

STRATEGIC PLANNING SUBCOMMITTEE AGENDA ITEM DETAIL SHEET

ISSUE: California State Strategic Plan on Developmental Disabilities

BACKGROUND: The federal Developmental Disabilities Assistance and Bill of Rights Act of 2000 (DD Act) requires, among other things, that the State Councils on Developmental Disabilities (Council) develop and submit a state plan every five years. Councils are currently in the process of developing their next 5-year plan to be submitted in August 2011. Among other things, the plan is to specify 5-year goals for advocacy, capacity building and systemic change related to the areas of emphasis outlined in the DD Act.

ANALYSIS/DISCUSSION: In preparation for the development of the 5-year plan, area boards developed strategic plans outlining goals and strategies, within the federal areas of emphasis, that reflect the needs and priorities in their community. From that information, as well as the Council's own focus areas, staff drafted statewide goals and strategies. These goals and strategies were returned to the community for review and comment via a series of public hearings held throughout California. Following those hearings, the goals and strategies were refined; however continue to reflect the original areas of emphasis and overall direction presented by each of the area boards based upon the input from their communities. This document is now ready for review and refinement by the Strategic Planning Subcommittee with particular attention to the statewide direction and activities of the Council itself, via its own committee work (i.e. LPPC will increase the influence of the Council on state policy and statutes through the analysis of policy and legislative proposals, development of positions and provision of input on those policies and proposed law. One strategy would be the development of a legislative and policy platform to guide the Council in evaluating proposals and adopting positions consistent with federal and state law as well as reflective of the voice of consumers and families).

COUNCIL STRATEGIC PLAN OBJECTIVE: Improve the SCDD organization and operations to effectively support the SCDD Vision and Mission and work collaboratively with other pertinent state agencies.

PRIOR COUNCIL ACTIVITY: On July 1, 2006, SCDD produced a Strategic Plan.

RECOMMENDATION(S): Identify any additional statewide goals and strategies that should be included reflecting activities of the Council committees under the federal areas of emphasis and submit a revised draft to the State Council for action at the May 2011 meeting.

ATTACHMENT(S): Draft goals and strategies for the 2012 State Plan, State Plan Objectives by area board catchment area, notes from the State Plan public hearings, and state plan requirements in the DD Act.

PREPARED: Rocio Smith, April 1, 2011

Quality Assurance

Goal QA1: *Individuals with developmental disabilities and their families 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.*

Strategies:

- The Council and Area Boards will promote the stability and expansion of a statewide self advocacy organization through financial and in-kind support, including ensuring that local delegates are able to participate effectively in statewide meetings and events.
- Area Boards will strengthen existing self advocacy groups and promote establishment of new groups through facilitation, support, and technical assistance to People First local chapters and other local self advocacy organizations.. At least 5 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 Area Board support will increase by 150 statewide annually.
- Council and Area Boards will help to educate self advocates so they are better able to assert their rights and better informed on issues that affect them through Self Advocacy/People First conferences. At least 6 conferences where self advocates have a leadership role will be offered annually, reaching at least 1,450 self advocates.

Goal QA 2: *Individuals with developmental disabilities and their families are aware of their rights and receive the supports and services they are entitled to by law.*

Strategies

- On an annual basis, area boards will provide advocacy to at least 1,000 individuals and/or families annually. This advocacy may include systems navigation, technical assistance, information, attendance at meetings (IPP, IEP, IFSP) and assistance with due process as appropriate.
- On an annual basis, area boards will provide at least 50 trainings/ workshops/ conferences/ webinars that reach at least 1600 individuals to ensure that families

and individuals with developmental disabilities are well informed about the services and supports to which they are entitled. At least 10 of these trainings will be provided in a language other than English and reach 600 individuals .

- Area Boards will collaborate with federal developmental disability partners to protect the rights of residents in Developmental Centers and other large institutions to ensure implementation of the Olmstead decision and the Capitol People First settlement agreement. Area Board 10 will participate fully in the planning and implementation of the closure of Lanterman Developmental Center.

Goal QA3: *Services and supports for individuals with developmental disabilities and their families are of high quality and respond to individual needs.*

Strategies

- Area Boards 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.
- Area Boards will work with local communities to advocate for and promote best practices and recognize service providers who meet or exceed the expectations of their consumers

Goal QA4 *Law enforcement and other first responders are knowledgeable and aware so individuals with developmental disabilities will not experience abuse, neglect, sexual or financial exploitation or violation of legal or human rights. Individuals with developmental disabilities and their families are prepared for emergencies.*

Strategies

- Area Boards will maintain or develop collaborative relationships with local law enforcement agencies and others to improve the awareness and education of first responders on the needs of individuals with developmental disabilities.
- At least 300 individuals and families will be prepared in case of an emergency through the efforts of the area boards.

