



STATE COUNCIL ON DEVELOPMENTAL DISABILITIES

2011-12 Program Performance Report



California State Council on Developmental Disabilities

2011-12 Program Performance Review to the Administration of Developmental Disabilities

SECTION I: IDENTIFICATION

State/Territory: California

Federal Fiscal Year Reporting: October 1, 2011-September 30, 2012

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SECTIONII: COMPREHENSIVE REVIEW UPDATE

Since submitting the State Plan, California has largely resolved its decade long period of fiscal crisis that had led to a steady contraction of state support to its residents with I/DD. However, in November 2012, voters passed Proposition 30 which will raise about \$6 Billion in revenues each year. As a result, Governor Brown was able to propose a state budget that includes no cuts to services for people with developmental disabilities and proposes restoring some program reductions:

- Provider rates were reduced by 4.25%, but have been partially restored to a 1.25% reduction. The final 1.25% reduction will be allowed to sunset on June 30, 2013.
- The 3.6% reduction hours to recipients of In Home Support Services (homecare) will be allowed to sunset in June 2013. However, the Council must still advocate for the restoration of a 20% reduction in hours that has been held up in the courts.
- The state had eliminated Medi-Cal (Medicaid) "Optional Benefits," including dental care for adults. However, the 2012 budget included funding for adults with developmental disabilities who are regional center clients to receive dental services.
- The Council will work with other stakeholders to advocate for restoration of other program reductions. The improved fiscal climate will also contribute to policy work that has been difficult or impossible during the fiscal crisis.
- Due to severe fiscal constraints, the Council's Employment First Policy legislation failed in the appropriation committees. This year's EF Policy legislation (AB 1041) has a much improved chance of passage. The Council is also focusing on SB 577 which proposes pilot programs for employment preparation and incentives for employment support agencies to assist people to find jobs in integrated competitive employment.
- Studies have noted an inequitable distribution of services and supports to people of color and immigrant communities. Responding to a series of articles in the LA Times, the 2012 Budget Act required regional center and the state to collect data and report to the Legislature on equitable distribution of services by March 31, 2013. The Legislature is now considering several pieces of legislation to improve service delivery to under-represented communities. The Council will be taking positions, including possible sponsorship of legislation.
- As discussed in the Comprehensive Review, people in rural areas often have difficulty locating services. Last year the Council supported legislation on Self-Determination that would have given people individual budgets to purchase services or hire own staff. This method has proved helpful in California's Self-Determination Pilots for people in rural areas. Legislation on Self-Determination has been introduced again this year.

Several factors are leading to an accelerated pace of downsizing of state developmental centers (DCs). The closure of Lanterman DC in southern CA is scheduled for the summer of 2014. The Budget Act of 2012 also placed a moratorium on placements into developmental centers, except for temporary emergency placements at Fairview DC. In the first half year of implementation, only 3 people were admitted to FDC through this emergency provision. The Department currently projects only 1181 residents of the 5 DCs by July 2014. The state was shocked by incidents of abuse of residents of Sonoma DC, including tasing of many residents by a staff person for his amusement. In response to a subsequent audit, the state withdrew

certification from four units in SDC, affecting 112 of the 290 residents of SDC's ICF facility. The remaining residences may still lose certification, if serious deficiencies are not corrected. The Council is actively involved with these events through our local area office, our Clients Rights Volunteer Advocates, and through our legislative work.

SECTION III: PROGRESS REPORT-GOALS AND OBJECTIVES

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.

Area of Emphasis Planned for the Goal: Quality Assurance

Strategies Planned for this goal: 1) Outreach 2) Training 3) Supporting & Educating Communities 4) Coalition Development & Citizen Participation

Intermediaries/Collaborators Planned for this Goal: **Disability Rights CA** **Centers for Excellence**
 DDS

Area of Emphasis Used: 1) Quality Assurance

Strategies Used: 1) Outreach 2) Training 3) Supporting & Educating Communities 4) Demonstration of New Approaches 5) Technical Assistance

Intermediaries/Collaborators Used for this Goal: **Disability Rights CA** **Centers for Excellence**
 DDS

Others:

- People First
- Regional Centers
- Supported Life Institute
- Independent Living Centers (ILC)
- Supported Life Institute
- United Cerebral Palsy (UCP)
- Get Safe
- Foundation for Developmental Disabilities
- Rowell Family Empowerment
- We Care A Lot Foundation;
- California State University, Chico
- Department of Rehabilitation

Objectives

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: Met Partially Met: Not Met:

Timeline:

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: Met Partially Met: Not Met:

Performance Measures	
SA02 People trained in leadership, self-advocacy, & self-determination	20
SA03 People trained in systems advocacy	20
SC02 Number of organizations involved coalitiond/networks/partnerships	10

Annual Progress Report:

In 2011 the Administration on Developmental Disabilities (ADD) held multi-state self-advocacy summits to hear from self-advocates to voice their concerns and ideas about building the self-advocacy movement locally, state and nationally. One of the summits was held in Los Angeles, California. Many of the attendees were from California and many had ties to the Council. One of the issues and concerns to come out of that summit was that California has many active, enthusiastic and vibrant self-advocacy groups but there is no statewide unifying mechanism that gives them a voice and power to get their message to the public and policymakers.

To help the California self-advocacy groups organize, the Council contracted with Board Resource Center (BRC) to create the organizational structure and to provide ongoing support to individual self-advocates and self-advocacy groups. To this end, the Statewide Self-Advocacy Network (SSAN) was created to build a statewide association of self-advocates who represent regional and statewide advocacy organizations. Supported by the Council, SSAN was created to build an alliance that links California communities with statewide organizations to advance their message to the public and policymakers.

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 and the Department of Developmental Services Consumer Advisory Committee. SSAN organizes individuals who rely on California’s human service systems to direct efforts that lead to more Californians with disabilities exercising fundamental freedoms.

From March 2012 through the end of September 2012 BRC provided the following support to further the Council’s goal of creating a statewide self-advocacy network: 1) Developed detailed SSAN information booklets in plain language for members and Area Boards to learn about the Network in three formats, for statewide distribution and posting on the council’s website; 2) Developed presentation materials and provided SSAN community presentations at four Area Board regions. 3) Developed all multi-media meeting and training materials for two-day meetings; 4) created a self-advocacy resource website.

Because California is large in size and traveling for people with disabilities can be difficult SSAN has used technology to help self-advocates have greater access to meetings and communication between themselves. For SSAN meetings, self-advocates have used Adobe Connect to tune into meetings remotely. The Council headquarters, its local area offices or Area Boards, and Disability Rights California (DRC) have lent out rooms for self-advocates to use. Between meetings, self-advocates use Google Groups to communicate amongst themselves.

The 13 area offices of the Council, or Area Boards, also provided support to individual and group self-advocates in their communities through facilitation, providing space for meetings and other supports.

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 identify areas of need 4. Support new groups

Timelines established were: Met Partially Met: Not Met:

Timelines:

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: Met Partially Met: Not Met:

Performance Measures	
SA02 People trained in leadership, self-advocacy, & self-determination	120
SA04 People active in systems advocacy	400
SC04 Number of public policymakers educated	20
SC05 Members of the general public reached	50

Annual Progress Report:

During the fiscal year 2011-12 local area offices of the Council (Area Boards) made presentations and helped facilitate planning meetings at local day programs and to individuals to start 5 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 Area Board representatives to SSAN.

A grant from an Area Board to the Self-Advocacy Coordination Project with Supported Life Institute, funded a newly formed Sacramento Asperger Self-Advocacy Group. The funds from the Program Development Fund account will support activities developing similar groups that target Autistic Spectrum Disorder (ASD) individuals as future leaders and self-advocates within the Area Board's ten counties catchment area.

Another Area Board provided ongoing technical support and facilitation to the Self-Advocates for a Better Tomorrow group. This is a creative approach to using day program support to individualize supports that are focused on strengthening local self-advocacy efforts. Three individuals meet Monday through Friday and provide outreach, mentorship and education to organizations and self-advocacy groups. In addition, these advocates have presented at the People First Conference and to the students at the College Bound program. They write letters to legislative representatives, and did voter education training at the San Diego People First meeting, as well as manned a voter registration table at the Legislative Breakfast.

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:

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: Met Partially Met: Not Met:

Performance Measures	
SA01 People trained in area related to goal/objective	4000
SA02 People trained in leadership, self-advocacy, & self-determination	800
SA03 People trained in systems advocacy	1,000
SC02 Number of organizations involved coalition/networks/partnerships	50
RL01 Dollars Leveraged	\$14,000

Annual Progress Report:

Through council grants, in-kind support and conference scholarships the Council's area offices (Area Boards) were able to support self-advocates and their organizations in holding 12 conferences with 2200 self-advocates and their families attending.

An Area Board collaborated with the "We Care A Lot Foundation" and People First- Region 2 to organize and put on a Leadership Retreat. The goal of the retreat is to teach self-advocates how to be a better leader, network with other leaders, strengthen self-advocacy efforts and establish new goals for their community.

Area Boards also made presentations to self-advocacy groups and attended resource fairs across the state to talk about the new Statewide Self-Advocate Network and other topics such as leadership training, advocating with your elected officials, voting, Anti-bullying, state budget cuts, History of Self-Advocacy and Inclusion, and how to start a new self-advocacy chapter. More than 800 self-advocates were given training.

Another Area Board supported and facilitated self-advocate peer training teams that went out to give presentations to day programs and self-advocate groups. Topics included: abuse prevention, drug and alcohol issues, voting and healthy hygiene. 544 self-advocates were trained at more than 10 presentations and a voting fair attended by more than 200 people with developmental disabilities.

An Area Board helped facilitate 25 self-advocates to participate in the East County Gavel Club (an affiliate of the Toastmasters International) annual Humorous Speech contest. The local People First self-advocacy group also hosted the Gavel Club for their annual self-advocacy speech contest.

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:

Met Partially Met: Not Met:

Timelines:

- 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)
- Yearly, identify at least 5 local areas to conduct outreach to school districts and others to invite their participation in youth self-advocacy training.
- Identify and disseminate materials that promote youth self-advocacy

Timelines established were: Met Partially Met: Not Met:

Performance Measures	
SA01 People trained in area related to goal/objective	20
SA02 People trained in leadership, self-advocacy, & self-determination	20
SC02 Number of organizations involved coalition/networks/partnerships	5
SC04 Number of public policymakers educated	5

Annual Progress Report:

One of the strengths of the Council is the ability of its local area offices, or Area Boards, to work with, support and collaborate with the many private non-profit, providers, self-advocacy groups and governmental entities to improve and enhance the lives of people with disabilities. To teach people with disabilities about their rights, how to become self-advocates, becoming leaders. To that end the council is trying to reach the next generation of self-advocates through presentations at schools and colleges.

