



NOTICE/AGENDA

**STATE COUNCIL ON DEVELOPMENTAL DISABILITIES
STATE PLAN COMMITTEE MEETING
POSTED AT: www.scdd.ca.gov**

This is a teleconference and zoom meeting only. There is no physical location being made available to the public. Per [EXECUTIVE ORDER N-29-20](#), teleconferencing restrictions are waived during the COVID-19 pandemic. Therefore, Committee members are not required to list their remote locations and members of the public may participate telephonically or by Zoom from any location. Accessible formats of all agenda and materials can be found online at www.scdd.ca.gov.

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CALL IN NUMBER: **888 475 4499 Toll-free**
MEETING ID: **913 6803 0741**

DATE: June 30, 2021

TIME: 10:00 AM – 2:30 PM

COMMITTEE CHAIR: Kilolo Brodie

Item 1. CALL TO ORDER

Item 2. ESTABLISH QUORUM

Item 3. WELCOME AND INTRODUCTIONS

Item 4. PUBLIC COMMENTS

This item is for members of the public only to provide comments and/or present information to the Committee 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.

Item 5. APPROVAL OF JANUARY MEETING MINUTES  Page 3**Item 6. CYCLE 44 PROGRAM DEVELOPMENT GRANTS  Page 6**

Kilolo Brodie, Committee Chair & Aaron Carruthers, Executive Director

- a. Review scoring team recommendation(s) and send recommendation(s) to the July 2021 Council meeting for funding approval.
 - b. Review and provide feedback on Grant Cycle 44 Presentation to the Council
-

Item 7. 2022-2026 STATE PLAN - UPDATE

Rihana Ahmad, Manager

Item 8. NEXT MEETING DATE

November 16th

Item 9. ADJOURNMENT

Accessibility:

Pursuant to Government Code Sections 11123.1 and 11125(f) and Executive Order N-29-20 (this Executive Order can be found by clicking the link on page one of the agenda or typing <https://www.gov.ca.gov/wp-content/uploads/2020/03/3.17.20-N-29-20-EO.pdf> into your web browser), individuals with disabilities who require accessible alternative formats of the agenda and related meeting materials and/or auxiliary aids/services to participate in this meeting should contact Robin Maitino-Erben at (916) 263-8193 or robin.maitino@scdd.ca.gov. Please provide at least 3 business days prior to the meeting to allow adequate time to respond to all requests.

All times indicated and the order of business are approximate and subject to change.

JUNE 30, 2021

AGENDA ITEM 5

ACTION ITEM

**STATE COUNCIL ON DEVELOPMENTAL DISABILITIES
STATE PLAN COMMITTEE**

Approval of January 2021 Minutes

Members will review and approve the January 19, 2021 meeting minutes.

Action Recommended

Approve the January 19, 2021 minutes.

Attachment(s)

January 19, 2021 Meeting Minutes



DRAFT

**State Plan Committee Meeting Minutes
January 19, 2021**

Attending Members

Sandra Aldana (SA)
Kilolo Brodie (FA)
David Pegos (FA)
Lee Bycel (FA)
Nicole Adler (SA)

Members Absent

Mathew Lagrand (SA)

Others Attending

Rihana Ahmad
Aaron Carruthers
Janet Fernandez
Beth Hurn

Others Attending

Charlotte Endres
Kristie Allensworth
Robin Maitino-Erben
Sarah Wasiak
Vilma Ruvalcaba
Diane Lotivio
Sylvia Haro
Marlene Pinotti

1. CALL TO ORDER

Committee Chair Kilolo Brodie (FA) called the meeting to order at 10:40 A.M.

2. ESTABLISH QUORUM

A quorum was established.

3. WELCOME/INTRODUCTIONS

Members and others introduced themselves as indicated.