Goal QA 4 *Individuals with developmental disabilities receive enhanced services and supports to further their self-determination, independence, productivity and inclusion in all facets of community life as a result of coordination and collaboration.*

Strategies

- The Council and area boards will provide leadership, facilitate and/or participate in collaborative efforts that promote self determination, independence, productivity and inclusion of people with developmental disabilities at the state, regional and local levels.

Education and Early Intervention

Goal EEi1 *Students with developmental disabilities receive the education and supports they need to reach their academic potential in inclusive communities.*

Strategies:

- At least 700 families and students will receive information, technical assistance and/or advocacy to assert their rights under Individuals with Disabilities Education Act (IDEA). This may include area board support at IEP meetings, mediation or due process proceedings.
- Families will increase their knowledge and skills to ensure their student's academic and social success in school through at least 270 trainings, conferences, workshops, webinars, and/or resource materials developed/ sponsored by area boards
- Area Boards 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), Consumer Advisory Committee (CAC)s and others in order to improve outcomes for students with developmental disabilities.

Goal EEi2 *Young adults with developmental disabilities and their families are prepared for and experience a smooth transition to adult life.*

Strategies:

- Students with developmental disabilities and their families will receive information, advocacy and support during transition to adult life. This may include area board support at transition IEPs.
- Area Boards will collaborate with 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, trainings, etc.

Goal EEi3 *Children birth to 3 and their families receive the early intervention services they need to achieve their potential.*

Strategies:

- Parents of young children will learn to navigate the service system and understand their rights through trainings and materials presented by area boards.
- Families of young children who experience barriers to accessing early intervention services will receive technical assistance, information and advocacy through area boards.

Employment

Goal Em1 *The State of California will implement an Employment First policy which reflects gainful employment as the preferred outcome for working age citizens with developmental disabilities.*

Strategies:

The State Council will continue to host the state's Employment First Committee to monitor the implementation of recommendations made to the governor and Legislature as part of the Committee's 2011 report. The SCDD will provide leadership and advocacy to continue to move State policies towards Employment First goals

Goal Em2 *Working age adults with developmental disabilities have the necessary information, tools and supports to succeed in jobs that provide personal fulfillment, work alongside others and earn living wages.*

Strategies:

- Area boards will collaborate locally with others to expand employment opportunities for individuals with developmental disabilities including expansion of initiatives such as Project Search, microenterprise development and the Custom Endeavor Option.
- Area boards work with community colleges and other funding sources/stakeholders to develop and expand post-secondary educational options, workforce training programs and other opportunities that lead to integrated employment options.
- Individuals with developmental disabilities and their families are informed about employment opportunities and benefits through trainings, workshops and conferences.
- Area Boards will continue collaboration with UCEDDs on National Service opportunities and other career development activities for individuals with developmental disabilities

Health

Goal He1 *Individuals with developmental disabilities have access to a full range of coordinated health, dental and mental health services in their community.*

Strategies:

- Area Boards will participate in at least 10 conferences or information fairs that address the health needs of individuals with developmental disabilities.
- Self advocates, family members and advocates will receive information/training on, MediCal (Medicaid) managed care and the roll out of the 1115 waiver or other health related items of interest to them.
- Area boards will monitor the transition to MediCal (Medicaid) managed care at the county level and assist individuals in the process.

Housing

Goal Ho1 *Individuals with developmental disabilities have access to affordable housing that provides control, choice and flexibility regarding where and with whom they live.*

Strategies:

- Area Boards 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
- At least 100 people will participate in a Housing summit sponsored by Area Board 3
- Individuals with developmental disabilities and their families will receive information on available housing options.

Goal Ho2 *Affordable housing units are developed in local communities to expand housing options for individuals with developmental disabilities.*

Strategies:

- Area Boards will collaborate with local non-profit housing corporations to monitor and influence the housing plans of municipalities to reflect the housing needs of individuals with developmental disabilities.
- The Council will explore legislative and regulatory changes to increase affordable housing availability, including the opportunity for home ownership options for individuals with developmental disabilities.
- Area Boards will publicize and speak out against incidents of "not in my back yard (NIMBY). Area Boards will collaborate with fellow advocates, public interest law firms, and others to ensure that the media and government officials are aware of these incidents

Formal and Informal Community Supports

Goal CS1 *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.*

Strategies:

- Area Boards will collaborate with 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.

