively impact community childcare and would limit the number of available child care options available to the rural communities. The collaborative, in a letter to elected representatives, educated policy makers regarding the current system and, if the proposed changes were implemented, would disproportionately impact the portion of the population the relies on center based system that utilizes blended funding to deliver needed educational services to infants, toddlers and preschoolers.

For many years, a local area office has annually updated and published a single sheet, 2-sided tri-fold brochure called, "Practice Democracy", listing contact information for the Governor and state legislators who represent districts in the Board's catchment area. It was revised and distributed to the Board's global email list in this reporting period.

Local Council Staff maintains liaison with the Developmental Disabilities Councils in Alameda and Contra Costa counties, and have recently conducted outreach to the San Mateo County Commission on Disabilities. Staff participates as a founding member of the East Bay Legislative Coalition. The focus of their efforts is to research bills and make suggestions to support, watch or oppose. The council supported SB 391, California Homes and Jobs Act, AB 602 peace officer training on developmental disability issues and AB 954, the restoration of the 10% supported employment rate reduction. They also supported AB 1041, Employment First Policy Position letters were also disseminated to over 1,000 advocates, self-advocates and family members.

The Council provided perspective on the proposed pilot project presented in Senate Bill 579, which would have three pilot regional centers take on the responsibilities of quality assurance currently being done by licensing through the Department of Social Services. The legislation as written leaves too many questions unanswered to support in the present format. There was a group meeting to discuss the possible benefits/detriments of this plan, and was attended by representatives from two of the three identified regional centers, ARCA, Lifehouse, ARC of San Diego, Exceptional Family Resource Center, Mountain Shadows, United Cerebral Palsy and Home of Guiding Hands.

Performance Measures

Performance Measure 1.1 (self-advocacy/advocacy):

SA01 People trained in area related to goal/objective:	0
SA02 People trained in leadership, self-advocacy, and self-determination:	0
SA03 People trained in systems advocacy:	0

Performance Measure 1.2 (self-advocacy/advocacy):

SA04 People active in systems advocacy:	0
SA05 People attained membership on public/private bodies and leadership coalitions:	0
SA06a Other self-advocacy measure:	0
SA06b Other self-advocacy measure:	0
SA06c Other self-advocacy measure:	0

Performance Measure 2.1 (systems change):

SC01 Programs/policies created or improved:	0
SC02 Number of organizations involved coalitions/networks/partnerships:	0
SC03 Organizations engaged in systems change efforts:	0
SC04 Number of public policymakers educated:	549
SC05 Members of the general public reached:	17,550
SC06a Other systems change measure:	0
SC06b Other systems change measure:	0
SC06c Other systems change measure:	0

Performance Measure 3 (resource leveraging):

RL01 Dollars Leveraged:	$0

Objective 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.

Implementation activities:

1. Outreach to legislators
2. Involvement in Legislative initiatives

Activities undertaken were: ☑ All met ☐ Partially met ☐ Not met

Timelines:

1) On an ongoing basis, familiarize legislators and their staff with the Council through legislative visits, letters, phone calls and community events..
2) Provide leadership in regional task forces of the Senate Select Committee on Autism and other key coalitions to develop legislative, regulatory and local solutions to issues affecting individuals with developmental disabilities as requested.

Timelines established were: ☑ All met ☐ Partially met ☐ Not met

Annual Progress Report:

The Council met many times with legislative and Administration staff on policy issues and established the Council as a key resource on issues around employment of people with developmental disabilities and Self-Determination. The Employment First Report which is submitted to the Legislature and the Administration each year is established by statute as a key resource for tracking the state's progress in offering integrated competitive employment as an option for people with IDD. This year, legislative and administration staff used the report to inform policy analysis on relevant legislation

Policymakers from school districts, city, county, state and federal levels were educated and informed by the Council and Area Boards on a wide range of topics that impacted people with developmental disabilities. Two major topics were Assembly Bill 1041 Employment First Policy and Senate Bill 468 Statewide Self-Determination Project as well budget cuts and other issues. Policymakers were educated through face-to-face meetings, presentations, town hall meetings and forums.