4. PUBLIC COMMENTS

There were no public comments

5. APPROVAL OF THE NOVEMBER 16th MEETING MINUTES

It was moved/seconded (Pegos [FA]/Aldana [SA]) and carried to adopt the November 16, 2021 meeting minutes as presented. (Unanimous, with Committee Members Aldana, Brodie, Bycel, and Pegos voting)

6. CYCLE 44 PROGRAM DEVELOPMENT GRANTS

On November 16, 2020, the Committee met and began the Cycle 44 Grant process by adopting the proposed timeline and establishing the Grants' geographical and priority focus. Members acted to recommend a statewide focus that is open to Goal 2 (Systems Change) and/or Goal 3 (Capacity

Building) for Cycle 44. Additionally, members acted to recommend two focus areas which would be divided into two distinct RFPs, one with a focus on Inclusive Education and a second to be focused on Health & Safety.

In response to this action, Committee Chair Kilolo Brodie and State Plan Manager Rihana Ahmad presented the draft Cycle 44 Program Development Grant project descriptions and Request for Proposal (RFP) template to the Committee. One project description for the Health and Safety project with an emphasis on Mental Health and Wellbeing was presented as well as two project descriptions options for Inclusive Education project. Inclusive Education Option 1 would fund a project to develop a comprehensive inclusive education plan, while Inclusive Education Option 2 would fund a needs assessment project. Committee members made very little changes to the Health and Safety project other than adding clarifying information. While the Committee took a hybrid approach to Option 1 of the Inclusive Education project making it much more focused on increasing inclusive practices. Following Committee discussion, staff was directed to make the requested changes to the project descriptions to clarify who may apply, which projects will be given priority and the expected outcomes and took the below actions.

It was moved/seconded (Pegos [FA]/Bycel [FA]) and carried to adopt the amended Inclusive Education Program Option 1 project description.
(Unanimous – see page one for a list of voting members.)

It was moved/seconded (Aldana [SA]/Bycel [FA]) and carried to adopt the amended Health and Safety project description. (Unanimous – see page one for a list of voting members.)

It was moved/seconded (Pegos [FA]/Bycel [FA]) and carried to recommend that the Council adopt of the draft Cycle 44 Project descriptions and RFP template. (Unanimous – see page one for a list of voting members.)

7. **2021 MEETING DATES**

Remaining 2021 meeting dates are May 7th, June 15th and November 16th 2021.

8. **ADJOURNMENT**

Committee Chair Kilolo Brodie adjourned the meeting at 1:41 P.M.

JUNE 30, 2021

AGENDA ITEM 6

ACTION ITEM

STATE PLAN COMMITTEE

STATE COUNCIL ON DEVELOPMENTAL DISABILITIES

Cycle 44 Program Development Grants

At the January 26th meeting, the Council acted to award Program Development Grant (PDG) Cycle 44 funding at the statewide level in two focus areas: Mental Health (\$160,000) and Inclusive Education (\$100,000).

The scoring team met on June 7th to review the proposals and is recommending 3 projects for Mental Health and 1 project for Inclusive Education. The State Plan Committee will be presented with the scoring team's recommendations for consideration for Grant Cycle 44.

Members will review the scoring team recommendations and send recommendations to the July 2021 Council meeting for funding approval. Members will also provide feedback on the Grant Cycle 44 presentation to the Council

Action Recommended

Recommend approval of the scoring team's recommendations to the full Council at the July 27, 2021 Council meeting.

Attachment(s)

Cycle 44 Proposals Recommended for Funding

PROGRAM DEVELOPMENT GRANT CYCLE 44 PROPOSALS RECOMMENDED FOR FUNDING

Proposal Number:	SCC4406
Recommended Funding:	\$41,902
Project Area:	Health and Safety
Number of People Served:	63 staff and individuals with I/DD

Proposal Summary: The goal of the pilot project is to effectively combine two best-practices to establish robust upstream mental health supports for people with I/DD. Individuals with I/DD and their families will benefit from reduced stigma and increased mental health resources. The long-term impact will be for people with I/DD to have the skills they need to live the life they choose. The pilot will apply two evidence-based, complimentary mental health interventions: Mental Health First Aid (MHFA) and Dialectical Behavior Therapy Skills (DBT Skills), to two cohorts of people with I/DD. MHFA builds awareness of mental health issues and addresses stigma. DBT Skills builds emotional regulation skills that help individuals cope with symptoms and interact effectively with peers, family, and employers. They will share the results of the pilot statewide, with guidance on how to effectively support and address mental wellness for people with I/DD.