Cross Cutting

Goal CC1 *Public policy in California promotes the independence, productivity, inclusion and self determination of people with developmental disabilities and their families*

Strategies:

- The SCDD will shape public policy that positively impacts individuals with developmental disabilities through clear policy statements, legislative advocacy monitoring and impacting regulations and other policies.
- Legislators and local officials will be educated and informed on issues that impact the life of individuals with developmental disabilities through legislative visits, letters, phone calls and community events. Legislative staff will be encouraged to utilize the expertise of area board staff on issues that impact the community
- Area Boards will 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 this population.

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The SCDD and area boards will use traditional media, internet and other media to educate the general public and .impact public understanding of the needs and contributions of individuals with developmental disabilities.

Goal CC2 *Individuals with developmental disabilities and their families have access to information and resources in ways that reflect their language and cultural preferences regardless of language, race ethnicity or sexual orientation.*

Strategies:

- Area Boards will provide leadership or collaborate in at least five conferences and 10 trainings that target non-English speaking families with sons/daughters

with developmental disabilities. At least 1000 people will benefit from these events.

- Area Boards will provide advocacy, information and/or support to at least 100 non-English speaking families with sons/daughters developmental disabilities.
- The SCDD and area boards will support participation of individuals with developmental disabilities and culturally diverse coalitions at the state and local levels

State Plan Objectives By Area Board

	AB1	AB2	AB3	AB4	AB5	AB6	AB7	AB8	AB9	AB10	AB11	AB12	AB13
QA1 Self adv		X	X	X	X	X	X	X	X	X	X	X	X
QA2 Direct adv	X	X	X	X	X	X	X	X	X	X	X	X	X
QA3 QA	X	X	X	X	X	X	X	X	X	X	X	X	X
QA4 First resp		X	X		X				X		X		
QA5 collab		X		X	X	X	X	X			X		
EEi1 Info/adv			X	X	X	X	X		X	X		X	X
EEi2 transition		X			X	X		X	X	X		X	X
EEi3 Early int			X		X		X		X				
Em1 Emp 1st										X			
Em2 Local emp	X	X	X	X	X				X	X	X	X	X
He1 Health	X	X			X	X	X			X	X		X
Ho1 Choice		X	X		X	X	X			X	X	X	
Ho2 Syst adv					X					X		X	
CS1 generics					X	X			X	X	X	X	X
CC1 Leg adv	X	X	X	X	X	X	X	X	X	X	X	X	X
CC2 Cross cultural					X		X	X	X	X	X		

This is a bird's eye view of the relationship between the State Plan and local Area Board plans. Please notice that this is not a precise description as many area board goals and strategies could fit under several State Plan goals

Public Hearing Notes

Sacramento

Child Care

Community Support

Cross-Cutting

- Informing legislators on DD issues

Education and Early Intervention

- Education: Transition- age 18-21... what are the options, programs... transition usually starts at 16 or at 14 depending on school/school district
- Education: Childhood education wording... lack of adult education, need to expand education to include adults...
- Education: Long life learning educational opportunities for consumers— Issue of funding-
 - Create curriculums for field trips and not mall crawls...to expose people to community
 - Smart boards... use for communication, interaction and learning.
- Education on how to navigate the DD system.
- Education: Advocacy representation at RC and IEP process
- Education: Spreading awareness and education on system to parents and consumers via trainings... i.e. IEP meetings, direct advocacy and systemic advocacy—parents trainings parents.
- Education: Life-long learning

Employment

- Employment: Preferred outcome ...Some consumer will not be able to have gainful employment...other options...smart boards etc... CHOICE OF WORDS CHANGE FOR EMPLOYMENT BULLETS. Page 8 and 9
- Employment: Job coaching/ training, Day Program in service training, team teaching (with parents, friends and family and professionals).

Health

- Health Care concerns- Dental and Vision for PWDD

Housing

- Promote inclusive community options

Quality Assurance

- Quality Assurance: Independent living, life skills, living options, job options, abuse and neglect.
- Quality Assurance: Safety in group homes, reaching out to law enforcement (database on people with DD).
- Support People First
- For council to listen people to make a difference

- Quality Assurance: Emergency preparedness---Shelter in place or evacuation plan—depending on location/area... PLAN FOR EMERGENCY.
- #of 300—target them geographically...
- Quality Assurance: Train Regional Center Staff how to better serve individuals with DD and their families.
- Quality Assurance: Advocacy and awareness

Recreation

- Recreation programs for PWDD- all ages.