The Council through a Cycle 34 grant provided funding for 10 students with developmental disabilities to participate in the California Youth Leadership Forum for Students with Disabilities (YLF). YLF is a cross disability forum where students with disabilities from across the state come to the State capitol in Sacramento for a week long learning experience. Students stay in the dorms at California St. University, Sacramento. Students learn about becoming a leader and the legislative process. Students learn public speaking and also meet with legislators and their staff.

An Area Board formed the Disability Advocacy Network (DAN) that included agencies that serve and support cross disabilities. Purpose of coalition is to support and collaborate with people with disabilities and agencies representing people with disabilities to play a vital role in all aspects of organizing locally and to advocate through educational and consumer-driven community events and advocate for disability issues at local and state level to legislators and the general community. Members of DAN attended Capital Disability Action Day in Sacramento, 200 self-advocates and agency professionals attended meeting with 5 Legislators from their districts.

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:

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: Met Partially Met: Not Met:

Performance Measures	
SA02 People trained in leadership, self-advocacy, & self-determination	1220
SC02 Number of organizations involved coalition/networks/partnerships	1

Annual Progress Report:

The Council, supported leadership development of the statewide representatives to Statewide Self-Advocacy Network (SSAN) through its self-advocacy grants. A major component of this fiscal year's activity was leadership development to lay the foundation for the statewide entity and have these Self-Advocates develop their capacity to promote self-advocacy and involvement in their local areas.

The Council through its local area office efforts have conducted countless presentations and training, have facilitated many self-advocates and self-advocate organizations across the state to increase the number and quality of self-advocate leaders statewide.

With funding provided through an Area Board grant awarded to the ALIVE Consumer Action Committee, the group formed a training and consultation business called Project SEED. Although the ALIVE CAC and Project SEED are affiliated groups that share membership and the same goals, Project SEED's mission lies in the meaning of its name - Seeking Equality through Education and Demonstration. Basically where the ALIVE CAC seeks equality through focusing on public policy, legislative outreach, and activism; Project SEED seeks the same through training and consultation services. SEED conducted more than 15 presentations or training to more than 800 people.

Area Board staff participated in the We Care A Lot Foundation's Self-Advocate Leadership Conference. Area Board staff across the state made presentations and held trainings on self-advocacy and leadership.

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.

Area of Emphasis Planned for the Goal: 1) Quality Assurance 2) Education 3) Community Supports 4) Employment 5) Health

Strategies Planned for this goal: 1) Training 2) Technical Assistance 3) Supporting & Educating Communities 4) Coalition Development & Citizen Participation

Intermediaries/Collaborators Planned for this Goal: Disability Rights CA Centers for Excellence
 DDS

Area of Emphasis Used: 1) Education 2) Community Supports 3) Housing 4) Health 5) Quality Assurance

Strategies Used: 1) Outreach 2) Training 3) Technical Assistance 4) Supporting & Educating Communities 5) Coalition Development & Citizen Participation

Intermediaries/Collaborators Used for this Goal: Disability Rights CA Centers for Excellence
 DDS

Others:

- Arc of California
- North Bay Organizing Project
- County Child & Family Services
- County Public Health
- California St. University
- Family Resource Network
- Downs syndrome Association
- Office of Clients Rights Advocacy
- Regional Centers
- Task
- Local public health dept.
- School Districts
- Community college
- Calif. Dept. of Education
- Center for Independent Living (ILC)
- Special Education Local Plan Area (SELPA)
- U.S. Dept. of Education
- YMCA
- County Coordinating Councils
- County Office on Education
- Families First Commission
- Independent Living Center
- University of California Irvine Medical School
- Goodwill

Objectives

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:

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: Met Partially Met: Not Met:

Performance Measures	
SA01 People trained in area related to goal/objective	5,206
SC03 Organizations engaged in systems changed efforts	4

Annual Progress Report:

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

Area Boards 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. Area Boards helped to find opportunities to participate in meaningful service and volunteer opportunities, and learning to access assistive technology.

The Area Boards assisted 3500 people during the fiscal year by providing individual & family advocacy through information and referral for a variety of topics including: regional center services; health; housing; transportation; In-Home-Support-Services (IHSS); Social Security; employment; conservatorship; and respite.

Council staff also attended more than 20 fair hearing appeals for Individual Program Plans (IPP) with the 21 regional centers, 400 Individual Educational Plans (IEP) with school districts, Individual Service Plans (ISP) with service providers, IHSS appeals hearings, and mediations.

Through Council efforts several school districts improved their IEP processes. After Area Board 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.

An Area Board working with a family who has two sons with DOOR Syndrome collaborated with their regional center to nominate the family through Make-A-Wish Foundation. Make-A-Wish Foundation presented each child with an I-Pad package to assist them with their daily activities. This gift has greatly improved the quality of life for these children.

DOOR Syndrome is an extremely rare inherited disorder whose acronym stand for characteristic

abnormalities associated with (D)eafness; (O)nychodystrophy, malformation of the nails; (O) steodystrophy, abnormalities of certain bones; and mental (R)etardation.

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:

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: Met Partially Met: Not Met:

Performance Measures	
SA01 People trained in area related to goal/objective	5093
SC04 Number of public policymakers educated	72
SC05 Members of the general public reached	200

Annual Progress Report:

Because of the vast size and diversity of California the Council has thirteen local area offices, or Area Boards, 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.

Area Boards conducted 87 presentations, trainings, webinars, held conferences and resource fairs during the last fiscal year to provide information to more than 4000 people with developmental disabilities, their families, care providers and other professionals. Major topics included health, housing, transportation, In-Home-Support-Services (IHSS), Social Security, employment, Individual Program Plans (IPP) concerning regional centers, Individual Educational Plans (IEP) with school districts and Individual Service Plans (ISP) with service providers.

Several events were conducted entirely in Spanish or with Spanish translators. One educational presentation presented in Spanish was, “Preparando por el IEP”. Two particularly successful events were Congreso Familiar and 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.

Specific presentations included:

- “Journey To Adulthood Training”
- "Evaluations: How to Understand Them & Get Services for Your Child"
- "Introduction to Coordinated Transportation"
- Bullying

- Public Benefit Training
- “Advocating for Children Services in Schools”
- "IEP Meetings - How they Work & How to Get What You Need” Part I & II
- “Special Education – You Can Do It” Part I & II
- “Successful Inclusion Strategies”

One successful event was the collaboration on the planning for **Exceptional Parents Day (IEP Day)**. IEP Day is a one day conference for parents who have a child in special education and professionals who work with them. The day starts with a resource fair with non-profit and for profit organizations. There is a keynote speaker and 15 workshops on topics such as: Early Start, transition planning, the IEP process, assistive technology, person-centered planning, dealing with behavior issues and a strand of workshops in Spanish. IEP Day provides parents a place for networking with other parents and professionals as well as opportunities to learn how to advocate for their child's service needs.

Provided training to 72 judges from the juvenile justice system, social workers, probation officers and advocates regarding California Senate Bill 368 at University of San Diego Law School. This bill would authorize the court to limit the right of a parent or guardian to make decisions about developmental services and to appoint a responsible adult, or to make itself, those decisions, as specified.

In the area of transportation an Area Board provided training, “An Introduction to Coordinated Transportation” to private transportation companies, city transit services, and social service agencies that already have a transportation component, to introduce the concept of coordinated transportation. The purpose was to get agencies thinking about the benefits of coordinating (efficiency, sharing vehicles/drivers, cost savings, etc.) and to encourage them to apply for the federal New Freedom and Job Access and Reverse Commute (JARC) funds administered by MTA. These funding sources promote innovative service models that go beyond what is required by the ADA (New Freedom) or help people to get to and from work (JARC). One of the attendees applied for and was granted a \$500,000 grant by MTA.

Team of Special Advocates for Kids (TASK) APPS for ALL program developed 4 workshops, which educated 1,015 parents, consumers, and professionals, on iDevices and applications for use with persons with special needs. Through individualized lab appointments, TASK was able to help parents, children, consumers and professionals with their specific applications. Family members, children or consumers and professionals attended individualized hands on lab appointments to learn about iDevices and/or specialized applications.

In reviewing post presentation surveys the majority of attendees rated the presentations to be “Excellent” or “Good”, “Strongly Agree” or “Agree” to questions such as: “The presentation was important”, “The speakers were clear and easily understood”, “I learned something new from this program”. In one pre and post survey on the IEP process attendees rated themselves as more knowledgeable on the pre-survey than the post survey.

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:

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: Met Partially Met: Not Met:

Performance Measures	
SA01 People trained in area related to goal/objective	314
SA03 People trained in systems advocacy	1,500
SC02 Number of organizations involved coalitiond/networks/partnerships	45
SC05 Members of the general public reached	4219

Annual Progress Report:

In California there are almost a thousand school districts, more than 100 Special Education Local Area Plans (SELPA), close to 50 Family Resource Centers, and hundreds of provider and non-profit organizations that provides 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 Board offices supports and collaborates with many of these local organizations. This support and collaboration resulted in hosting or attending more than 30 resource fairs, Disability Awareness Days, conferences, trainings, webinars, and participation on advisory committees.

Some of the collaborations that the Council participated in through Area Board efforts include:

Technical and clerical support was provided to the Supported Life Institute in holding the 25th annual Supported Life Conference. More than 375 individuals attended the 2 day conference. An Area Board conducted 4 trainings to parents of individuals with developmental disabilities at the conference. The same Area Board provided support to the Supported Life Institute for the 17th Annual Statewide Self-Advocacy Conference where 345 individuals attended the 2 day conference.

An Area Board facilitated the pairing of children and their families with medical students for a 2-year commitment to UCI's Medical School's PALS Program. Medical students are educated by families, Area Board, and medical school curriculum: Children with developmental disabilities and their families are provided with additional, on-going social and community activities.