Once the pilot is complete, the agency will support individuals and families statewide by helping other providers implement the evidence-based practices. The statewide implementation will result in systemic changes in the way the I/DD service industry supports people with co-occurring disorders.

Proposal Outcome/Output: The goal of the project is to establish robust mental health support for people with I/DD by implementing two, complementary evidence-based practices.

Outputs:

- 13 staff complete the DBT Skills Instructor training
- 50 people complete the DBT Skills course
- 63 staff and people supported complete MHFA training
- 10 presentations statewide about the results and lessons learned

Short-Term Outcomes:

- At least 90% of staff increase their confidence in supporting individuals with behavioral challenges by learning to teach DBT Skills
- At least 90% of people will increase their ability to label and identify emotions
- At least 90% of people will increase their ability to cope with mental health symptoms using mindfulness
- At least 90% of staff and people supported increase their confidence and likelihood to help an individual in distress and/or help themselves through stressful situations
- At least 90% of service providers increase their knowledge about how to support people with I/DD and mental health challenges

Long-Term Outcomes (system-wide impact):

- Reduced stigma around mental health
- Increased awareness of behavioral health symptoms, coping skills, and resources
- Higher employment retention for individuals with I/DD and behavioral challenges
- Increased housing stability for individuals with I/DD and behavioral challenges
- Increased ability for people with IDD to live the life they choose

Agency Description: This organization is a non-profit organization supporting people in living the life they choose. They partner with people with disabilities, people with mental health diagnoses, and young adults to pursue their hopes and dreams through strengthening workplace abilities, building life skills, and developing meaningful relationships. They have 57 years of experience providing I/DD services and 40 years of experience providing Behavioral Health Services. Currently the organization offers 70+ contracted services for people with I/DD and/or mental health diagnoses.

Proposal Number:	SCC4408
Recommended Funding:	\$57,808
Project Area:	Health and Safety
Number of People Served:	24 individuals;128 family members

Proposal Summary: This project will address the mental health needs among people with I/DD who are transitioning to adulthood and their families through support and information to increase their knowledge and skills and decrease their anxiety. The project components are sessions presented in Spanish on topics relating to transition to adulthood and planning for the future, support group sessions led by a Spanish-speaking mental health professional, and production of five culturally competent videos in Spanish on mental health.

The project proposes to alleviate the anxiety, distress and despair experienced by parents of youth with I/DD entering adulthood by providing parent training and mental health support. Access to information in Spanish would educate the Hispanic community, relieve their uncertainty and fear, help them build confidence, and empower them to make informed decisions about their child's future. A robust support group of Spanish speaking parents with a singular focus on transition to adulthood will further serve to strengthen families.

The project proposes to address the mental health needs among people with I/DD and/or their families through a four-component project.

The components are:

1. Virtual Parent Cafe sessions - presented in Spanish on topics relating to transition to adulthood and planning for the future
2. Virtual Support group sessions led by a Spanish-speaking mental health professional
3. A library of culturally competent videos developed in Spanish on mental health topics. (These videos will also be posted on the SCDD website/online training platform)
4. Expansion of the current program for adults with I/DD that encourages friendships and reduces feelings of depression and isolation. The program will be expanded to provide Spanish language support and culturally relevant topics.