Transportation

- Transportation: public transportation, mobility options, expand routes and times in Sacramento Area, frequency of routes and times on public mass transportation.
- Transportation Advocate

Regional Center Issues

- Regional centers need to be more compassionate and helpful
- Not very helpful
- Gatekeepers of information and services

Miscellaneous

- Misc. Navigating the system
- Misc. Ways to reach out to people who need supports and that do not know how to navigate the system—Area Board visibility---

San Diego

Child Care

Community Supports

- Page 13 bring the 100 non-English speaking families numbers up! Could be stronger

Cross-Cutting

Education and Early Intervention

- Education: Population of DD after Public School who need life learning – significant challenges (supports disappear) Older people with DD what happens to this population
- Education: Population left out when term out of the public school system hence supports and services (fall into cracks)
- Education: Life learning
- Educational System
- Education: Continuing educations (life-long education) to include social, life and recreational activities... those that exist do not address gaps or needs
- Education --- School supports
- Page 6 3rd bullet increase # per AB...???
- Page 7 20 parents...how about serving more and being specific to how the numbers were captured.
- Transition stages
-----Transition to adulthood—ill prepared about future and services

Employment

- Employment: Workability, transition
- Employment—options!!
- Employment--- Opportunities
- Day Programs lack-trained staff, curriculums that are of substance
- Page 9 more collaboration efforts and strengthening relationships

Health

- Health: Dental--- Need of a support person in hospital to watch person with DD and the manner supports and services are given... advocate with Parents
- Health:
Advocacy training
Have a list of questions to ask your doctor
Understand rights as a patient and consumer to services to Regional Center services
Parent to Parent Program
Advocate in medical system
- Health
-Medical care
-Hospitalization
-Overall wellness

Housing

- Housing: Independent Living—Options!

- Housing: Group homes...
- Housing
 - Residential issues
 - Group Homes
 - Independent Living
- We work towards inclusion and then at 21 what happens...made to live with people with DD and not given the opportunity...

Quality Assurance

- Training in DD
- Supported Living—Vendor: Supports and Services
- People First... nothing about me, without me
- Page 4 Goal 2 bullet 1 # of people serving
- Page 5 redundancy on emergency preparedness objective
- Last bullet # of people serving 300 per AB or 13/300

Recreation

Transportation

Regional Center

- RC: case manager training on IHSS and SSI and services... etc...
- RC: Perhaps a RC ombudsman is need??
- Regional Center issues— Case workers not helpful, POS guidelines— constrained equals less services
- Gate keepers of services... tired of another password .. link... why did not tell me of this program...

Miscellaneous

- Misc. Numbers of how many people will be served in all goals?
- Misc. Cross collaboration of trainings --- cross disability on how to navigate the system – as well as what happens at the different milestones—0-3...4-21...22 and on
- Plan needs quantifiers, performance measurements... in terms of numbers served...
- The plan to address more collaboration efforts with Regional Centers, SELPAS, DRC etc..
- Idea: Go for more systemic goal oriented on STATE PLAN for the agency
- In State Plan talk more about systemic change because Area Boards have the numbers. Systems change in manner services are provided
- Budget cuts... how will ABs help? Statewide standards concern
- Ask Council is there another... alternative ways to get services for people that need services and giving people control and making the process comprehensive and efficient
- Idea... Question on what has happened to the individual model...I would be able to use the necessary services. Purchase quality and value...
- Idea...Make a flow chart of services
- A menu of services available to consumers and families
- Focused on individual

Los Angeles

Child Care

Community Supports

- Respite

Cross-Cutting

- Legislation: inform policymakers—create a writing campaign

Education and Early Intervention

- Education and Early Intervention
Is SCDD and or the AB 10 working with first 5?
- Education and Early intervention
 - Concerned about first 5
 - Abuse on IEP
 - Inclusion
 - Special Education and student life
 - Behavior disability population going up...
- Early Intervention is KEY
- Students need supports to go to college... happening in some places and need to disseminate option.
- Post secondary education priority
- Path Point—Peer Education and Post Secondary Education and needs supports

Employment

- Service cuts have impacted supported employment agencies.
- Employment- Promote hiring of people with development disabilities
- Consumer priority is Employment—depends on employment to provide for self
- Employment: Wage jobs
- Employment: A guide should be developed that better trains job coaches in the job duties before the client actually begins the job.
- Employment—Consumer concerned if RCs shuts down then she is out of work—concerned with unemployment due to budget cuts.
- Employment: Create a variety of jobs for PWD.

Health

- Health—dental insurance issues
- Health Care concern due to budget cuts
- Health Care in particular--Dental Care
- Prevention efforts in health care
- Health: Dental Care concern, issue of how to pay, doctors with DD training and need more professional need to be trained in DD.
- Dental concern—insurance issue, professional lack training on how to treat people with DD.