Through a grant, Goodwill-A TEC' AAC (Augmentative & Alternative Communication) Mentoring Program, developed a highly successful pilot program to train 16 adult AAC users to mentor 15 child AAC users. Mentors, mentees, families, and professionals collaborated to provide opportunities for enhanced social

engagement, communication ability, independence, and community participation and integration

Another Area Board participated on an advisory committee for the Si Ninos/Yes Kids project funded by the "Imperial County Children and Families First Commission. The goal is for the project to provide support to families that have children 0-5 with special healthcare needs through family resource support and training opportunities.

One Area Board is active member of the Orange County Assistive Technology Institute (ATI) Task Force, a collaborative. This year, ABXI participated again in the annual ATI Conference, presenting "Funding Sources for Assistive Technology"

Another Area Board participated on the Butte County Coordinating Council's 16th Annual Recognition Celebration Committee. The event honors those who have truly made a difference in the lives of people with a developmental disability, supported and co-sponsored 7th Annual Far Northern Regional Center's FOCUS Film Festival and Short Film Competition focusing on disability issues and exploring the complexities of the human experience, providing education and awareness to general public. More than 800 people attended films such as "Crazy Sexy Cancer", "For Once In My Life", and Not So Still Life, the Ginny Ruffner story".

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:

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: Met Partially Met: Not Met:

Performance Measures	
SA01 People trained in area related to goal/objective	1834
RL01 Dollars Leveraged	\$1,748,000

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 two contracts 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 a 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: 1) In residence to community placement meetings staff make generalizations that residents are being “forced out, against their will”. It has been reported that staff will interfere in the transition by making inappropriate comments to the family in an attempt to disrupt the community placement, 2) as residents age their medical needs often change and

require a higher level of care or supervision. If the DC cannot provide adequate medical care they may be transferred to a local community hospital and then to a sub-acute facility where they will no longer have the Lanterman Regional Project (LRP) transition team follow-up and support, 3) the state's budget cuts have impacted resident care negatively. DC units have been consolidated as well as multiple changes with resident placement. In one incident individuals with autism were moved to a unit with residents who do not have autism, but display behavioral challenges making for an extremely loud and volatile environment interfering with their everyday routines.

Volunteer Advocacy Services Project

The Advocacy Services Project at the DCs provides volunteer advocates (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. All VAs receive a flat \$50 per resident monthly stipend. They dedicate at least three hours per month per resident served.

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 50 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 1100 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 at the DCs that have been identified by the coordinators and VAs include: 1) doctors who do not give reasons for not following team recommendations and not attending team meetings, 2) many of the interdisciplinary team members seem unfamiliar with community resources and services when discussing placement issues, 3) as noted earlier with the consolidation of DC units staffing is becoming more inconsistent and residents are not receiving adequate programming, and 4) one DC has trouble recruiting volunteers because it is not close to urban areas.

Other Council Activity

In response to DC staff's use of a Taser gun of 12 residents of Sonoma Developmental Center (SDC), the local area office of the Council joined with The Arc of California and the North Bay Organizing Project in several actions: 1) a meeting with the District Attorney for Sonoma County to demand an independent investigation into the tasing abuse of 12 residents of SDC; 2) a rally at the steps of the state capitol in support of three legislative bills aimed at improving reporting of abuse and protection; 3) a press conference outside superior court in Santa Rosa to again pressure the DA and sheriff's office to investigate and pursue justice for the residents who were tasered. Area Board representatives spoke at all three events. The last two events were broadcast on TV.

Area Boards collaborated with regional centers in the development of new homes and day programs to serve the needs of individuals coming out of/ or at risk of placement into state developmental centers (DC)

through the Community Placement Plan (CPP). More than 45 CPPs were reviewed over 20 proposals and interviewed 18 potential service providers before awarding contracts to those selected. During the year at least 34 individuals were either deflected from institutional placement or made the transition from DC to community living.

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.

Area of Emphasis Planned for the Goal: 1) Quality Assurance

Strategies Planned for this goal: 1) System Design & Redesign

Intermediaries/Collaborators Planned for this Goal: Disability Rights CA Centers for Excellence
 DDS

Area of Emphasis Used: 1) Quality Assurance 2) Choose an item. 3) Choose an item. 4) Choose an item. 5) Choose an item.

Strategies Used: 1) System Design & Redesign 2) Training 3) Interagency Collaboration & Coordination

Intermediaries/Collaborators Used for this Goal: Disability Rights CA Centers for Excellence
 DDS

Others:

Objectives

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:

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: Met Partially Met: Not Met:

Performance Measures	
SA01 People trained in area related to goal/objective	220
SA06a Other self-advocacy measure	7317
RL01 Dollars Leveraged	\$2,410,000

Annual Progress Report:

The Council contracted with California Department of Developmental Services (DDS) to conduct National Core Indicators (NCI) program surveys with people with developmental disabilities who receive services from the State to gauge how they felt about the quality of their lives and services. The NCI is a collaborative effort between National Association of State Directors of Developmental Disabilities Services (NASDDDS) and the Human Services Research Institute (HSRI). It is currently being used by 20 plus states. Each state normally collects approximately 400 completed surveys. California conducts 400 completed surveys per the 21 regional centers for a total of 8400.

The DDS contracted with the Council to conduct three NCI Surveys, **Adult Consumer**, The **Adult Family** and the **Family Guardian** over a three period using the independent contractors supervised by the Area Boards.

The **Adult Consumer Survey** is a face to face interview with adults with developmental disabilities, their families and care providers. The two other surveys are mail surveys that attempts to gather information from families and/or guardians with adult children with developmental disabilities who receive State services.

The Area Boards recruited and trained the independent contractors who conducted the surveys. New contractors, who were not part of the 2010 survey cycle, were given a three hour presentation that went over the NCI tool, interviewing skills, review of the developmental disability delivery system in California, and how to input survey data via the web based program ODESA. Those contractors who had previously conducted surveys reviewed a webinar. Contractors were given the option of using a computer netbook with Wi-Fi that allowed for real time input or using pencil and paper survey with data to be input at a later time.

The Area Boards conducted reliability calls to survey participants to gauge their experience with the

interview process. The Area Boards were required to obtain at least 10 reliability calls from each regional center. Also an outside consultant was retained to conduct shadow interviews. This person would follow an Area Board independent contractor to an interview, with the consumer's consent and observe.

During the Federal fiscal year 2011-12 the Council through the Area Boards conducted 7317 face to face Adult Consumer surveys using 220 independent contractors. The Council did meet its objective of 8400 surveys as the project commenced in July 2011 and ended June 2012. The data was collected and input into ODESA. HSRI is contracted to analyze the data collected and provide a report to DDS.

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: 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:

Met Partially Met: Not Met:

Performance Measures	# People w/DD	# Families	Other
Choose an item.			

Annual Progress Report:

Nothing to report in 2011-12

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.

Area of Emphasis Planned for the Goal: 1) Quality Assurance 2) Community Supports

Strategies Planned for this goal: 1) Outreach 2) Training 3) Technical Assistance 4) Coalition Development & Citizen Participation

Intermediaries/Collaborators Planned for this Goal: Disability Rights CA Centers for Excellence
 DDS

Area of Emphasis Used: 1) Community Supports 2) Health 3) Choose an item. 4) Choose an item. 5) Choose an item.

Strategies Used: 1) Outreach 2) Training 3) Technical Assistance 4) Supporting & Educating Communities 5) Coalition Development & Citizen Participation

Intermediaries/Collaborators Used for this Goal: Disability Rights CA Centers for Excellence
 DDS

Others:

- Local Police Department
- Sheriff Department
- Health Department
- County Emergency Services
- Regional Center
- Easter Seals ACE-IT III
- Get Safe
- School District
- Consortium of Special Education
- College Bound program

Objectives

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: 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:

Met Partially Met: Not Met:

Performance Measures	
SA01 People trained in area related to goal/objective	53

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.

One Area Board facilitated showing Dennis Debbaut's "Roll Call" police/autism video to the Shasta County Sheriff's Department. The video helps educate and increases the awareness of the needs of people with developmental disabilities and resources in the local community.

Another Area Board is an active member of a regional center criminal justice task force. Task force members share and collaborate on individual cases and systemic issues impacting regional center consumers, with input from local law enforcement, as needed.

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

Area of Emphasis Planned for the Goal: 1) Quality Assurance

Strategies Planned for this goal: 1) Training 2) Interagency Collaboration & Coordination

Intermediaries/Collaborators Planned for this Goal: Disability Rights CA Centers for Excellence
 DDS

Area of Emphasis Used: 1) Community Supports 2) Quality Assurance

Strategies Used: 1) Outreach 2) Training 3) Technical Assistance 4) Interagency Collaboration & Coordination

Intermediaries/Collaborators Used for this Goal: Disability Rights CA Centers for Excellence
 DDS

Others:

- People First
- Police departments

Objectives

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: Met Partially Met: Not Met:

Timeline:

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:

Met Partially Met: Not Met:

Performance Measures	
SA01 People trained in area related to goal/objective	850
SC05 Members of the general public reached	430

Annual Progress Report:

For people with disabilities surviving a disaster can be just the beginning of their struggle. 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. The Council through the Area Boards has been working to train and prepare people with disabilities 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.

The “Feeling Safe Being Safe” program was presented to local self-advocate chapters throughout the state. Attendees received information and training about how to be prepared and how to put together emergency back packs. Individuals also signed up for and were issued “In Case of Emergency” (ICE) cards with their photo and other contact or information that would be helpful to First or Emergency responders. Area Boards also participated in numerous emergency preparedness fairs.

Area Boards Informed and publicized information about the First National Test of the National Emergency Alert Broadcasting System and Dial 211 for Services and Help (local human service resources and information).

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.

Area of Emphasis Planned for the Goal: 1) Quality Assurance 2) Education

Strategies Planned for this goal: 1) Training 2) Interagency Collaboration & Coordination 3) Coalition Development & Citizen Participation

Intermediaries/Collaborators Planned for this Goal: Disability Rights CA Centers for Excellence
 DDS

Area of Emphasis Used: 1) Education 2) Quality Assurance 3) Choose an item. 4) Choose an item. 5) Choose an item.

Strategies Used: 1) Outreach 2) Training 3) Technical Assistance 4) Supporting & Educating Communities 5) Coalition Development & Citizen Participation 6) Interagency Collaboration & Coordination

Intermediaries/Collaborators Used for this Goal: Disability Rights CA Centers for Excellence
 DDS

- Others:
- Office of Education;
- Department of Rehabilitation;
- Regional Center;
- Alliance of Service Providers
- School district
- SELPA
- Rowell Family Empowerment
- Community College
- East Bay Innovations
- Alta Costa Center' Bay Area Outreach and Recreation Program (BORP)
- Disability Rights Education and Defense Fund (DREDF)
- WorkLink
- Interwork Institute
- Disability Help Center
- Parks and Recreation
- Social Security

Objectives

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:

Met Partially Met: Not Met:

Timeline:

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: 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.