Activities included:

• At a resource fair Council staff met two staff from two legislative offices and one city councilman who were given materials.
• A local area office hosted a legislative roundtable with 8 legislative representatives who participated and received information regarding issues of budget cuts for people with developmental disabilities, and Employment First Policy and Self Determination bills.
• Local Council staff with the staff of a local Assembly member to share information about our services, and inform the Assembly staff of our interest and support of the Employment First legislation and also Self-Directed Services. Additionally was able to speak with her about educational and transition services in the local community.
• Council facilitated a legislative tour with staff of local state representatives of various agency programs. A developmental child care center, residential group home, day program, and senior program were visited. Reviewed with staff the needs of programs and the importance of restoring funding for such services.
• At a Legislative Breakfast In Santa Cruz local Council staff shared with a legislative representative as well as providers and families attending the breakfast the need for restoration of funding for services serving the need for developmental disabilities.
• Council staff attended a town hall meeting sponsored by a State senator and addressed three concerns that they have heard about from their community. The first concern was regarding the amount of money the various school districts spend on attorneys rather than providing the services necessary to support children with special needs; the second issue was training for law enforcement officers regarding people with intellectual disabilities, and the third was the barriers that face people when seeking a supported living arrangement. Subsequently Council staff met with the senator and his staff regarding upcoming legislation on Employment First and Self Directed Services.

Staff and a volunteer are working with members of two newly formed self-advocacy groups who want to talk to their local legislators about issues impacting people with developmental disabilities and their families. Staff and a volunteer attended and supported self-advocates attending local People First Chapter meetings by researching information on their local representatives and helping assist them on ways to reach out to these representatives. Staff distributed information regarding South Area People First Chapter's guest speaker, an Assemblyman being at their December meeting.

An local area office has annually held a Legislative Forum, traditionally held prior to the release of the May revise of the budget. At this 9th annual event, staff provided legislators, families, individuals with disabilities and others information on pending budget issues that may affect services and supports, as well as legislation that will benefit and/or impact the goals of inclusion for people with disabilities in schools, employment and community. Over 500 people were in attendance

A Legislative Town Hall Meeting was held in Oakland with the theme of "Living, Working and Playing in Inclusive Environments in the Community." In attendance were two state senators, three Assembly members and 11 local legislative staff members (as well as one from our Congressional delegation), adults with developmental disabilities, family members, providers and professionals. The event was emceed by the Consumer Action Committee from ALIVE (Actively Living and Involved in a Variety of Endeavors) and was covered by a reporter from radio station KPFA It focused on the need to raise new revenues for affordable housing, supported living, and supported employment while continuing to downsize institutions and better prepare for the wave of young adults with autism. Much positive feedback was received by legislators and those in attendance. The KPFA radio coverage was widely distributed and commented on.

Council staff assisted in developing and providing materials to educate self-advocates with AB 1041 - Employment First Policy that is cosponsored by the Council and Arc of California. Staff assisted self-advocates in getting to the State Capitol in April to speak on behalf of AB 1041 at the Assembly Committee on Human Service where legislators heard speeches in support of the bill. Additionally, through Council efforts, many calls were made to the Committee members prior to the hearing in support of the bill. One issue for self-advocates is that items are placed on the committee agenda with little notice; therefore many self-advocates who would have liked to have participated were unable to do so. Hearings are conducted during the day and working advocates who support the bill were unable to take time off to attend but they were able to show their support by making calls of support. At the end of testimony the committee voted and supported moving AB 1041 onto the Appropriations Committee.

The Council provided information and outreach to a large gathering of self-advocates at the CHOICES Conference along with their families, service providers and others. There was a panel discussion by California and Federal elected officials in support of issues affecting individuals with developmental disabilities. Over 100 individuals attended the panel discussion.

Performance Measures

Performance Measure 1.1 (self-advocacy/advocacy):

SA01 People trained in area related to goal/objective:	630
SA02 People trained in leadership, self-advocacy, and self-determination:	15
SA03 People trained in systems advocacy:	0

Performance Measure 1.2 (self-advocacy/advocacy):

SA04 People active in systems advocacy:	0
SA05 People attained membership on public/private bodies and leadership coalitions:	0
SA06a Other self-advocacy measure:	0
SA06b Other self-advocacy measure:	0
SA06c Other self-advocacy measure:	0

Performance Measure 2.1 (systems change):

SC01 Programs/policies created or improved:	0
SC02 Number of organizations involved coalitions/networks/partnerships:	0
SC03 Organizations engaged in systems change efforts:	0
SC04 Number of public policymakers educated:	76
SC05 Members of the general public reached:	0
SC06a Other systems change measure:	0
SC06b Other systems change measure:	0
SC06c Other systems change measure:	0

Performance Measure 3 (resource leveraging):

RL01 Dollars Leveraged:	$2,000

Objective 14.3:

The Council will use media, internet, arts and entertainment and social networking to educate the general public about individuals with developmental disabilities.