- Information gap of pilot programs and lack of feedback of results, people would like to hear if these pilot programs worked or lacked...
- Translation—More languages, cultural sensitivity
- Life skills—need and want programs to continue to be funded and not cut.
- Misc. review the system in place, reevaluate programs for success and efficiency to avoid duplication, abuse and overspending of funds on program that lack.
- Create volunteer programs within Area Boards—to organize people, provide supports and grow awareness
- How can the Area Boards reach out to consumers and families that lack supports...
- No cuts on IHSS—
- SSI/IHSS/ SSD/Respite etc... Continuous trainings
- Consumer concerned with budgets cuts and concerned about supports and services being reduced and cut. At poverty level and without these supports will suffer. What is the Council going to do?
- Council should have a goal for supporting seniors and aging population.
- How is the Council going to deal with all the budget cuts?
- How can the Council help the community prepare themselves for what is to come from all these cuts?
- Statewide standards concern
- What is the response of the Council to what is happening with the emerging needs?
- What are we going to do? (Advocate and Mother) concerned with budget cuts
- More training to consumers and families on what are generic services/resources.
- Offer SDS whereby client can hire his/her own staff
- Concerned with older consumers. Need to promote more adults and the aging population on the various issues.
- Considers Day programs important and concerned with budget cuts.
- Elder Care--Concern: PWD are living longer... does the council have a goal or is doing something on elder care and specific needs of PWD as they age???
- For the Council to support peer-mentor groups/programs.
- How is the State Plan going to be implemented?
- Consumer concerned with SSI/SSA, will affect her livelihood overall.

Fresno

Child Care

Community Supports

- Respite hours, family supports for parents and parent trainings

Cross-Cutting

- Legislation

Education and Early Intervention

- IEP trainings and Post Secondary Education are important to consumer.
- Transition trainings

Employment

- Employment- support micro-business/ micro-entrepreneurs...
- Employment- priority-we need PWD working

Health

- For Council to work with Hospitals to give scholarships to 10 consumers to use facilities and services needed for therapy and to improve health. Perhaps replicate the lifestyles grant but with some modifications.

Housing

- Housing wants to live on their own
- Housing- more housing options (more friendly homes/a kind of Supported Living)

Quality Assurance

- Healthy Relationships goal in State Plan
- Support people first efforts
- Advocacy and more training on navigating the system

Recreation

- Recreation: for inclusion to continue we need more recreational program, facilities etc...which then taps health (exercising) and Social Skills
- Recreation is important and should be a goal and not cut because it can be used as therapeutic method that is conducive to their health.

Transportation

- Transportation needs to improve—to alleviate some transportation dollars... how about we teach consumers to learn how to ride the bus or drive (for those that are able).

Regional Center

- RC Case managers need training—lack knowledge on services and supports

Miscellaneous

- Provide non-English speaking material
- Council should make a DD awareness campaign
- Council website be more interactive and with useful information
- Give the consumer and family more choice on services—individual/ family choice model
- Volunteer opportunities
- For Area Board to have internship programs to get more people in the field

Riverside

Child Care

- Child care- support programs for 0-3

Community Supports

- For council to create a program or create a collaboration effort where parents can be supported (parent assistance of children with DD) --Family intervention efforts
- More inclusion efforts and plans on how to take care of children whose parents pass on—trusts funds etc...
- Concerned with Respite (hours)
- For Council to support Assistive Technology efforts
- IDEA: For the Council to create or support or facilitate a program that helps sell or exchange assistive technology equipment and/or various equipment that families and consumer could attain for less or for an exchange... many kids out grow equipment and others can utilize it.

Cross-Cutting

- Legislation

Education and Early Intervention

- IEP not being translated after being requested—need trainings on this
- Training--Assistance with IEPs—proper training to parents so that parents know when to sign...
- Education- IEP process
- Kid ship- pediatric day health and preschool- Early intervention concern
- Problem when children leave preschool and start public school – IEP Parents lack tools for IEP process—Parents told immediately that their child will be placed in special education. Issue with schools providing student aids (extra person) in the classroom and lacks the skills (instead should put a CNA to handle health issues)
- Post Secondary Education concern—need more opportunities for PWD and life learning curriculums.

Employment

- Employment options for PWD
- Adult education
- Learning after 21 for those that will not be able to work or do other

Health

- Health Care- In particular dental care
- Health- need for dental, hearing and vision for PWD- Very concerned—no hearing aids, no glasses- how are you suppose to participate in the world if you cannot see it or hear it.