The local area offices of the Council, or Area Boards, 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.

One Area Board formed Shasta County Transition Partnership (SCTP) to improve and promote collaboration and communication among local transition partners (organizations, agencies, employers, and educational systems) with youth and families to strengthen transitions. SCTP assisted the California Transition Alliance, County Office of Education, and CalSTAT to organize the Regional Transition Institute- "Building a Community of Practice" where 150 educators, administrators, transition supporting professionals and families attended.

Through an Area Board grant a transition training series "Ramping Up for Independence" was created with 6 sessions with topics: 1) "Dreaming Big and Getting Practical: How to navigate work, housing, relationships, college, and fun after high school."; 2) "Making Work Work: Taking a close look at the range of employment possibilities."; 3) "It's Your Move: Exploring housing and living support options. 4) "Searching for Relationships: Making connections that matter"; 5) "Considering College: Learning what's available and how to get it."; and 6) "Recipes for Recreation: Expanding your repertoire for fun."

An Area Board collaborated with the Alameda County Developmental Disabilities Council, RCEB, College of Alameda, the public health department and local school districts to put on a transition fair. The event is designed to facilitate the successful transition from school to adult services for youth with developmental disabilities ages 14-22. The event hosted numerous educational workshops to familiarize students with developmental disabilities transitioning from adolescence to adulthood with service providers within Alameda County. 200 individuals and families attended.

One Area Board serves as a community worksite for the work based learning component of WorkAbility I

(WAI) which is a model transition program for youth with disabilities offered through the California Department of Education. (Link to more detailed program info: <http://www.cde.ca.gov/sp/se/sr/wrkabtyl.asp>)

The work based learning component includes activities that involve actual work site learning experiences including: job/career awareness and preparation, work readiness skills and career-related technical skills.

The Area Board works with students to develop awareness of work experience which addresses job interview, areas of duties to be performed, appropriate attire, work place rules, applying academic skills, social skills, life skills and problem-solving and creative thinking skills. Students perform duties comparable to the California State Personnel Board Specification for an Assistant Clerk.

After completion of their tenure in the office, the Area Board provides a letter of recommendation to the student which can be presented to potential employers highlighting demonstrated knowledge, skills and abilities.

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.

Performance Measures	# People w/DD	# Families	Other
SA01 People trained in area related to goal/objective			1660
SC05 Members of the general public reached			100
RL01 Dollars Leveraged			\$3750

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.

Area of Emphasis Planned for the Goal: 1) Quality Assurance 2) Education

Strategies Planned for this goal: 1) Training 2) Technical Assistance

Intermediaries/Collaborators Planned for this Goal: Disability Rights CA Centers for Excellence
 DDS

Area of Emphasis Used: 1) Education 2) Quality Assurance 3) Health 4) Choose an item. 5) Choose an item.

Strategies Used: 1) Outreach 2) Training 3) Technical Assistance 4) Supporting & Educating Communities 5) Choose an item.

Intermediaries/Collaborators Used for this Goal: Disability Rights CA Centers for Excellence
 DDS

Others:

- Orland Human Resource Agency
- Rowell Family Empowerment
- Family Resource Centers
- Parents Helping Parents
- Regional Center
- County offices of Education
- Children's Interagency Coordinating Council (CICC)
- UC Davis Extension
- County Local Child Care Planning Council
- The Arc
- Kaiser Permanente
- WIC

Objectives

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:

Met Partially Met: Not Met:

Timeline:

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

Timelines established were: Met Partially Met: Not Met:

Performance Measures	
SA01 People trained in area related to goal/objective	180

Annual Progress Report:

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

Topics included:

- "Let's Play! Let's Move! Let's Talk" free seminars for parents of children under 3 to 20 families
- "Evaluations: How to Understand Them & Get Services for Your Child"

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:

Met Partially Met: Not Met:

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: Met Partially Met: Not Met:

Annual Progress Report:

The Council through the efforts of its area offices made presentations, conducted trainings and provided individual advocacy to families of young children with developmental disabilities about their rights and responsibilities. They also helped publicize events in their communities that were geared to parents of children with developmental disabilities.

Topics included:

- "Exploring the World of Real Play for Children"
- "Inclusion of Children with Diverse Disabilities"
- "Early Intervention, Autism and Developmental Disabilities"

Performance Measures	
SA01 People trained in area related to goal/objective	66
SC05 Members of the general public reached	446

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.

Area of Emphasis Planned for the Goal: 1) Employment

Strategies Planned for this goal: 1) Barrier Elimination 2) System Design & Redesign 3) Informing Policymakers

Intermediaries/Collaborators Planned for this Goal: Disability Rights CA Centers for Excellence
 DDS

Area of Emphasis Used: 1) Employment 2) Choose an item. 3) Choose an item. 4) Choose an item. 5) Choose an item.

Strategies Used: 1) Informing Policymakers 2) Interagency Collaboration & Coordination 3) Barrier Elimination 4) Informing Policymakers 5) Choose an item.

Intermediaries/Collaborators Used for this Goal: Disability Rights CA Centers for Excellence
 DDS

Others:

- Association of Regional Center Agencies and self-advocates

Objectives

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:

Met Partially Met: Not Met:

Timeline:

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: Met Partially Met: Not Met:

Annual Progress Report:

As a result of legislation passed in 2009 the Council was charged with establishing an Employment First Committee (EFC), to adopt a state Employment First policy to promote inclusive and gainful employment as the preferred option for working age individuals with developmental disabilities.

The main directives of the legislation were to:

- 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 2011-12 the Employment First Committee met four times to strategize on how best to implement an employment first policy. The EFC membership is comprised of service recipients, state agencies and advocacy organizations.

One of the main accomplishments was submitting the mandated report to the governor and legislature, **"EMPLOYMENT FIRST, A vision of Californians with developmental disabilities working in competitive integrated employment."** The report included 23 goals and numerous strategies for improving the employment of persons with disabilities.

The recommended Employment First Policy California was:

“It is the policy of the State of California that integrated competitive employment is the priority outcome for working age individuals with developmental disabilities.”

In plain language:

“Work is for all”

To further the work of the Employment First Committee, the Council also sponsored legislation and worked hard to pass two bills, Assembly Bill 254 and Assembly Bill 2338, aimed at establishing an employment first policy in statute. Both bills failed to pass.

Hampering the passage of AB 254 and AB 2338 was the state’s dire financial condition which resulted in close scrutiny of the bill’s potential costs to the state. Further there was an erroneous fear that Employment First would broaden the entitlement of the state’s Lanterman Act such that all working-age persons with a developmental disability would receive a prevailing wage job and that there would be an increase in costs due to the increased usage of programs to support individuals in their jobs. The legislation has been re-introduced in the 2013 legislative session, amid improved state budget projection, and an excellent chance of passage.

The EFC narrowed its focus for 2012 to promoting their recommended employment first policy and strengthening the transition of transition age youth to integrated competitive employment and post-secondary education, including for under-represented populations.

Performance Measures	
SA04 People active in systems advocacy	28

Goal #9 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 the Goal: 1) Employment

Strategies Planned for this goal: 1) Outreach 2) Barrier Elimination 3) Coalition Development & Citizen Participation

Intermediaries/Collaborators Planned for this Goal: Disability Rights CA Centers for Excellence
 DDS

Area of Emphasis Used: 1) Employment 2) Education

Strategies Used: 1) Outreach 2) Training 3) Technical Assistance 4) Barrier Elimination 5) Supporting & Educating Communities 6) Interagency Collaboration & Coordination 7) Demonstration of New Approaches

Intermediaries/Collaborators Used for this Goal: Disability Rights CA Centers for Excellence
 DDS

Others:

- County Office Of Education-Adult programs
- Regional Center
- Community college
- Regional Center;
- Mains'l's College Plus Program
- Community College Disabled Student Programs & Services
- Family Resource Network;
- County Public Health
- Through the Looking Glass
- County Dept. of Child Support Services
- County DD Council;
- Community Colleges
- local school districts
- State University
- United Cerebral Palsy
- Social Security Administration;
- County of San Diego
- Exceptional Family Resource Center
- San Diego Committee on Employment for People with Disabilities

Objectives

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:

Met Partially Met: Not Met:

Timeline:

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) Year 3, if needed, invite grant applications to increase employment outcomes.

Timelines established were: Met Partially Met: Not Met:

Annual Progress Report:

The California overall rate of unemployment is 9.8 percent and people with disabilities that rate was 17.7 percent as of September 2012. More disturbing, the results of California's National Core Indicators survey, based on a sample of 8,724 interviews, showed that only 8% of those surveyed (all working age adults with I/DD) had a job in the community. This compares with 14.4% of NCI interviewed adults nationally. Furthermore, data from the California Employment Development Division shows that only 14% of working age adults served by the DD system have any kind of pay check (including from segregated and sub-minimum wage work).

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.

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, USC 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. Recently this happened around policy change around employment data collection.

The Council's EFC and CECY also collaborate (through mutual membership) with the California Committee for the Employment of People with Disabilities, a cross disability and government forum, also mandated by statute and the State Independent Living Council.

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 Arts and Performance Studio grant program grew from 7 to 17 individuals. Program participants gained self-awareness, developed computer skills, and assembled artist’s portfolios. Artists received support starting from art facilitation to technical assistance in displaying for exhibition, participating in shows and performing arts, and self-employment. Artists have begun to earn income from their art with sales nationally and internationally. TAPS Gallery is centrally located and the community has Art Walks which regularly showcases their work.

Working collaboratively with the Glenn County Office of Education the Rusty Wagon Adult Vocational Program was created to be an Adult Vocational Program and store front for individuals with developmental disabilities. Rusty Wagon 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 U.C. Berkeley training curriculum "Staying Safe at Work" and also has a self-advocacy program. During the fiscal reporting period the Rusty Wagon program started with two employees, called Associates, and added two more. The program is working to expand the store to provide more employment opportunities to consumers who will be graduating/completing high school.