Proposal Outcome/Output: Surveys will be administered following the Parent Cafes, the mental health groups, and the six-week series (Components 1, 2 and 4) to evaluate the project activities. Staff will collect and analyze the data from the evaluations to be included in the bi-monthly reports. The analysis will assess the project participant's satisfaction with the information presented, the increase in their knowledge about the topics, and whether they plan to act as a result. Staff will also make modifications to the program delivery, based on the feedback. The number of views of the Spanish language videos will be tracked and reported.

Components 1, 2 and 4 will have slots available for 24 individuals with I/DD and 128 family members to participate. Many will attend more than one session or meeting in order to increase their knowledge and enhance their mental health through ongoing education and support. The activities will continue after the grant if sufficient funding can be secured for Components 1, 2 and 4 from other sources. Component 3, the Spanish language videos, will continue to be available to anyone with an internet connection.

Outcomes/Outputs:

- 128 family members will participate in Parent Cafe and mental health groups and 500 people will view the Spanish language videos.
- 90% of participants completing a survey after attending a Parent Cafe will agree that the information was useful.
- 90% of participants completing a survey after attending a Parent Cafe will agree that they feel more confident to make decisions regarding their child's transition to Adulthood
- 90% of participants completing a survey after attending a Mental Health series will agree that the support and information provided increased their emotional well-being
- 90% of participants (or participant's caregiver) attending a six-week series will report that they feel less lonely and happier because of this project.
- Three promising practices will be created with this funding.

Agency Description: This agency was founded in 1976 by several mothers of children with I/DD. Their mission is to help children and adults with special needs receive support and services they need to reach their full potential by providing information, training, and resources to build strong families and improve systems of care. With 40+ years of supporting families, their experienced staff members have a national reputation for being a trusted source of information for helping parents, caregivers, and children with special needs.

They have specialists in the areas of community resources, special education, and assistive technology. The culturally diverse staff members speak many different languages, including English, Spanish, and Vietnamese. Over 90% of the program staff are also parents of children with special needs who shifted their career path to help others. These experienced staff members have a national reputation for being a trusted source of information and for helping parents and children with special needs.

Proposal Number:	SCC4404
Recommended Funding:	\$55,030
Goal Area:	Health and Safety
Number of People Served:	300

Proposal Summary: In order to address the gap in mental health services for people with Down syndrome and their families, the agency is launching a new program the Mental Health and Wellness Alliance (MHWA). The goal of this Alliance is to create a collaborative approach between agencies that serve those with I/DD and the mental health community by offering access to training, tools, materials, communication systems, and ongoing support that will result in people of all ages with Down syndrome and other I/DD to better access and navigate high quality mental health services. To do this, they will provide training to mental health professionals in working with families with a child or adult with Down syndrome and other I/DD, as well as the communication supports and training families and clinicians need to effectively serve this population, along with an array of treatment modalities.

The MHWA program includes the following integrated components:

- Expert-provided training workshops for clinicians regarding the unique needs of individuals with Down syndrome and their parents/families.
- Referral to short-term licensed family therapy; individual therapy for people with Down syndrome (minimum of 12 sessions) and/or their parents/caregivers or siblings; as well as grief counseling. These services will be provided via telehealth until it is safe to provide them in person.
- Art, play, and drama therapy for their members with Down syndrome (may be offered when their members with Down syndrome or their siblings have a difficult time expressing themselves or in their program, where this type of therapy works well for group activities).
- Workshops and classes for their families on self-care, wellness, and navigating mental healthcare, featuring mental health providers and experts (currently provided via videoconference).
- Training by mental health providers for staff in facilitating therapeutic support groups.
- Alternative and Augmentative Communication (AAC) support and access to training and a comprehensive lending library of materials (such as tailored low-tech communication boards) for therapists working with individuals with complex communication needs.

Proposal Outcome/Output: One of the goals of this pilot program is to collect data to determine how training and support to the mental health community will help to increase access to mental healthcare among people with I/DD and their families, and to develop a promising practice that can be replicated.

