



STATE PLAN COMMITTEE
MEETING NOTICE/AGENDA

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MEETING CODE:	8610332

DATE: February 2, 2016
TIME: 10:00 a.m. – 3:30 p.m.
LOCATION: State Council on Developmental Disabilities
1507 21st Street, Suite 210
Sacramento, CA 95811
916/322-8481

TELECONFERENCE LOCATION(S):

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Pursuant to Government Code §11123.1 and §11125(f), individuals with disabilities who require accessible alternative formats of the agenda and related meeting materials and/or auxiliary aids/services to participate in the meeting, should contact Michael Brett at 916/322-8481 or michael.brett@scdd.ca.gov . Requests must be received by 5 pm on January 26, 2016.

For additional information regarding this agenda, please contact Michael Brett, 1507 21st Street, Ste. 210, Sacramento, CA 95811, (916) 322-8481. Documents for an agenda item should be turned in to SCDD no later than 12:00 p.m. the day before the meeting to give members time to review the material. The fax number is (916) 443-4957

AGENDA

Page

1. **CALL TO ORDER** S. Smith
2. **ESTABLISH QUORUM** S. Smith
3. **WELCOME/INTRODUCTIONS** S. Smith
4. **PUBLIC COMMENTS**
*This item is for members of the public only to provide comments and/or present information to the Council on matters **not** on the agenda. Each person will be afforded up to three minutes to speak. Written requests, if any, will be considered first.*
5. **DISCUSSION OF POSSIBLE STATE PLAN GOALS AND OBJECTIVES** J. Fernandez/All 3
6. **FUTURE 2016 MEETING DATES FOR:** S. Smith/All
June, August, and November
7. **ADJOURN** S. Smith

5. DISCUSSION OF POSSIBLE STATE PLAN GOALS AND OBJECTIVES

2017-21 (Proposed) State Plan

Goal 1: Employment

Californians will receive the necessary information, tools and supports to invest in and increase competitive, integrated employment opportunities for people with I/DD.

1. The Council will identify, create and disseminate supportive, culturally competent strategies that facilitate competitive, integrated employment (CIE) of people with I/DD. Training and outreach will include self-advocates as trainers. Training will include information about accommodations, assistive technology needs, adaptive equipment, and services.
2. The Council will work with its federal partners to develop and support legislation to increase CIE for people with I/DD. This will include the development and dissemination of resources to access vocational training and higher education.
3. The Council will collaborate with state and local agencies to collect employment data and monitor/report progress toward all outreach efforts and CIE for people with I/DD.

Goal 2: Housing

People with I/DD have access to affordable and accessible housing that provides control, choice and flexibility regarding where and with whom they live.

1. The Council will identify short and long-term housing strategies for the development and/or provision of available low-cost, safe, fully integrated community housing for people with I/DD.
2. The Council will monitor and address barriers to accessible, integrated housing.

Goal 3: Health and Safety

Californians w/ I/DD will have increased access to health, public safety, and related services that meet their needs and health care preferences.

- 1. The Council and its collaborative federal partners will provide training to 1,200 people with I/DD, their families, and caregivers about the availability of and access to health and public safety-related services and supports.**
- 2. The Council, its federal partners, and self-advocates will offer information and at least 20 trainings to law enforcement/court personnel, health care providers, and/or other care professionals about disability-related health and safety issues. This will include information about assistive technology and augmentative communication.**
- 3. The Council and its federal partners will support legislative and other efforts to increase accessibility to health care services and decrease service disparities in unserved/underserved populations in California.**

Goal 4: Early Intervention & Education (Transition & PSE)

People with I/DD and their families will have increased information, training & guidance to obtain inclusive education services throughout the lifespan.

- 1. The Council and its federal partners will increase the number of children identified for early intervention services through training and dissemination of information on developmental milestones and intervention services for families and care providers of young children.**
- 2. The Council will collaborate with its federal partners to provide information, training and technical assistance to professionals and at least 2,000 families and/or self-advocates, at least 750 of whom are Spanish-speaking, so that they are prepared to effectively advocate for appropriate inclusive educational services. Training will include restrictions regarding the use of seclusion and restraint.**
- 3. The Council will provide information and technical assistance to prepare at least 1,000 students and/or their families to become effective advocates in developing transition plans that address independent living options & PSE/Vocational training, supports and services. These outreach efforts will include professionals.**

Goal 5: Formal & Informal Community Supports

People with I/DD and their families have support to access community-based services available to the general population.

- 1. The Council will solicit data twice per year from its state and federal partners to identify and respond to disparities and gaps in services for populations of unserved/underserved people with I/DD. This will include meeting mandates for providing information in other languages.**
- 2. The Council will provide support and training to at least 1,500 people with I/DD and families to implement the Self-Determination Program and will convene at least 2 annual meetings of the statewide Self-Determination Advisory Committee.**
- 3. The Council will establish partnerships with stakeholders to annually monitor the transition process of people with I/DD from institutional to community settings to ensure that appropriate placements and services are available.**

Goal 6: Self-Advocacy

People with I/DD and families have the information, skills, opportunities and support to advocate for their rights and services and to achieve independence, self-determination, productivity, integration and inclusion in all areas of community life. This will include youth and cross-disability groups.