Through a grant awarded to the Mother Lode Micro Business three people started their own micro businesses. Mother Lode also gave presentations across the mountain counties and co-hosted a micro business fair. The program helps people in developing a business plan, research and development of the business plan (work permits, fiscal business plan, and business advisor). Three individuals started their own businesses. One person started her own jewelry making business, one began his own recycling business and the third person is selling personal artwork of drawings and photography. There is a fourth person who is nearing completion of his children’s book and has secured a publisher.

With the assistance of Area Board grant funding, the North Orange County Community College District’s, “Hands On Job Training Project”, provided training to 11 students in the School of Continuing Education’s Independent Living Skills Program. Project job trainers were 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. Students worked on campus as aides in the faculty child care program; administrative assistants in campus offices and in the campus restaurants. One of the students who worked in the on-campus restaurant has been hired by the restaurant.

Working with Disability Rights California (DRC) Area Boards hosted trainings by DRC’s Client Advocacy Program attorney on such topics as employment rights and resources for consumers and families.

An Area Board worked with Jobtoberfest, which is San Diego's largest Job Fair for people with disabilities. The event provided opportunities to meet with employers and have resumes reviewed. Workshops included such topics as “Working the Disabled Program”. There were over 1300 in attendance.

Performance Measures	
SA01 People trained in area related to goal/objective	1,444
RL01 Dollars Leveraged	\$3300

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:

Met Partially Met: Not Met:

Timeline:

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: Met Partially Met: Not Met:

Annual Progress Report:

The collaboration of the Council through the Employment First Committee and the California Employment Consortium for Youth also focuses on improving access to post-secondary education.

In addition, the Council's local area offices, or Area Boards, collaborated in promoting the expansion of Mains'l's College Plus Program to Shasta community college. There are currently supporting 10 regional center college students at another Butte community college. The College Plus program is designed to provide support and assistance to young adults, who are interested in pursuing a college degree or academic certificate, to advance their education and career goals. The College Plus program provides weekly follow-along support on academic goals. In addition, the program teaches: Social skills including developing and maintaining friendships and pursuing leisure interests and hobbies; independent living skills including maintenance of a clean, well-kept home, nutrition basics, money management; vocational skills including resume development, networking skills, application and interview training, as well as seeking volunteer opportunities.

Another Area Board is a participating member on the Advisory Committee (AC) to the College to Career (C2C) program at Santa Rosa Junior College, one of five demonstration C2C projects. The AC provides technical assistance and advice to the program. A total of 44 students are in the program, 24 are in their first year and 20 in their second of three years.

Collaboration with several agencies including a regional center, Family Resource Network, County Public Health and County Department of Child Support Services, resulted in a conference on post-secondary education opportunities. This conference, provided families with transition-age youth with I/DD a look into what it takes to get into community colleges and universities. It addressed major differences between high school and college life, what kinds of supports are available, and where to start.

Assistance, referral and information was provided for the creation and implementation of Wayfinder Program to enable clients to attend California State University, Fresno (CSUF). Wayfinders at CSUF is an inclusive postsecondary program for young adults with intellectual/developmental disabilities. The Wayfinders Program is housed under the Kremen School of Education and Human Development. Academic courses in the Wayfinders Program are offered through the Division of Continuing and Global Education. Students in

the Wayfinders Program enroll in general university courses as well as specialized Wayfinders classes which support them in academics and independent living skills.

Students in the Wayfinders Program live in the Palazzo Apartments at Campus Pointe, where the residential component of the program is implemented. The Residential Living Coordinator supports students in their life skills at the apartments, along with Student Coaches who work with students in their apartments.

12 students were offered a week long "College Bound" program to offer the college experience, as well as necessary classes (note taking, active listening, study skills, etc.) to students either currently taking college classes, or those students in the transition process who are interested in attending college post high school. The week long program was held on the campus of the University of San Diego, and the students lived in dormitories, attended classes during the day, and participated in campus wide activities in the evening, as well as some tailored activities to address social skills and group participation. Scholarships were given to all students in need, thanks generous contribution from the Foundation for Developmental Disabilities.

Performance Measures	# People w/DD	# Families	Other
SA01 People trained in area related to goal/objective			196
RL01 Dollars Leveraged			\$3,500

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:

Met Partially Met: Not Met:

Timeline:

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

Timelines established were: Met Partially Met: Not Met:

Annual Progress Report:

The Council through its Employment First Committee and partnership in the California Employment Consortium for Youth promote trainings and information sharing by other entities who are members of those committees.

The Council through its Self-Advocacy support grant funded the development of a DVD and companion manual, Work is for All, featuring people with developmental disabilities experiencing work. This is available for use in trainings and presentations by other groups and posted on the Council website.

The Council's direct work on employment information dissemination and training is focused on the local area offices of the Council, or Area Boards. The Area Boards conducted many presentations across the state regarding Social Security benefits, Ticket to Work, Plans for Achieving Self-Support and In-Home Supportive Services (IHSS).

Collaborated with Social Security Administration to facilitate article/website "Why Work is Good" which explains the relationship with employment and benefits and why working is good. Social Security Administration provided training on Social Security 2012 Red Book - a summary guide to employment supports for persons with disabilities under the Social Security Disability Insurance and Supplemental Security Income Programs.

Provided training on In Home Support Services. The training was put on a CD, and offered to agencies to use when training staff and individuals about IHSS.

Facilitated a meeting between San Diego Chamber of Commerce and the San Diego Committee on Employment for People with Disabilities (SDCEPD) committee as well as a self-advocate board member to discuss the local employment situation. Other topics discussed were Employment First legislation, advantages to hiring people with disabilities, available supports through various agencies and to share information about Jobtoberfest.

Performance Measures	
SA01 People trained in area related to goal/objective	199
SC05 Members of the general public reached	300

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.

Area of Emphasis Planned for the Goal: 1) Health

Strategies Planned for this goal: 1) Outreach 2) Training 3) Supporting & Educating Communities

Intermediaries/Collaborators Planned for this Goal: Disability Rights CA Centers for Excellence
 DDS

Area of Emphasis Used: 1) Health 2) Choose an item. 3) Choose an item. 4) Choose an item. 5) Choose an item.

Strategies Used: 1) Outreach 2) Training 3) Technical Assistance 4) Supporting & Educating Communities
5) Interagency Collaboration & Coordination

Intermediaries/Collaborators Used for this Goal: Disability Rights CA Centers for Excellence
 DDS

Others:

- County Health Services Agency
- Northern Valley Indian Health Dental Clinic;
- We Care a Lot Foundation
- People First
- Autism Community Team (ACT);
- Regional Center
- Autism Health Advocates.

Objectives

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:

Met Partially Met: Not Met:

Timeline:

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

Timelines established were: Met Partially Met: Not Met:

Annual Progress Report:

The Council through the local area office, or Area Boards helped promoted community medical screenings for low income people or with no insurance, health care issues and held Town Hall meetings on Senate Bill 946, a recent autism insurance legislation that provides coverage for behavioral health treatment for pervasive developmental disorder or autism.

An Area Board facilitated a self-advocate to teach two hygiene classes “Clean Hands” and “Clean Teeth” to other consumers. Clean Hands teaches proper hand washing techniques with the goal of preventing disease and Clean Teeth teaches proper tooth brushing and flossing. 14 presentations were done with almost 400 consumers.

An Area Board helped facilitate a collaborative venture with Autism Community Team (ACT), a behavioral treatment service provider and an autism advocate agency to provide training for parents on how to secure insurance coverage for Applied Behavior Analysis (ABA), speech and occupational therapy services for their children with autism.

At the Facilitated Health Summit for Family Voices families learned budget and policy issues that affect children with special health care needs both at state and federal level. Two legislators who chair Senate Budget Committee and Subcommittee Senate Budget spoke to the group of about 120 individuals (parents and professionals).

An Area Board collaborated with Disability Rights California (DRC) on an issue where people were being charged by their doctor to complete forms by helping people to learn to advocate for themselves.

In collaboration with San Diego People First and the San Diego Regional Center's Health and Wellness committee held a day long self-advocate led Leadership Symposium. The symposium offered training on the topics of “Healthy Eating”, “Stress Reduction”, “Exercises for Everyday Living” and “Being Your Own Health Care Advocate”.

Performance Measures	
SA01 People trained in area related to goal/objective	580
SC05 Members of the general public reached	450

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:

Met Partially Met: Not Met:

Timeline:

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: Met Partially Met: Not Met:

Annual Progress Report:

The Council Executive Director participated in California’s major long-term care stakeholder coalition, The California Coalition on Long Term Services and Supports (CCLTSS), which is made up of over 30 organizations – advocates, consumers, policy groups, and industry representatives. The CCLTSS monitors and works with the state on the implementation of managed care, the integration of Medicare and Medicaid, the implementation of the Affordable Care Act (ACA), and the Coordinated Care Initiative (CCI). The CCI is a “demonstration” project under the ACA in most of California’s major population areas that will integrate long-term care services with medical base Medicaid and Medicare services.

The Council maintained a listserv of 68 disability leaders in California to disseminate information on the major projects discussed above and issues affecting people served by the DD system in California. Over 809 messages were distributed during the year.

Performance Measures	
SC03 Organizations engaged in systems change efforts	30
SC04 Number of public policymakers educated	68

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.

Area of Emphasis Planned for the Goal: 1) Housing

Strategies Planned for this goal: 1) Outreach 2) Supporting & Educating Communities 3) Coordination with related Councils, Committees and Programs

Intermediaries/Collaborators Planned for this Goal: Disability Rights CA Centers for Excellence
 DDS

Area of Emphasis Used: 1) Housing 2) Choose an item. 3) Choose an item. 4) Choose an item. 5) Choose an item.

Strategies Used: 1) Outreach 2) Training 3) Technical Assistance 4) Interagency Collaboration & Coordination 5) Supporting & Educating Communities

Intermediaries/Collaborators Used for this Goal: Disability Rights CA Centers for Excellence
 DDS

Others:

- Regional Center

Objectives

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:

Met Partially Met: Not Met:

Timeline:

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: Met Partially Met: Not Met:

Annual Progress Report:

Collaborated with regional centers in the development of new homes and day programs to serve the needs of individuals coming out of -- or at risk of placement into -- state developmental centers through the Community Placement Plan (CPP). Reviewed over 45 proposals and interviewed more than 18 potential service providers before awarding contracts to those selected. During the year at least 34 individuals were either deflected from institutional placement or made the transition from DC to community living.