- Medicaid (MediCal)

Housing

- Housing
- Home facility settings- It would nice if there is a way to show how much is being spent on a consumer in home facility settings. We need to figure out a way to show how much is being spent on a consumer on direct services at the different levels 0-3, 4-21 etc...
- Independent living assistance

Quality Assurance

- Advocacy skills trainings
- Families lack information on how to navigate the system—need more training on resources available and on IEP and IPP process.
- What are the criteria for monitoring and progress in this goal area?
- Training on rights

Recreation

- Social and leisure opportunities

Transportation

Regional Center

- Regional centers lack in giving resources and information provided
- Issue with Regional Center on vendorization
- Regional Center needs to have a system that if a consumer moves their information could be transferred and not have to re apply and jump the hoops of fire...
- IPP not being translated after being requested—need trainings on this
- Families that are non-English speakers are facing challenges with Regional Centers
- Independent Living- Payees: issues with payee Regional Center not helpful to clients
- Regional Center complaint (regional Center Systems no good) Regional Centers need to have consistency—for clients, professionals and vendors.
- Need a unifying system that communicates—example when a client moves to another county the client's info. does not get lost and their services do not get removed etc...
- For Council to work with Regional Center on this issue—have open dialogue.
- Denial of services from regional center.
- Parents hate that there is 21 different systems- created a system out of a need and we need to relook at the system and keep what works and those programs and systems that do not get rid of.
- For Regional Center case manger and team make realistic and achieve able goals in the IPP.

Miscellaneous

- Council should make a state wide effort and collaboration effort (with local and State agencies) to translate documents and information in various languages.
- Announce and post training materials and information on website (e.g. IEP, IPP, etc..)
- More electronic support be put forth on a website or Facebook
- Transition
- Defining of services and the difference among all systems that provide supports like Regional Centers
- Provide non-English speaking material
- Individual Choice Model- giving people the CHOICE
- Have online resources, Facebook, blogs etc...
- Issues with who is going to pay for services... insurance—regional center—medi-Cal
- Consumer concerned with SSA/SSI, IHSS and independent living support services

Petaluma

Child Care

Community Supports

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Cross-Cutting

- For the Council and area Boards to take legislative action.
- Help consumers and family write letters and create talking points when making legislative visits.

Education and Early Intervention

- Increase number of people being served in EI objectives.

Employment

Health

- Dental Concern—many people with DD are not getting dental help and affecting health
- Medicaid
- Health
- Few professionals that are trained to provide health and dental services to people with developmental disabilities.

Housing

- Housing options for PWD

Quality Assurance

- Trainings for parents on what services are available and how to access those services from Regional Centers
- Also have multiple trainings for parents and consumers on their rights and resources available
- More collaboration efforts to maximize resources
- Trainings for consumers on what services are available and how to access those services
- Disaster preparedness—make local plans and includes family and local first responders in the planning and training.
- For Council to list Regional center Services that they are to provide to consumers and families—and for Council to take part in an effort to also translate materials in other languages.

Recreation

Transportation

- Concerned with making sure transportation to day program is available

Regional Center

- Regional Center Case Managers lack knowledge and therefore do not help clients and families in the manner they should.
- For Council and Area Boards to provide trainings to Staff and case managers at the Regional Centers
- Would like to have RC include a section on emergency preparedness... Can Council help? And also for the Council to work with DDS on emergency preparedness trainings...

Miscellaneous

- Service standards concern
- Usage of internet and website (www.scdd.ca.gov)-- posting of various resources- for self education on the system for families and consumers... or a system to empower the consumer and families.
- Find alternative ways to give information to those that do not have the internet—bridge (brokers) of information.
- Concerned about the system—Budget Concerns
- Would like the State Council to monitor and protect the health care services including dental—make DC and RC accountable.
- IHSS is essential to some

Oakland

Child Care

Community Supports

Cross-Cutting

Education and Early Intervention

Employment

- Consumers would like to see employment opportunities and options in the area

Health

- Health is a priority

Housing

Quality Assurance

- Teaching consumers and families on safety and healthy relationships

Recreation

- Consumer would like to see more recreation program and in particular recreation programs that are inclusive

Transportation

- Have safer public transportation locations (stations)- more lighting, public safety around

Regional Center

Miscellaneous

Ventura

Child Care

Community Supports

Cross-Cutting

- Educate the legislators on DD issues.

Education and Early Intervention

- Prevention and early Intervention are a priority

Employment

- Would like to maintain programs that help consumers with on the job training—
- Support microenterprises
- Would like to see paid employment opportunities for PWD-
- Benefits training
- Volunteer or internships opportunities to serve and support people with DD.

Health

- Concerned with lack of dental care and health care overall
- Promote and advocate for programs that promote prevention
- Concerned with the new managed care model
- Dental care services concern-
- Can the council do something about dental care?
- Limited pool of doctors that serve the DD population—we need more good doctors to serve PWDD

Housing

- Housing options
- Support independent living
- Trainings and workshops on housing- Signing up for section 8

Quality Assurance

- Concerned that many people in the community lack information on their rights and services and supports available to them. Would like to see more trainings on civil and legal rights the consumer and families have, on regional center services and supports available as well.
- Emergency preparedness- have community and first responders be prepared and with a plan.
- Support people first groups
- Would like to see an emergency preparedness program in across the state.