Implementation activities:

1. Media Outreach
2. Use of new media

Activities undertaken were: ☐ All met ☑ Partially met ☐ Not met

Timelines:

1) Yearly Participate in at least 2 radio/television/other media interviews
2) Year 1 Explore use of social media outlets, internet, etc. to identify forums for informing the general public on the contributions of individuals with developmental disabilities. Year 2 Implement the most effective options for outreach. Ongoing thereafter,
Maintain whatever modes are used so they are up to date and relevant

Timelines established were: ☐ All met ☑ Partially met ☐ Not met

Annual Progress Report:

The Council used email lists, electronic newsletters and Facebook to inform communities throughout California of policy issues, including the status of bills on Self-Determination, Employment First Policy, and autism insurance coverage. The Council maintains contacts with well over 4,200 individuals and organizations. Since these contacts are opinion leaders or prominent organizations statewide, the information alerts distributed by the Council are typically forwarded on throughout those organizations and their contact lists. This multiplier effect would indicate that a Council information alert on a topic of high interest would reach at least 30,000 individuals.

The Council conducted more than 90 presentations, trainings, held conferences and resource fairs during the last fiscal year to provide information and training to than more 5400 people with developmental disabilities, their families, care providers and other professionals.

The Council reached more than 37,000 people through the internet and social media. The local area offices of the Council created monthly e-newsletters, and E-Distribution lists, that are sent to self-advocates, families, care providers, professionals and the general public about issues important to people with developmental disabilities. Also used were Twitter and Facebook. Two major topics were Assembly Bill 1041 Employment First Policy and Senate Bill 468 Statewide Self-Determination Project. Other topics included changes to heath care, In-Home Support Services (IHSS), voting, conservatorships, state budget cuts, local community activities to name a few. The Area Boards track people served by counting "People with DD", "Parents" and "Others". "Others" are usually regional center staff or other professions. More than 260 "self-advocates", 2170"parents" and 34,600 "others" were reached. With emails and hits to a website it is hard to determine the type of person is being reached so there are probably many for "People with DD" and "parents" with in the 34,000 "others".

One local office maintains an initiative website which highlights news and legislative updates as well as providing additional links that impact the daily lives of individuals and families. The site has averaged 3,500 "hits" per month.

Additionally, in collaboration with The MIND Institute, the Council has provided a $20,000 Program Development Fund grant to develop an Autism Distance Education Parent Training (ADEPT) module on "Using Positive Behavior Supports and Strategies" which will offer information that is based on sound evidence, directed to parents and accessible anytime via Internet or DVD and to translate the content into Spanish.

Performance Measures

Performance Measure 1.1 (self-advocacy/advocacy):

SA01 People trained in area related to goal/objective:	265
SA02 People trained in leadership, self-advocacy, and self-determination:	0
SA03 People trained in systems advocacy:	0

Performance Measure 1.2 (self-advocacy/advocacy):

SA04 People active in systems advocacy:	0
SA05 People attained membership on public/private bodies and leadership coalitions:	0
SA06a Other self-advocacy measure:	0

SA06b Other self-advocacy measure:	0
SA06c Other self-advocacy measure:	0

Performance Measure 2.1 (systems change):

SC01 Programs/policies created or improved:	0
SC02 Number of organizations involved coalitions/networks/partnerships:	0
SC03 Organizations engaged in systems change efforts:	0
SC04 Number of public policymakers educated:	0
SC05 Members of the general public reached:	37,084
SC06a Other systems change measure:	0
SC06b Other systems change measure:	0
SC06c Other systems change measure:	0

Performance Measure 3 (resource leveraging):

RL01 Dollars Leveraged:	$0

Section III: Progress Report - Goals and Objectives

Goal 15: Multicultural

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

Area of Emphasis	Planned for this Goal	Areas Addressed
Quality Assurance	planned	
Education and Early Intervention	planned	
Child Care	planned	
Health	planned	
Employment	planned	
Housing	planned	
Transportation	planned	
Recreation	planned	
Formal and Informal Community Supports	planned	addressed

Strategies	Planned for this Goal	Strategies Used
Outreach		
Training		
Technical Assistance		used
Supporting and Educating Communities	planned	used
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	planned	

Intermediaries/Collaborators	Planned for this Goal	Actual
State Protection and Advocacy System		
University Center(s)		
State DD Agency		

Other Collaborators Planned:

Other Collaborators Actual:

- Rainbow Connection Family Resource Center

Objective 15.1:

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

Implementation activities:

1. Translate and Adapt all documents

Activities undertaken were: ☐ All met ☑ Partially met ☐ Not met

Timelines:

1. Years 1--5 All information developed by the Council will be translated into threshold languages and into plain language.