Performance Measures	
SC01 Programs/policies created or improved	18

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:

Met Partially Met: Not Met:

Timeline:

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: Met Partially Met: Not Met:

Annual Progress Report:

The Council through Area Board efforts helped people with developmental disabilities and their families on housing issues through individual advocacy and the promotion of affordable housing opportunities. Numerous presentations on housing rights were held.

Performance Measures	
SA01 People trained in area related to goal/objective	27
SC05 Members of the general public reached	300

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

Area of Emphasis Planned for the Goal: 1) Housing

Strategies Planned for this goal: 1) Supporting & Educating Communities 2) Informing Policymakers 3) Coordination with related Councils, Committees and Programs

Intermediaries/Collaborators Planned for this Goal: Disability Rights CA Centers for Excellence
 DDS

Area of Emphasis Used: 1) Housing

Strategies Used: 1) Outreach 2) Training 3) Technical Assistance 4) Supporting & Educating Communities 5) Interagency Collaboration & Coordination 6) Demonstration of New Approaches 7) Informing Policymakers

Intermediaries/Collaborators Used for this Goal: Disability Rights CA Centers for Excellence
 DDS

Others:

- City Housing Authority
- County of Housing Authority;
- People First;
- Housing Consortium of the East Bay;
- California Department of Housing & Community Development (HCD);
- Regional Center
- Association of Bay Area Governments (ABAG);
- Satellite Housing;
- California Tax Credit Allocation Committee;
- Alameda County HOME funds;
- Federal Home Loan Bank of San Francisco
- Affordable Housing Program through the Bank of Alameda;

Objectives

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:

Met Partially Met: Not Met:

Timeline:

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: Met Partially Met: Not Met:

Annual Progress Report:

Issues & Barriers:

California, according to census data, has one of the highest median rents in the county at approximately \$1100 and a percentage of incomes at 33.8% in the country.¹

The Council through the local area offices, or Area Boards, 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. Housing Elements of five cities were approved by California Department of Housing & Community Development (HCD) reflecting their compliance with the new requirement that "Housing elements must include an analysis of the special housing needs of the disabled, including persons with developmental disabilities," per California Senate Bill 812. For one city, this marked the first time in 21 years that HCD has approved its Housing Element.

Through Area Board 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. Tenants will pay 30 percent of their adjusted monthly income for rent. The California Tax Credit Allocation Committee is providing the funding, and the expenditure will have no effect on the city's General Fund. Construction is scheduled to begin this fall. In addition to the \$5.7 million, the project received \$300,000 in Alameda County HOME funds, \$180,000 from the Federal Home Loan Bank of San Francisco Affordable Housing Program through the Bank of Alameda, \$1.4 million in redevelopment funds from the City of Alameda and donated land from the Housing Authority of the City of Alameda.

In one Area Board catchment area staff is working with developers of apartment buildings to set aside units for people with developmental disabilities. One of the selling points is that many people with developmental

¹ Source: U.S. Census Bureau, Census 2000 Brief, Housing Costs of Renters: 2000 (C2KBR-21) <http://www.census.gov/prod/2003pubs/c2kbr-21.pdf> (accessed October 4, 2010); 2010 American Community Survey (B25064 and B25071) <http://www.ipsr.ku.edu/ksdata/ksah/housing/4house10.pdf>

disabilities come with supports. These can include regional center case management, Independent Living Services (ILS), Supported Living Services (SLS), or In-Home Support Services (IHSS) that will give them the support needed to lead an active and inclusive life in the community.

Area Boards collaborated with the housing agencies in the mountain counties along with supported living vendors, apartment owners and managers to increase affordable and accessible housing. One way they accomplished this by having the availability of a central contact person at the Housing Authority that supported living service providers could contact. This helped with communication between agencies that are assisting people when looking for affordable and accessible housing. Also apartment managers and owners are willing to work with people with developmental disabilities in regards to deposits and credit checks because of this network of individuals, regional center and supported living agencies.

Performance Measures	
SC01 Programs/policies created or improved	8
SC03 Organizations engaged in systems change efforts	12
SC05 Members of the general public reached	80
RL01 Dollars Leveraged	\$947,500

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:

Met Partially Met: Not Met:

Timeline:

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: Met Partially Met: Not Met:

Annual Progress Report:

No activity this year

Performance Measures	# People w/DD	# Families	Other
Choose an item.			

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:

Met Partially Met: Not Met:

Timeline:

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: Met Partially Met: Not Met:

Annual Progress Report:

The Los Angeles City Council proposed an ordinance to regulate the use of single family dwellings as “boarding houses.” It specifically targets “nuisance” homes such as halfway houses for people recovering from drug or alcohol abuse. There were two provisions that, when combined together, would potentially harm people with disabilities. The first would define a boarding house as any home where the adults (over 18) are on separate leases. Secondly it would establish that boarding houses will not be permitted in restricted density (RD) zones, which includes most residential neighborhoods.

The problem arises in the fact that many people with disabilities share homes to save on expenses and many are on Section 8 that requires each person to have a separate lease. If enacted, this ordinance would severely limit where people in these arrangements can live or force them into licensed living environments.

This ordinance does not affect homes that are licensed. The impact will be felt primarily in supported living and independent living arrangements.

Area Board staff educated regional center boards of directors and vendor advisory committees on Los Angeles City’s proposed NIMBY (Not In My Back Yard) ordinance. They also met with Los Angeles City Council members regarding the proposed ordinance. Area Board also collaborated with Disability Rights California (DRC) and other community agencies to raise awareness about the ramifications of LA City’s proposed NIMBY ordinance.

The Los Angeles City Council had tabled the ordinance for further review, but after a quadruple murder at an unlicensed boarding house that housed more than 17 people in four bedrooms the ordinance was re-introduced and passed. The author of the ordinance did make one concession in that he made the definition of a boarding house requiring a license where the adults (over 18) are on more than three separate leases; instead of each individual tenant has a lease.

Performance Measures	
SA04 People active in systems advocacy	18
SC01 Programs/policies created or improved	1
SC04 Number of public policymakers educated	50
SC05 Members of the general public reached	120

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.

Area of Emphasis Planned for the Goal: 1) Quality Assurance 2) Community Supports

Strategies Planned for this goal: 1) Training 2) Coalition Development & Citizen Participation

Intermediaries/Collaborators Planned for this Goal: Disability Rights CA Centers for Excellence
 DDS

Area of Emphasis Used: 1) Recreation 2) Transportation 3) Childcare 4) Community Supports 5) Choose an item.

Strategies Used: 1) Training 2) Outreach 3) Technical Assistance 4) Supporting & Educating Communities 5) Interagency Collaboration & Coordination 6) Barrier Elimination 7) Choose an item.

Intermediaries/Collaborators Used for this Goal: Disability Rights CA Centers for Excellence
 DDS

Others:

- Community College
- Regional Center
- Pinoleville Tribe
- SELPA
- County Community Transition Program
- Department of Rehabilitation
- Goodwill
- Rowell Family Empowerment
- Blue Ribbon Commission
- County Social Services
- Court Commissioners
- District Attorney's Office
- Early Start; Office of Education
- Public Health Department
- Volunteer Income Tax Assistance Program (VITA),
- Social Security Administration
- Child Protective Services
- Probation
- Alcohol and Drug Services
- Juvenile Court
- Office of the Public Defender.
- Positive Action Community Theatre
- Volunteer Assistance Program

Objectives

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:

Met Partially Met: Not Met:

Timeline:

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 marginalized.

Timelines established were: Met Partially Met: Not Met:

Annual Progress Report:

An Area Board worked with a multi-agency workgroup Blue Ribbon Commission to collaborate and provide training to address the needs and services of at-risk individuals and families in finding a differential response to their issues.

The Council through Area Boards participated in and advocated for the inclusion of children with developmental disabilities in the Childcare Planning Council's 5-year Strategic Plan and advocated and educated a local health club about accessibility issues.

Area Boards provided information on VITA and Tax Assistance and counseling services for people with disabilities, low-income and elderly services. Also Area Boards provided space and outreach to the Volunteer Income Tax Assistance program so that people with disabilities would have a safe, comfortable, knowledgeable site to come and have their taxes done. Most individuals qualified for the Earned Income Tax Credit, and the organization that provided the tax preparers also provided information and resources to the participants regarding other generic resources that they would qualify for. A webinar was conducted on Social Security regarding employment for persons with disabilities, the "Ticket to Work" Program and other work incentives for Social Security recipients.

Area Board, mental health professionals, regional center staff, special education educators, Child Protective Services, probation, Alcohol and Drug Services, juvenile court, the district attorney office and Office of the Public Defender came together to collaborate in a forum presented by Alta California Regional Center on "Putting the Puzzle Together: Collaboration in Services to Special Needs Youth in the Juvenile Justice System." Area Boards also made presentations and trainings to county district attorney's regarding Elder/Dependent Adult Abuse.

The Council through Area Boards collaborated with Escuela de la Raza (a First 5 Grant Recipient) and child care consortiums to provide training to increase awareness of inclusive childcare settings for children with developmental disabilities.

Through a grant provided to Positive Action Community Theatre (PACT) 30 individuals with developmental disabilities participated in an inclusive theatre and dance program. Students were paired with typical peers during this program, and community members received the benefit of these productions. Participants had a visible increase in their self-esteem, friendships, flexibility, cooperation and creativity.

Performance Measures	
SA01 People trained in area related to goal/objective	900
SA05 People attained membership on public/private bodies & leadership coalitions	45
SC01 Programs/policies created or improved	1
SC04 Number of public policymakers educated	80
RL01 Dollars Leveraged	\$3393

Goal #14 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 the Goal: 1) Education 2) Employment 3) Housing 4) Health 5) Childcare 6) Quality Assurance 7) Transportation 8) Recreation 9) Community Supports

Strategies Planned for this goal: 1) Barrier Elimination 2) Coalition Development & Citizen Participation 3) Informing Policymakers 4) Demonstration of New Approaches

Intermediaries/Collaborators Planned for this Goal: **Disability Rights CA** **Centers for Excellence**
 DDS

Area of Emphasis Used: 1) Education 2) Employment 3) Housing 4) Health 5) Childcare 6) Quality Assurance 7) Transportation 8) Recreation 9) Community Supports 10) Cross Cutting

Strategies Used: 1) Outreach 2) Training 3) Technical Assistance 4) Supporting & Educating Communities 5) Interagency Collaboration & Coordination 6) Barrier Elimination 7) Informing Policymakers 8) Coalition Development & Citizen Participation 9) Choose an item. 10) Choose an item.