Recreation

Transportation

Regional Center

- Issue: Regional center lack of information on what is available to consumers and families.
- Have a menu of services for families and consumers

Miscellaneous

- Information on the DD system needs to be put out in the community and in various methods that is accessible—language, cultural etc...
- Concern with standards that are being discussed
- Budget concern
- To achieve the goals in the State Plan- collaboration efforts need to be made in the community—partnerships with various agencies.
-

COMPREHENSIVE REVIEW AND ANALYSIS. -The plan shall describe the results of a comprehensive review and analysis of the extent to which services, supports, and other assistance are available to individuals with developmental disabilities and their families, and the extent of unmet needs for services, supports, and other assistance for those individuals and their families, in the State. The results of the comprehensive review and analysis shall include-

(A) a description of the services, supports, and other assistance being provided to individuals with developmental disabilities and their families under other federally assisted State programs, plans, and policies under which the State operates and in which individuals with developmental disabilities are or may be eligible to participate, including particularly programs relating to the areas of emphasis, including-

(i) medical assistance, maternal and child health care, services for children with special health care needs, children's mental health services, comprehensive health and mental health services, and institutional care options;

(ii) job training, job placement, worksite accommodation, and vocational rehabilitation, and other work assistance programs; and

(iii) social, child welfare, aging, independent living, and rehabilitation and assistive technology services, and such other services as the Secretary may specify;

(B) a description of the extent to which agencies operating such other federally assisted State programs, including activities authorized under section 101 or 102 of the Assistive Technology Act of 1998 (29 U.S.C. 3011, 3012), pursue interagency initiatives to improve and enhance community services, individualized supports, and other forms of assistance for individuals with developmental disabilities;

1902(a)(30)(C) of the Social Security Act (42 U.S.C. 1396a(a)(30)(C))) of an Intermediate Care Facility (Mental Retardation) within the State, which the State shall provide to the Council not later than 30 days after the availability of the review); and

(viii) to the extent that information is available, a description of the adequacy of health care and other services, supports, and assistance that individuals with developmental disabilities who are served through home and community-based waivers (authorized under section 1915(c) of the Social Security Act (42 U.S.C. 1396n(c))) receive;

(D) a description of how entities funded under subtitles C and D, through interagency agreements or other mechanisms, collaborated with the entity funded under this sub-title in the State, each other, and other entities to contribute to the achievement of the purpose of this subtitle; and

(E) the rationale for the goals related to advocacy, capacity building, and systemic change to be undertaken by the Council to contribute to the achievement of the purpose of this subtitle.

PLAN GOALS. -The plan shall focus on Council efforts to bring about the purpose of this subtitle, by-

(A) specifying 5-year goals, as developed through data driven strategic planning, for advocacy, capacity building, and systemic change related to the areas of emphasis, to be undertaken by the Council, that-

(i) are derived from the unmet needs of individuals with developmental disabilities and their families identified under paragraph (3); and

(ii) include a goal, for each year of the grant, to-

(I) establish or strengthen a program for the direct funding of a State self-advocacy organization led by individuals with developmental disabilities;

(II) support opportunities for individuals with developmental disabilities who are considered leaders to provide leadership training to individuals with developmental disabilities who may become leaders; and

(III) support and expand participation of individuals with developmental disabilities in cross-disability and culturally diverse leadership coalitions; and

(B) for each year of the grant, describing-

(i) the goals to be achieved through the grant, which, beginning in fiscal year 2002, shall be consistent with applicable indicators of progress described in section 104(a)(3);

(ii) the strategies to be used in achieving each goal; and

(iii) the method to be used to determine if each goal has been achieved.

(5) ASSURANCES.-

(A) IN GENERAL. -The plan shall contain or be supported by assurances and information described in subparagraphs (B) through (N) that are satisfactory to the Secretary.

(B) USE OF FUNDS. -With respect to the funds paid to the State under section 122, the plan shall provide assurances that-

(i) not less than 70 percent of such funds will be expended for activities related to the goals described in paragraph (4);

(ii) such funds will contribute to the achievement of the purpose of this subtitle in various political sub-divisions of the State;

(iii) such funds will be used to supplement, and not supplant, the non-Federal funds that would otherwise be made available for the purposes for which the funds paid under section 122 are provided;

(iv) such funds will be used to complement and augment rather than duplicate or replace services for individuals with developmental disabilities and their families who are eligible for Federal assistance under other State programs;

(v) part of such funds will be made available by the State to public or private entities;

(vi) at the request of any State, a portion of such funds provided to such State under this subtitle for any fiscal year shall be available to pay up to 1 /2 (or the entire amount if the Council is the designated State agency) of the expenditures found to be necessary by the Secretary for the proper and efficient exercise of the functions of the designated State agency, except that not more than 5 percent of such funds provided to such State for any fiscal year, or \$50,000, whichever is less, shall be made available for total expenditures for such purpose by the designated State agency; and (vii) not more than 20 percent of such funds will be allocated to the designated State agency for service demonstrations by such agency that-

(I) contribute to the achievement of the purpose of this subtitle;
and

(II) are explicitly authorized by the Council.