Timelines established were: ☐ All met ☑ Partially met ☐ Not met

Annual Progress Report:

California is one of the most linguistically diverse states in the country and is home to more than 50 languages, as of 2005. The Department of Motor Vehicles offers the written driving exam in 31 languages. The most common spoken languages are English, Spanish, Chinese, Tagalog, Japanese, Korean, and Vietnamese. This diversity of languages can also be a barrier to providing services, especially for some of the more obscure languages. In the Central Valley of California we have a significant Hmong population, but have very few service provider staff that speaks that language. Many times you have children who have learned English in schools and have to translate complex issues to parents and other family members who do not comprehend English.

The Council through the local area offices, has worked to make sure as many people as possible, whose primary language is not English, receives information in their native language about their rights and responsibilities as well as community supports and other topics. Local area offices have provided interpreters at trainings and presentations, staff that are fluent in other languages have made presentations in those languages and materials have been translated into several languages.

Presentations/training events this year have utilized: English, Spanish, Mandarin/Chinese, Tagalog, Hmong and Korean.

The Council has also made providing materials in Plain Language a high priority. All material produced for the Statewide Self-Advocate Network (SSAN) was in Plain Language. The Council's 2012-16 state plan was also written in Plain Language and placed on the Council's website.

Council staff have researched, created and distribute information in Spanish on many topics for self-advocates, parents, service providers, educators, regional center staff:

- "Special Education Rights"
- "Lanterman Act Rights"
- "Medi-Cal"
- "IHSS training"
- "Regional Center Services for Adult Consumers"
- "Making Sense of the IEP"

A local area office compiled a "Directory of Parent Support Groups for Parents and Family Members of People with Developmental Disabilities in Los Angeles County." The process involved extensive internet research, contacting every regional center and Family Resource Center for current lists of groups, contacting every listed entry to verify accuracy and current information, and asking community members to translate the entries for groups for non-English speaking families. The largest sections of the final product are Cultural or Language-Specific groups and Disability-Specific groups. The Directory was included in Area Board 10's newsletter, is on the Council's website, and was mailed to every regional center, family resource center, and listed group in the directory. 1000 copies were printed. One Issue was that staff unable to get Cambodian/Khmer translation for one relevant entry. Though no formal evaluation has been

conducted regarding the directory, various organizations have informally commented that they appreciate it, have used it to assist families, and found it very thorough.

One of the outcomes from providing materials in other languages is that increasing numbers of non-English speaking people are contacting the Council and local area offices. When local area offices send out National Core Indicator surveys, the survey and a brochure are in either English or Spanish depending on the person's language. Local area offices have reported an increase in contact by Spanish speaking individuals seeking assistance.

Performance Measures

Performance Measure 1.1 (self-advocacy/advocacy):

SA01 People trained in area related to goal/objective:	165
SA02 People trained in leadership, self-advocacy, and self-determination:	0
SA03 People trained in systems advocacy:	0

Performance Measure 1.2 (self-advocacy/advocacy):

SA04 People active in systems advocacy:	0
SA05 People attained membership on public/private bodies and leadership coalitions:	0
SA06a Other self-advocacy measure:	0
SA06b Other self-advocacy measure:	0
SA06c Other self-advocacy measure:	0

Performance Measure 2.1 (systems change):

SC01 Programs/policies created or improved:	0
SC02 Number of organizations involved coalitions/networks/partnerships:	0
SC03 Organizations engaged in systems change efforts:	0
SC04 Number of public policymakers educated:	0
SC05 Members of the general public reached:	447
SC06a Other systems change measure:	0
SC06b Other systems change measure:	0
SC06c Other systems change measure:	0

Performance Measure 3 (resource leveraging):