- 1. The Council will provide financial and in-kind staff support to family and self-advocates statewide and will annually train 1,500 people with I/DD to become effective self-advocates. This will include understanding and accessing opportunities for the Self-Determination Program.**
- 2. The Council will provide train-the-trainer workshops to promote self-advocate leadership within the statewide network, annually preparing at least 50 self-advocates as trainers.**
- 3. The Council and its federal partners will collaborate to ensure that training and materials are culturally and linguistically appropriate. This will include access to assistive technology.**

Criteria to Assess Goals

GOAL: A broad statement of purpose that describes the expected 5-year effects in an area of focus.	1	2	3	4	5	6
1. Does it specify an expected program effect in addressing an issue for people with developmental disabilities and their families?	Yes					
	No					
2. Is a target population identified?	Yes					
	No					
3. Is it a declarative statement?	Yes					
	No					
4. Is it free of jargon?	Yes					
	No					
5. Is it concise?	Yes					
	No					
6. Is it easily understood?	Yes					
	No					
7. Is it stated in positive terms?	Yes					
	No					
8. Does it provide a framework for strategies and objectives?	Yes					
	No					

Unclear Goal 1: Quality affordable accessible health care will be provided throughout the lifespan.

This is not a good goal because it does not identify a target population and does not specify an effect in addressing a healthcare issue.

Improved Goal 1: People with developmental disabilities and their families will have increased access to health care services that meets their needs and preferences.

Unclear Goal 2: To increase inclusive education for children K-12 by providing information and training for parents of children K-12 by increasing the number of parent advocates participating in IEP meetings and obtaining services.

This is not a good goal because it is not concise and uses jargon. It can be simplified to:

Improved Goal 2: People with developmental disabilities and their families will have increased information to obtain inclusive education services.

Criteria to Assess Objectives

Is the objective SMART?		1.1	1.2	1.3	2.1	2.2	3.1	3.2	3.3	4.1	4.2	4.3	5.1	5.2	5.3	6.1	6.2	6.3	
Specific:	What (action/activity) is proposed?	Yes																	
		No																	
Specific:	Who are the target populations <i>and</i> the persons doing the activity?	Yes																	
		No																	
Measurable:	How much change is expected?	Yes																	
		No																	
Achievable:	Can it be realistically accomplished given current resources and constraints?	Yes																	
		No																	
Realistic:	Does it address the scope of the program and propose reasonable programmatic steps?	Yes																	
		No																	
Time-phased:	Does it provide a timeline, indicating when the objective will be met?	Yes																	
		No																	

Non-SMART Objective: Create an environment which assures the need for quality affordable health care is addressed by health care providers and incorporated into state policy through advocacy, training and information dissemination.

This objective is not SMART because it is not specific, measurable, achievable, realistic, or timely.

SMART Objective: By year two of the project, the DDC will increase knowledge and awareness among 200 people with developmental disabilities and their families about the availability of health care and how to access health care related services and supports.

Goals:

- #1: Employment**
- #2: Housing**
- #3: Health & Safety**
- #4: Education & Early Intervention & Transition & PSE**
- #5: Formal & Informal Community Supports**
- #6: Self-Advocacy**

Area of Emphasis	#1	#2	#3	#4	#5	#6
Child Care						
Education & Early Intervention						
Employment						
Formal and Informal Community Supports						
Health						
Housing						
Quality Assurance						
Recreation						
Transportation						
Strategies	#1	#2	#3	#4	#5	#6
Barrier Elimination						
Coalition Development and Citizen Participation						
Coordination with Related Councils, Committees and Programs						
Demonstration of New Approaches to Services and Supports						
Informing Policymakers						
Interagency Collaboration and Coordination						
Outreach						
Supporting and Educating Communities						
Systems Design and Redesign						
Technical Assistance						
Training						
Focus	#1	#2	#3	#4	#5	#6
Individual Advocacy						
System Change						
Self-Advocacy Requirement						
Targeted Disparity						
Collaboration						
Intermediaries/Collaborators	#1	#2	#3	#4	#5	#6
DDS (State DD Agency)						
Disability Rights California (State Protection & Advocacy System)						
UCEDD (University Centers for Excellence in I/DD)						
Others:						

5-Year State Plan Goals and Objectives

Overview

The Administration on Intellectual and Developmental Disabilities administers the DD Council Program as authorized by the Developmental Disabilities Assistance and Bill of Rights Act (DD Act, PL 106-402). The DD Act requires each DD Council to develop and implement a 5-year State plan and specify 5-year goals, as developed through data driven strategic planning for advocacy, capacity building, and systemic change related to the areas of emphasis to be undertaken (Section 124(c)(4)(A)). This document includes information about how to write good 5-year goals, examples of good 5-year goals and a 5-year goals checklist. In addition, this document includes information about writing SMART objectives, examples of SMART objectives and a SMART objectives checklist.

Writing Good Five-Year Goals

A **goal** is a measurable statement of purpose for the desired long-term (5-year), global impact of the area of focus. Goals generally address change.