Intermediaries/Collaborators Used for this Goal: **Disability Rights CA** **Centers for Excellence**
 DDS

Others:

- East Bay Legislative Coalition
- Alameda DD Council
- Contra Costa DD Council
- CARE Parent Network
- Regional Center
- Family Resource Network
- Alive Consumer Action Committee
- County Public Health
- Nuestros Ninos
- Parents Helping Parents,
- State Department of Education
- SELPA
- School Districts

Objectives

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:

Met Partially Met: Not Met:

Timeline:

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: Met Partially Met: Not Met:

Annual Progress Report:

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

The LPPC took positions on 35 State Assembly bills, 18 State Senate bills, two Federal House of Representatives bills, and one Federal Senate bill. The Council also sponsored one bill, to advance an Employment First policy which did not pass. Council staff also worked with legislative staff to craft language and help build support for legislation. The Council sent out 53 position letters.

The Council made significant contributions to the drafting of a major piece of legislation to promote Self-Determination, AB 1244 (Chesbro). The Council provided invited testimony at a hearing in the California Assembly and informed legislators of the benefits of Self-Determination. The legislation passed the Assembly but stalled in the Senate due to opposition from traditional service providers.

The Area Boards also took positions on federal, state and local legislation and regulations. They took positions on 16 State Assembly bills, 14 State Senate bills, and one Federal House of Representatives bill. Area Boards sent out 733 position letters

As part of State budget negotiations between the governor and legislature a series of "triggers" were inserted if the State did not bring in anticipated revenue. One of those triggers would be a \$200 million cut to the Department of Developmental Services (DDS). In anticipation of these cuts DDS held a series of stakeholder meetings across the state. The council was invited to participate and send a self-advocate and staff member to each. One suggestion that the Council brought was instead of sunsetting a 4.5 % cut in regional center operations that it continue at 2.5%. Ultimately DDS settled on 1.25%.

An Area Board co-sponsored training for local nonprofit organizations regarding their ability to educate their legislators regarding issues that impact their constituents. The training was done by Pat Libby, author of the book "The Lobbying Strategy Handbook - 10 Steps to Advancing Any Cause Effectively". Copies of the

book were distributed to participants, and all were encouraged to join the Disability Action Coalition.

Council and Area Board staff attended, publicized and testified before Legislative hearings on a variety of topics: California Department Developmental Disabilities Services budget hearings and law enforcement hearing, California Department of Health Care Services and California Assembly committee urging passage of the Employment First Bill, AB 2308.

Staff met with the California State Director of Special Education to discuss two critical issues. The first being 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, secondly 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,

Performance Measures	
SA03 People trained in systems advocacy	50
SA04 People active in systems advocacy	160
SC04 Number of public policymakers educated	823
RL01 Dollars Leveraged	\$500

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:

Met Partially Met: Not Met:

Target Date:

Anticipated Target Date: 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: Met Partially Met: Not Met:

Annual Progress Report:

The Council and Area Boards educated and informed policymakers from school districts, city, county and the state levels on a wide range of topics that impacted people with developmental disabilities. Topics included: budget cuts to school districts, city, county and state budgets and legislation regarding Autism behavioral therapies. Policymakers were educated through face-to-face meetings, presentations, town hall meetings and forums.

Two Town Hall meetings on the “Impact of Budget Cuts on Services for People with Developmental Disabilities” were held. In attendance were two state legislators and 10 legislative staff, adults with developmental disabilities, and providers/professionals. The event also included a presentation by the Sonoma County Registrar of Voters.

One Area Board visited the office of a state senator with 5 parents/board members to express their concerns over the recent articles published regarding the deaths of residents in the developmental centers. They shared their concerns about the lack of appropriate community placements, as well as the recent threats to services. Parents shared the supports they received in their homes had, and the need to continue these services. A packet of information was left with legislative staff regarding what the Council and Area Boards do.

Assisted with the planning and execution of a Legislative Forum where numerous legislators and staff were present, with an audience of over 500 individuals. Senator Steinberg also gave a Proclamation to the local San Diego People First group in recognition of their achievements, and the Mayor of San Diego spoke as well regarding local issues. There was a resource fair and voter registration table.

Performance Measures			
SA01 People trained in area related to goal/objective			680
SC04 Number of public policymakers educated	250		114
SC05 Members of the general public reached			860

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:

Met Partially Met: Not Met:

Target Date:

Anticipated Target Date: 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: Met Partially Met: Not Met:

Annual Progress Report:

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. These included changes to health care, In-Home Support Services (IHSS), voting, conservatorships, state budget cuts, local community activities to name a few.

Staff appeared on radio shows to educate the public about important issues to people with developmental disabilities. One was Mind, Body, Health Radio Interview and Public Call-in regarding Fetal Alcohol Spectrum Disorder (FASD) and community resources available. Another guest appearance on "Nuestros Ninos," a Spanish language program on parenting focused on special needs of children with developmental disabilities.

In collaboration with The MIND Institute, an Area Board 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 translated the content into Spanish.

A transition portfolio was developed as a resource for youth and their families to help them better understand what an individual transition plan (ITP) is and when it should begin. The resources further provide training materials on what transition services are and who participates to implement these services.

CDs were produced with information on all the services offered by Area Boards, including but not limited to: advocacy, training, due process, IPPs, IEPs, and trailer bill language.

An Area Board collaborated with county public health department in filming a video about employment. It discusses Joel's path for success in utilizing the Project Search Program. The short video is expected to be on display for next year's American Public Health Conference. Another video about equity was also created. It focuses on several individuals' struggles and successes in accessing public services. One of the stories is based on accessing dental services through Medi-Cal. Another story focuses on getting a wheelchair serviced.

A booklet on Abuse was create for training and treatment resources, Placed online as well as distributed to Regional Centers, Family Resource Centers and other agencies.

Performance Measures	
SC05 Members of the general public reached	11,039

Goal #15 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 the Goal: 1) Education 2) Employment 3) Housing 4) Health 5) Childcare 6) Quality Assurance 7) Transportation 8) Recreation 9) Community Supports

Strategies Planned for this goal: 1) Supporting & Educating Communities 2) Other

Intermediaries/Collaborators Planned for this Goal: Disability Rights CA Centers for Excellence
 DDS

Area of Emphasis Used: 1) Education 2) Employment 3) Housing 4) Health 5) Childcare 6) Quality Assurance 7) Transportation 8) Recreation 9) Community Supports

Strategies Used: 1) Outreach 2) Supporting & Educating Communities 3) Interagency Collaboration & Coordination 4) Informing Policymakers 5) Choose an item.

Intermediaries/Collaborators Used for this Goal: Disability Rights CA Centers for Excellence
 DDS

Others:

- SELPA
- community service providers
- Social Security Administration
- Regional Center
- Rowell Family Empowerment
- Family Voices
- Grupo de Autismo
- Family Resource Network
- Dominican University
- Senate Select Committee on Autism
- County Developmental Disabilities Council
- Congreso Familiar

Objectives

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:

Met Partially Met: Not Met:

Target Date:

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

Timelines established were: 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 2005.² The Department of Motor Vehicles offers the written exam in 31 languages. The most 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, or Area Boards, has worked to make sure as many people, 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. Area Boards 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.

Languages that the Council provided were: 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 (SCAN) was in Plain Language. The Council's 2012-16 state plan was also written Plain Language and placed on the Council's website.

"Journey To Adulthood Training" through a grant with the Rowell Family Empowerment provided training to parents of teens with developmental disabilities to educate their children about their bodies, personal care, and safety and social challenges to Spanish speaking parents.

2012 Transition Faire sponsored by Butte County and Glenn County SELPA's had 35 Vendors and about 80 families and students. Materials were provided in English, Spanish and Hmong, as well as interpreters provided.

² http://www.mla.org/cgi-shl/docstudio/docs.pl?map_data_results

Performance Measures	
SA01 People trained in area related to goal/objective	910

SECTION III: SATISFACTION WITH COUNCIL SUPPORTED OR CONDUCTED ACTIVITIES

Section III. a. Individual Responses

1. Number of responses: 134
2. Respect: I (or my family member) was treated with respect during project activity.
97 % Yes
1 % No
3. Choice: I (or my family member) have more choice and control as a result of project activity.
96 % Yes
1 % No
4. Community: I (or my family member) can do more things in my community as a result of project activity.
94 % Yes
1 % No
5. Satisfied: I am satisfied with project activity.
81 % Strongly Agree
16 % Agree
 % Disagree
1 % Strongly Disagree
6. Better Life: My life is better because of project activity.
78 % Strongly Agree
19 % Agree
1 % Disagree
1 % Strongly Disagree
7. Rights: Because of this project activity, I (or my family member) know my rights.
86 % Yes
2 % No
8. Safe: I (or my family member) are more able to be safe and protect myself from harm as a result of activity.
72 % Yes
4 % No

9. Comments: Those comments with T at the end were translated from Spanish.

- Offered many resources to me that I was unaware of.
- Area Board helped me to advocate because I was bullied on the bus.
- Results in my son's IEP-services were accommodated and w/ cooperation from school.
- Because of Cindy's help, my daughter got into a school that can handle her behavioral outbursts.
- Things have improved at home since she's been in her new school.
- Denis is on my team. He is such a big help. I don't know what I'd do without him! Since Denis has helped me, I have grown so much. Thanks to him. He is a great and resourceful person. He listens to me and then tells me all my options.
- I was helped a lot to understand the rights of my children. T
- To know the rights and limitations of my son when he comes of age. There was a lot of information on a lot of areas like medical, payee and SSI benefits and everyday living. T
- Thank you, I was helped much. T
- Information about Power of Attorney; the conclusion that all people with disabilities can make the right decisions. T
- I was helped in preparation before my son turns 18 years old. I was helped in everything. Thank you for sending Mrs. Rocio who helped me very much in the class although it was short. God bless her. T
- I understood more about the rights of people with disabilities. I obtained information for those older than 18 years old and their rights. Thank you for coming. T
- I know my rights better. I am better able to advocate for my twin daughters. I understand how to get services better. I also know of many more services since working with AB VII.
- I have worked with ABVII for many years as I have needed their help.
- Staff is a great consultant by talking with me and understanding. They know more resources. Everything the staff has done for our family has been very helpful. I know my rights. I have a better life for my son and my family. Our lives began and changed very much.
- I have a 4 year-old daughter and in starting out in the schools, I was having problems. Area Board staff shared ideas, opinions, referrals for legal advice along with helping us choose our direction and building our own direction. Staff has done an amazing job in helping me. I am so thankful that I found ABVII. Now that we know our rights better, we are a game changer in getting the services for our daughter.