RL01 Dollars Leveraged:	$0

Section IV: Satisfaction with Council Supported or Conducted Activities

Individual Survey Responses:

Number of responses:	130
Respect (%):	Yes 99.00% | No 1.00%
Choice (%):	Yes 100.00% | No 0.00%
Community (%):	Yes 96.00% | No 4.00%
Satisfaction (%):	74.00% Strongly Agree | 16.00% Agree | 0.00% Disagree | 0.00% Strongly Disagree
Better life (%):	74.00% Strongly Agree | 16.00% Agree | % Disagree | % Strongly Disagree
Rights (%):	Yes 99.00% | No 1.00%
Safe (%):	Yes 92.00% | No 8.00%

Individual Comments:

1. I could know more legal rights and helpful resources for Special Need Ed.
2. It was helpful to know that I could have personal contact and give me assistance, and know the rules.
3. Scarlett has helped me with accomplishing my short term goals and has provided me with the tools and strategies to reach my long term goals.
4. Since she request my son's IEP, school pays attention for his safety. I have a language barrier; she completed the forms for me. I couldn't finish the forms without her.
5. This project activity was very helpful and provided useful information regarding my daughter's services and her rights. Anastasia and Mallory were very helpful.
6. Helpful in exploring certain avenue of personal advocacy.
7. AB 9 strongly advocated for my son/family with a case against TCRC. The staff is smart, skilled and very knowledgeable about the law and how to press TCRC to do the right thing. These staff members were also very personable and caring.
8. Thank you for your advice and support. We were able to secure the services we requested from TCRC as a result of suggestions.
9. Helped clarify options and rights.
10. In times of crises, I have turned to AB 9 for help. It's a valuable service.
11. Being able to talk to someone, who can verify information and give information on how to advocate for your family member. It's not helpful, because you can't always attend meetings.
12. Not being able to have assistance (direct assistance) at hearings.
13. The help and guidance from this project have been vital in getting our son the help and services needed. We urge to continue to support these services for our families.
14. Much greater independence and access to more intervention and resources for a better life.
15. It has been helpful to learn that there are programs available to an individual to achieve an independent life.
16. Understating my service rights.
17. Helpful I learned how to advocate for myself;
18. I was able to obtain information re IEP process that I was not aware of, which helped me understand my child's education rights.
19. I learned about options I could take that I was not aware of.
20. Easy to go for resource.
21. Allows me to make sure I have a voice.

Stakeholder Survey Responses:

Number of responses: 68

Choices & Control (%):	58.00% Strongly Agree | 37.00% Agree | 5.00% Agree Somewhat | % Disagree Somewhat | % Disagree | % Strongly Disagree
Participation (%):	58.00% Strongly Agree | 37.00% Agree | 5.00% Agree Somewhat | % Disagree Somewhat | % Disagree | % Strongly Disagree
Satisfaction (%):	62.00% Strongly Agree | 31.00% Agree | 3.00% Agree Somewhat | 0.00% Disagree Somewhat | 4.00% Disagree | % Strongly Disagree

Stakeholder Comments:

a. DO well

1. We give good advice
2. Understanding the educational/IEP process
3. Outreach, tech assistance, coordination with related councils; supporting/educating communities and interagency collaboration
4. Our AB does well outreach
5. Direct advocacy with schools and regional centers
6. Wonderful information
7. Connect people from all different agencies to same cause
8. Provide information and support regarding disable individuals
9. Becoming involved; representing folks with disabilities
10. Group presentations
11. Strong networking
12. Provide information
13. Trainings
14. Inform consumers of their rights and advocate for consumers
15. They are great at getting answers to us
16. Outreach and opportunities to partner and host trainings and workshops
17. Inform and educate communities, family members, other servicing/advocating
18. Workshops
19. Vendor training and support
20. Interagency coordination , including community building
21. Training and technical assistance
22. Advocacy training , board of directors meetings are good
23. Quickly responding to questions/inquiries. Able to work as a team
24. Training
25. Build self-advocacy
26. Choices conference
27. Special ed trainings
28. Outreach

B. do better:

1. Specialize services
2. Technical support
3. New approaches to services
4. Staff trainings
5. More grants
6. Not enough people understand what an area board is and what they do
7. Help regional center and access services through mental health agencies
8. More services in rural areas

Section V: Measures of Collaboration

Critical issues/barriers affecting individuals with developmental disabilities and their families that the collaboration has jointly identified:

1. Employment Collaboration
2. Statewide Self-Advocate Network
3. Self-Determination

Section V: Measures of Collaboration

Issue 1: Employment Collaboration

Description of collaborative issue/barrier or expected outcome:

People with developmental disabilities served by the California Regional Center system are severely under-represented in the workforce, despite their desire to work and contribute to their communities. An example of this is garnered through the National Core Indicator (NCI) Survey which was conducted in California by the Council under contract to the Department of Developmental Services. The survey provides a demographic specific opportunity to obtain the employment status of a representative sample from across California of 8,724 adults with developmental disabilities . According to the NCI results, only 8% or 698 of those surveyed had a job in the community. Of those with jobs, 237 people were in Competitive Employment , 181 in Individual Placement Supported Employment , and 279 in Group Supported Employment (such as work crews and enclaves) .

Of the 92% that were not employed, survey results showed that 41% (3,291) of these individuals wanted a job. This translates to 38% of the total representative sample of adults with developmental disabilities who want to work, but were not working. If this were to be generalized to the whole regional center population, then there are roughly 48,000 unemployed working age regional center clients who want to work. It is therefore not surprising that while, in 2010, the regional centers expended $776 million on day services, only $82 million (or 11%) were expended on integrated employment – with far less expended on integrated competitive employment.

Barriers to employment are numerous. The collaboration between the Council and DD Partners have focused on the following: (1) There is no clear policy of the state that directs resources and effort towards increasing integrated competitive employment. (2) There had been no stakeholder forums focused on problem solving to improve employment outcomes. (3) Once young people enter community based non-work day services, or become served in segregated work settings, they have little likelihood of transitioning to integrated work. (4) There is inadequate access to post-secondary education and transition services that lead directly from school to integrated competitive employment. (5) Self-advocates have not been adequately involved in working with other stakeholders and Administration to develop strategies and disseminate critical information.

Life Areas:

- [x] Self-Determination
- [x] Employment
- [x] Community Inclusion
- [x] Health
- [x] Education
- [x] Quality Assurance
- [x] Transportation
- [ ] Childcare
- [x] Recreation
- [x] Housing

Council roles and responsibilitites in collaboration:

People with developmental disabilities served by the California Regional Center system are severely under-represented in the workforce, despite their desire to work and contribute to their communities.

An example of this is garnered through the National Core Indicator (NCI) Survey which was conducted in California by the Council under contract to the Department of Developmental Services. The survey sampled 8,724 adults with developmental disabilities from across California. According to the NCI results, only 8% of those surveyed had an integrated job in the community.

Of the 92% that were not employed, survey results showed that 41% of these individuals wanted a job. This

translates to 38% of the total representative sample of adults with developmental disabilities who want to work, but were not working. If this were to be generalized to the whole regional center population, then there are roughly 48,000 unemployed working age regional center clients who want to work. It is therefore not surprising that while, in 2011, the regional centers expended $804 million on day services, only $84 million (or 10%) were expended on integrated employment – with only 2.5% expended on integrated competitive employment.

The collaboration between the Council and DD Partners have focused on the following barriers to employment: (1) There is no clear policy of the state that directs resources and effort towards increasing integrated competitive employment. (2) There had been no stakeholder forums focused on problem solving to improve employment outcomes. (3) Once young people enter community based non-work day services, or become served in segregated work settings, they have little likelihood of transitioning to integrated work. (4) There is inadequate access to post-secondary education and transition services that lead directly from school to integrated competitive employment. (5) Self-advocates have not been adequately involved in working with other stakeholders and Administration to develop strategies and disseminate critical information.

Problems encountered as a result of collaboration:

The collaboration has been smooth and unusually productive.

Unexpected benefits:

The collaboration between the partners has led to a breakthrough on disability policy with the passage of the Employment First Policy. The policy makes integrated competitive employment the highest priority of the state. The value of work is now enshrined within the Lanterman Act, along with the values of community inclusion and self-determination. Much work remains to be done to implement the policy.

The CECY collaboration and the Employment First Committee have been making significant progress in the areas necessary for implementation of the policy. Besides assisting with the passage of the Employment First Policy, an example of the collaboration's successes is the identification of existing sources of data to track the state's progress in supporting people to find good jobs. These groups have designed a Data Dashboard that will reside on the Council's website that will serve as the public measure of the state's progress. And based on their input, the Council recommended increased collaboration between the Departments of Developmental Services and Employment Development for improved data sharing, which the departments are working to implement.