Well written goals help to establish the overall direction for and focus of a DD Council, define the scope of what the DD Council should achieve, and serves as the foundation for developing DD Council strategies and objectives. Strategies are the means or broad approach by which a DD Council will achieve its goals. Objectives are statements that describe DD Council results to be achieved and how they will be achieved. Both strategies and objectives should align with 5-year State plan goals.

“Good” goals

- Specify an expected effect
- Identify the target population to be affected
- Set overall priorities

Additionally, “good goals” are

- **Declarative statements**—provide a complete sentence that describes an outcome.
- **Jargon free**—use language that most people in the field outside the DD Council are likely to understand.
- **Concise**—get the complete idea of your goal across as simply and briefly as possible, leaving out unnecessary detail.
- **Easily understood**—provide a goal in which the language is clear and easily understood.
- **Positive terms**—frame the outcomes in positive terms. Avoid the use of double negatives.
- **Framework for objectives**—provide a framework so that the objectives are stepping stones to make progress to achieve the goals.

Checklist

Criteria to assess goals	yes	no
GOAL: A broad statement of DD Council purpose that describes the expected 5-year effects of an area of focus.		
1. Does it specify an expected program effect in addressing an issue for people with developmental disabilities and their families?		
2. Is a target population identified?		
3. Is it a declarative statement?		
4. Is it free of jargon?		
5. Is it concise?		
6. Is it easily understood?		
7. Is it stated in positive terms?		
8. Does it provide a framework for strategies and objectives?		

Five-Year Goal Examples

Unclear Goal 1: Quality affordable accessible health care will be provided throughout the lifespan.

This is not a good goal because it does not *identify a target population and does not specify an effect in addressing a healthcare issue.*

Improved Goal 1: People with developmental disabilities and their families will have increased access to health care services that meets their needs and preferences.

Unclear Goal 2: To increase inclusive education for children K-12 by providing information and training for parents of children K-12 by increasing the number of parent advocates participating in IEP meetings and obtaining services.

This is not a good goal because it is *not concise and uses jargon.* It can be simplified to -

Improved Goal 2: People with developmental disabilities and their families will have increased information to obtain inclusive education services.

Objectives

An **objective** is a **specific, measurable** statement of the desired immediate or **direct outcomes** of the initiative that **support the accomplishment** of a goal. Objectives are more **immediate than goals**, are the basis for **monitoring and implementing** strategies and activities, and **set targets for accountability**. Often times, objectives are a **source for evaluation questions**.

In general, objectives:

- ✓ Describe **results to be achieved** and the manner in which results **will be achieved**.
- ✓ Set **targets for progress and accountability**

Writing SMART Objectives

The SMART method of writing objectives provides a framework to ensure a **quality objective**.

What is the SMART method? Each letter of the words below create the acronym SMART

- **Specific:**
 - **Who?** (Target population and who is doing the activity) and **what?** (Action or broad activity for the objective).
 - Use **action verbs**; objectives with more than one verb imply that **more than one activity is being measured**.
 - **The greater the specificity, the greater the measurability.**
- **Measurable:**
 - The **focus is on “how much”** change is expected. Objectives should **quantify the amount of change expected**. It is **impossible to determine whether objectives have been met unless they can be measured**.
 - The objective provides a **reference point** from which a **change in the target population can clearly be measured**.
- **Achievable:**
 - Objectives should be **attainable within a given time frame and given resources**
- **Realistic:**
 - Objectives are most useful when they **accurately address the scope of the issue and programmatic steps that can be implemented within a specific time frame**.
 - Objectives that do not **directly relate to the 5-year goal** will not help toward achieving the goal.
- **Time-phased:**
 - Objectives should provide a **time frame indicating when the objective will be measured or a time by which the objective will be met**.
 - **Including a time frame in the objective helps in planning and evaluating.**

Objectives Checklist

Is the objective SMART?	Yes	No
Specific: Who (target population and persons doing the activity?)	<input type="checkbox"/>	<input type="checkbox"/>
Specific: What (action/activity)	<input type="checkbox"/>	<input type="checkbox"/>
Measurable: How much change is expected	<input type="checkbox"/>	<input type="checkbox"/>
Achievable: Can be realistically accomplished given current resources and constraints	<input type="checkbox"/>	<input type="checkbox"/>
Realistic: Addresses the scope of the program and proposes reasonable programmatic steps	<input type="checkbox"/>	<input type="checkbox"/>
Time-phased: Provides a timeline indicating when the objective will be met	<input type="checkbox"/>	<input type="checkbox"/>

Non-SMART Objective: Create an environment which assures the need for quality affordable health care is addressed by health care providers and incorporated into state policy through advocacy, training and information dissemination.

This objective is not SMART because it is not specific, measurable, achievable, realistic, or timely.

SMART Objective: By year two of the project, the DDC will increase knowledge and awareness among 200 people with developmental disabilities and their families about the availability of health care and how to access health care related services and supports.

Reference and Resource: Good Goals and Smart Objectives Resources.
Available at <http://www.cdc.gov/HealthyYouth/evaluation/resources.htm>