(C) STATE FINANCIAL PARTICIPATION. -The plan shall provide assurances that there will be reasonable State financial participation in the cost of carrying out the plan.

(D) CONFLICT OF INTEREST. -The plan shall provide an assurance that no member of such Council will cast a vote on any matter that would provide direct financial benefit to the member or otherwise give the appearance of a conflict of interest.

(E) URBAN AND RURAL POVERTY AREAS. -The plan shall provide assurances that special financial and technical assistance will be given to organizations that provide community services, individualized supports, and other forms of assistance to individuals with developmental disabilities who live in areas designated as urban or rural poverty areas.

(F) PROGRAM ACCESSIBILITY STANDARDS. -The plan shall provide assurances that programs, projects, and activities funded under the plan, and the buildings in which such programs, projects, and activities are operated, will meet standards prescribed by the Secretary in regulations and all applicable Federal and State accessibility standards, including accessibility requirements of the Americans with Disabilities Act of 1990 (42 U.S.C. 12101 et seq.), section 508 of the Rehabilitation Act of 1973 (29 U.S.C. 794d), and the Fair Housing Act (42 U.S.C. 3601 et seq.).

(G) INDIVIDUALIZED SERVICES. -The plan shall provide assurances that any direct services provided to individuals with developmental disabilities and funded under the plan will be provided in an individualized manner, consistent with the unique strengths, resources, priorities, concerns, abilities, and capabilities of such individual.

(H) HUMAN RIGHTS. -The plan shall provide assurances that the human rights of the individuals with developmental disabilities (especially individuals without familial protection) who are receiving services under programs assisted under this subtitle will be protected consistent with section 109 (relating to rights of individuals with developmental disabilities).

(I) MINORITY PARTICIPATION. -The plan shall provide assurances that the State has taken affirmative steps to assure that participation in programs funded under this subtitle is geographically representative of the State, and reflects the diversity of the State with respect to race and ethnicity.

(J) EMPLOYEE PROTECTIONS. -The plan shall provide assurances that fair and equitable arrangements (as determined by the Secretary after consultation with the Secretary of Labor) will be provided to protect the interests of employees affected by actions taken under the plan to provide community living activities, including arrangements designed to preserve employee rights and benefits and provide training and retraining of such employees where necessary, and arrangements under which maximum efforts will be made to guarantee the employment of such employees.

(K) STAFF ASSIGNMENTS. -The plan shall provide assurances that the staff and other personnel of the Council, while working for the Council, will be responsible solely for assisting the Council in carrying out the duties of the Council under this subtitle and will not be assigned duties by the designated State agency, or any other agency, office, or entity of the State.

(L) NONINTERFERENCE. -The plan shall provide assurances that the designated State agency, and any other agency, office, or entity of the State, will not interfere with the advocacy, capacity building, and systemic change activities, budget, personnel, State plan development, or plan implementation of the Council, except that the designated State agency shall have the authority

necessary to carry out the responsibilities described in section 125(d)(3).

(M) STATE QUALITY ASSURANCE. -The plan shall provide assurances that the Council will participate in the planning, design or redesign, and monitoring of State quality assurance systems that affect individuals with developmental disabilities.

(N) OTHER ASSURANCES. -The plan shall contain such additional information and assurances as the Secretary may find necessary to carry out the provisions (including the purpose) of this subtitle.

(d) PUBLIC INPUT AND REVIEW, SUBMISSION, AND APPROVAL.-

(1) PUBLIC INPUT AND REVIEW. -The plan shall be based on public input. The Council shall make the plan available for public review and comment, after providing appropriate and sufficient notice in accessible formats of the opportunity for such review and comment. The Council shall revise the plan to take into account and respond to significant comments.

(2) CONSULTATION WITH THE DESIGNATED STATE AGENCY.- Before the plan is submitted to the Secretary, the Council shall consult with the designated State agency to ensure that the State plan is consistent with State law and to obtain appropriate State plan assurances.

(3) PLAN APPROVAL.-The Secretary shall approve any State plan and, as appropriate, amendments of such plan that comply with the provisions of subsections (a), (b), and (c) and this subsection. The Secretary may take final action to disapprove a State plan after providing reasonable notice and an opportunity for a hearing to the State.