Issue 2: Statewide Self-Advocate Network

Description of collaborative issue/barrier or expected outcome:

Creating a statewide network of self-advocates who will become leaders in their community and throughout the state.

Life Areas:

- [x] Self-Determination
- [ ] Health
- [ ] Transportation
- [ ] Recreation
- [ ] Employment
- [ ] Education
- [ ] Childcare
- [ ] Housing
- [x] Community Inclusion
- [x] Quality Assurance

Council roles and responsibilitites in collaboration:

In the area of self-advocacy leadership, the Council issued a grant and provided other supports to support the

formation of the Statewide Self-Advocacy Network (SSAN). The SSAN has representatives from all of the DD Partners, all the local area offices of the Council, and the Department's Consumer Advisory Committee.

The SSAN focuses on leadership development, creating regional networks that feed into the statewide network, improving the capacity of self-advocates throughout the state to have an influence on public policy.

Problems encountered as a result of collaboration:

The collaboration between the partners has been relatively smooth. The main challenge of the SSAN has been the cancelation of the self-advocacy support contract due to irregularities in the grant process the prior year. The Council staff worked with the self-advocates to provide the needed support until the grant process could fund another self-advocacy support contractor.

Unexpected benefits:

The Statewide Self-Advocacy Network is now a dynamic group of leaders with high expectations and many with strong leadership capacity. The SSAN has bylaws, a mission statement and vision, and strategic objectives to develop local self-advocacy groups that link directly to the statewide group, with all of them developing their capacity to understand and engage in policy, and build alliances with other groups.

This year the SSAN received regular legislative reports from the Council's policy staff. Their increased understanding of current policy issues led, in part, to their active involvement in passing the two big pieces of DD legislation, AB 1041, Employment First Policy, and SB 468, Self-Determination. The success of these major bills has been an important confirmation of the importance of the voices of people with developmental disabilities.

Issue 3: Self-Determination

Description of collaborative issue/barrier or expected outcome:

Establishing a budget authority program (Self-Determination) as an option for all regional center clients in California.

Life Areas:

- [x] Self-Determination
- [x] Employment
- [x] Community Inclusion
- [x] Health
- [x] Education
- [x] Quality Assurance
- [x] Transportation
- [x] Childcare
- [x] Recreation
- [x] Housing

Council roles and responsibilitites in collaboration:

SB 468, Self-Determination, was sponsored by Disability Rights California and the Autism Society of Los Angeles. The Council played a critical role working with DRC to craft important amendments. The Council also teamed with DRC to educate legislators and staff to the Governor, provided testimony in hearings, and helped secure Assembly member Chesbro as a key co-author. The Council also worked through its local area offices and the Statewide Self-Advocacy Network to disseminate information about the bill.

Problems encountered as a result of collaboration:

It took time at the start of the year to develop a productive collaboration between the new Deputy Director of Policy and Planning and Disability Rights California over SB 468, Self-Determination. However, the demands of the legislative process lead to a smooth, productive, and gratifying partnership on the bill.

Unexpected benefits:

The passage of SB 468, Self-Determination is the first time in the Unites States that Self-Determination has been enacted through legislation. The promise of Self-Determination galvanized self-advocates and families across California. Because of the efforts of the sponsors and the Council to get the word out, more people expressed support for SB 468 than any other piece of human services legislation any time during the Governor's tenure.

This bill combined with the Employment First Policy lays the statutory foundation for creating a sea change in the ways services and supports are delivered in California. These achievements may be the most significant change in law in California since the passage of the Lanterman Act in 1969. Much more work needs to be done, but these statutory changes create the vision and promise for people with developmental disabilities to lead truly self-determined lives, with many finding good jobs and pulling themselves out of poverty.

Section VI: Dissemination

The electronic submission requirements of the Program Performance Report (PPR) no longer produce a document suitable for general dissemination. California law, however, requires development of an Annual Report that consists of similar information with additional components added. California's 2012-2013 Annual Report will be made available both in print and via the Council's website at www.scdd.ca.gov. All 13 local Area offices will publicize the the PPR email blasts.

As required by state law, the report will be furnished to the Governor and members of the state legislature. Additionally, it will be disseminated to Council members, Area Board offices, and relevant colleagues and stakeholders, As a public document, it is available to anyone upon request.