- I have worked with both Julie and Chris. Both were very knowledgeable, gave me clear information and advice, and helped me feel confident that I could advocate for my child. I really appreciate the attention and time I was given.
- "You teach me how to be my own advocate; I call you when I get frustrated with my counselor (SC) and you always help."
- Trying to navigate the SS System as a novice is nearly impossible. There are so many unknowns and so much material that need to be assembled-it has been GREAT to have some direction and help.
- What has been most helpful was all the information shared by presenters plus participants. Great job! This is my first time attending Area Board 13's training tools. Thank you for providing these services.

Section III. b. Stakeholders Responses

1. Number of responses: 58
2. Impact: Council activities have improved the ability of the individuals with developmental disabilities and family members to:
 - a. Make choices and exert control over the services and support they use
 - 62 % Strongly Agree
 - 28 % Agree
 - 9 % Somewhat Agree
 - 0 % Somewhat Disagree
 - 0 % Disagree
 - 0 % Strongly Disagree
 - b. participate in community life:
 - 66 % Strongly Agree
 - 22 % Agree
 - 10 % Somewhat Agree
 - 0 % Somewhat Disagree
 - 0 % Disagree
 - 0 % Strongly Disagree
3. Satisfaction: Council activities promote self-determination and community participation for individuals with developmental disabilities.
 - 22 % Strongly Agree
 - 67 % Agree
 - 4 % Somewhat Agree
 - 1 % Somewhat Disagree
 - 0 % Disagree
 - 0 % Strongly Disagree

4. Comments:

What does Council/Area Boards do well?

- Collaboration/provide resources local and state.
- From my experience in working with the AB I have noticed it has done well in outreach, supporting & educating communities, coordination with related councils, committees and programs and coalition development & citizen participation.
- AB was extremely supportive & communicative in assisting Congreso Familiar in our conference. Their help ranged from assisting with billing/paperwork to assisting in outreach for clients outside of our current county coverage.
- Area Board 6 gives good trainings with Family Resource Network.
- Supporting the family, responding to parents, offering additional technical support. Very valuable relationship/collaboration. Very responsive.
- The Area Board does all of the advocacy, capacity building and systemic change activities as well as they can, given cuts sustained over the first four years.
- Area Board 8 is very approachable- they work very hard to collaborate with other agencies and nonprofits to support clients. They educate and facilitate forums of discussion to help solve problems and remove barriers.
- Area Board 10 provides excellent opportunities for individuals with developmental disabilities to flex their voice; provides excellent facilitators to ensure each individual's point of view is heard and valued amongst their peers, ensuring the self-advocacy movement continues to grow and develop for generations.
- Interagency collaboration, coordination with related councils, committees & programs; barrier elimination, systems design & redesign; coalition development & citizen participation; informing policymakers.
- Melody Goodman has been an effective advocate on behalf of consumers by being present and vocal about transportation committees with MTA and Access. She has voiced concerns of the consumers regarding rider accessibility, eligibility and barriers presented by public and paratransit
- I have experience in witnessing the Area Board professionalism in training, supporting and educating communities, coordination with related councils, committees and programs, barrier elimination, systems design and redesign.
- Outreach, training, technical assistance, supporting and educating communities, speech delay workshop, SSI training, IEP goals workshops, behavioral workshops, offers bilingual workshops.

- It is an awesome entity that advocates immensely to the needs of the developmentally disabled as well as their families. The staff is professional, compassionate, sensitive and very knowledgeable of issues that the consumer as well as their families are confronted with. The staff are staunch advocates in assisting consumers and families in navigating the resources that are available in the community.
- Area Board 13 provides excellent leadership in identifying and supporting needed programs and services particularly where there are gaps in the community. Area Board 13 has many connections in the community and brings diverse organizations, consumers and families together to work collaboratively on projects that have been a positive impact on people with disabilities, their families and the community in general.
- Michele Geving is a terrific member of the IHSS Advisory Committee. She has volunteered for subcommittees and was a lead member in helping to develop the Committee Mission Statement. Michele is a thoughtful listener and regularly shares insights during Committee meetings. Michele was chosen to be Committee liaison to the Statewide Advisory Committee membership organization. Michele is always professional and is a tremendous asset to the Area Board.

What could State Council/ Area Boards do better?

- More training; outreach; demonstration of new approaches to services and supports
- It needs to have more demonstrations of new approaches to services and supports.
- It needs to do outreach to minority populations (which they have already actively started.)
- Wish they had a larger staff to be able to do more of the good things they do now.
- Coalition development, citizen participation; informing policymakers.
- Continue reaching out to different agencies to break down barriers.
- It needs to promote the self-advocacy movement to the younger generation.
- Area Board 10 can do better in providing more training opportunities for parents. The newsletter is great!
- Technical assistance, barrier elimination, systems design and redesign, demonstration of new approaches to services and supports.
- They provide a wonderful service to the San Diego and Imperial communities. They could provide better support with more staff...particularly a Spanish-speaking staff person based in the communities we serve.

SECTION IV: MEASURES OF COLLABORATION

1. Identify the critical issues/barriers affecting individuals with developmental disabilities and their families in your State that the DD Network (The State DD Council, Protection and Advocacy Agency, and UCEDD) has jointly identified:
 - a. Increasing integrated competitive employment for working age adults with developmental disabilities.
 - b. Improving options for transitions across the lifespan.
 - c. Expanding the leadership of self-advocates
 - d. Maintaining and improving access to healthcare and long-term care.
 - e. Increasing the cultural and linguistic diversity of the DD workforce and policy making bodies.
2. Describe the strategies collaboratively implemented by the DD Network for at least one of the issues/barriers identified above:

In the area of employment, the Council works with the other DD Partners in large system-wide collaborations initiated by the Council and partners: (1) the Employment First Committee, established as a committee of the Council pursuant to legislation in 2009 and (2) the California Employment Consortium for Youth (CECY). The Council sponsored legislation seeking to establish an employment first policy in statute. (3) Supporting self-advocacy participation in employment issues through the Employment First Committee, CECY, and Statewide Self-Advocacy Network.

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, the Department's Consumer Advisory Committee, and others. The SSAN focuses on leadership development, creating regional networks that feed into the statewide network, and improving the capacity of self-advocates throughout the state to have an influence on public policy affecting their lives.

3. Issue/Barrier:

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.

4. Provide a brief description of the collaborative strategies to address issue/barrier and expected outcome(s):

California Statute was amended in 2009 to add Section 4868 of the Welfare and Institutions code which establishes an Employment First Committee (EFC) reporting to the State Council on Developmental Disabilities. Pursuant to statute the EFC includes representatives from the California DD Partners: SCDD, DRC, and the three UCEDDs. The Chair of the Committee in 2012 was The UCLA UCEDD Director, Dr. Olivia Raynor. The Committee includes representatives from most major stakeholders, parents, self-advocates, and representatives of the Departments of Developmental Services, Education, Employment Development, and Rehabilitation

The EFC advises the Council on employment first policy and strategies to achieve improved employment outcomes.

In 2012, the Council, at the recommendation of the EFC, sponsored AB 254 and 2338 which would have created an Employment First Policy in statute. Both bills died, but the employment first policy legislation is now better positioned to succeed in the next legislative session. The Council worked especially closely with DRC and the UCLA UCEDD to educate legislators on the need for the policy. This included invited testimony at legislative hearings.

Another project where the Council works with all the DD Partners is the California Employment Consortium for Youth (CECY), 5-year employment systems change grant by The Administration on Intellectual and Developmental Disabilities to increase the number of youth and young adults with intellectual disabilities in integrated competitive employment (ICE). The State Council is a lead agency along with the Departments of Rehabilitation, Developmental Services and Education. The California Employment Consortium for Youth with Intellectual and Developmental Disabilities (CECY) is a 30 member highly knowledgeable and experienced employment work group comprised of the aforementioned lead state agencies, Youth Self-Advocates, Disability Rights California, the Family Resource Center Network of California, the Association of Regional Center Agencies, California Committee on the Employment of People with Disabilities, Community of Practice-Secondary Transition, UCLA Anderson School of Management, and the Tarjan Center UCEDD. Dr. Raynor of the Tarjan Center Chairs the consortium.

5. Check applicable areas of emphasis:

- Quality Assurance
- Education and Early Intervention
- Child Care
- Health
- Employment
- Housing
- Transportation
- Recreation
- Quality of Life
- Other – Assistive Technology
- Other – Cultural Diversity
- Other - Leadership
- Other – please specify:

6. Describe the DDC's specific role and responsibilities in this collaborative effort. Include any technical assistance expertise you can provide to other States in this area:

Council's Employment First Committee is a major focus of the efforts of the DD Partners, state agencies, stakeholders, self-advocates and parents to analyze the barriers to integrated competitive employment, recommend policy, develop strategies and priorities, and work together to implement strategies. The Council sponsored legislation to enact an Employment First Policy. The Council is a partner in CECY, created through the AIDD systems change grant, which is the other major forum for system wide collaboration. Both the RFC and CECY coordinate their work to avoid duplication of effort and create synergy. The Council supported the formation of the Statewide Self-Advocacy Network, which in part provides a forum for self-advocacy focus on employment.

7. Briefly identify problems encountered as a result of this collaboration, and technical assistance, if any, desired:

The Collaboration between the Partners have been relatively smooth, with the exception of the change in leadership at the Council and lack of staffing ta the Council. However, the new Deputy Director of Policy and Planning has stepped in to represent the Council in the forums and committees described above. The Council is searching for a permanent Executive Director who will represent the Council to the Partners, while the Deputy will probably continue to represent the Council in most of the employment related forums.

8. Describe any unexpected benefits of this collaborative effort:

The CECY collaboration has led to a vibrant forum that engages the Administration, the DD Partners, and relevant stakeholders in an unusually vibrant and promising set of work groups. The work with the Administration on both the EFC and CECY has garnered constructive engagement from the Administration.

While supporting self-advocacy is necessary to the promotion of self-determination, it has proved to be difficult to support self-advocates in ways where they productively engage in policy and show leadership to their peers. The initial work in forming the Statewide Self-Advocacy Network has resulted in a dynamic group of leaders with high expectations and strong leadership capacity. Similarly, the self-advocacy leaders on the EFC have made important contributions to the committee's work.