Outcomes/Outputs:

- Create a pilot program that will test a new promising practice to bring a currently fragmented approach to mental health services in the Bay Area for people with I/DD into one coordinated, replicable system of care that is tailored toward people with I/DD and communication difficulties.
- Train a minimum of 50 mental health providers in working with the Down syndrome population and others with I/DD and communication difficulties and their families.
- Educate a minimum of 200 additional professionals in the field of mental health and/or services to people with I/DD through dissemination of the results of the pilot year of the program.
- Provide increased access to mental health services for an estimated 50 individuals with Down syndrome in the pilot year and their families (a total of 250 people receiving mental health counseling services or workshops).
- A minimum of 80% of workshop participants will indicate that their knowledge of mental health supports and services, and their ability to navigate and access those services, have increased as a result of the program.
- A minimum of 80% of program participants will rate their satisfaction with the program as good or excellent on a five-point scale following service delivery. A minimum of 70% of individuals with Down syndrome referred for short-term therapy will report an increase in coping tools and skills to improve their mood and functioning.
- A minimum of 70% of families referred for short-term marriage and family therapy will report an increase in coping tools and skills to improve family functioning and decrease stress.

Products to be delivered to the SCDD include a report on the initial results of the program, which can be shared with other grantees and stakeholders throughout the state and beyond. In addition, all the materials, tools, and supports that are developed for this program will be shared with SCDD.

Agency Description: This agency was founded in 1998 and is passionate and dedicated to encouraging the unlimited potential in children and adults with Down syndrome. Their mission is to empower, inspire and support people with Down syndrome, their families and the community that serves them, while fostering awareness and acceptance in all areas of life.

They pride themselves on developing services that are in line with their members' needs and continuously breaking down barriers to success by providing resources, technology and education through direct services, public policy outreach, education advocacy, new parent outreach, support groups and more to reflect the diverse needs of their members.

Their staff of more than two dozen includes experts in developmental disabilities, education and special education, social work, speech language pathology, AAC, I/DD and aging, dual diagnoses of Down syndrome and autism spectrum disorder, music therapy, and bilingual (English and Spanish) support. They also benefit from an 18-member technical advisory board that includes clinical psychologists, occupational therapists, behavior analysts, special educators, speech and language pathologists, and special needs attorneys.

Proposal Number:	SCC4414
Recommended Funding:	\$87,000
Goal Area:	Inclusive Education
Number of People Served:	A minimum of 55 students 100 family members 165 educators

Proposal Summary: The proposed project will refine inclusive education practices for students with intellectual and developmental disabilities to ensure that self-determination and person-centered planning practices are strategically embedded within students' educational programs from preschool through 12th grade. The project will involve a combination of structural changes to the IEP process (preparation, meeting structure, and implementation), professional development and coaching for educators and other IEP team members implementing proposed practices, parent training, training of teacher candidates within an education specialist preparation program, and documentation of practices to support dissemination and training of additional organizations at the end of the grant period.

Adjustments to the IEP process - Prior to an IEP meeting, families will be invited to complete a short survey (in English, Spanish, Hebrew, and Amharic) focused on their child's strengths, interests, and goals.

Training for Educators and Families - Professional development for school-based IEP team members and paraprofessionals will include a series of trainings, paired with coaching sessions.

Parent Training - Parent training will include a series of facilitator-led presentations and conversations,

Embedded Instruction on Self-Determination Skills - Following training, educators will implement the Self-Determined Learning Model of Instruction to embed instruction on goal setting and practice of self-determination skills in the context of general education settings and routines. Mini-lessons consistent with this training will be provided to all students (with and without disabilities) in general education advisory classes in grades 6-12.

Pre-service Teacher Training - Training in the SDLMI, student-led IEPs, and the development of IEP goals aligned with self-determination in inclusive settings will be provided to candidates pursuing an education specialist teaching credential at CSU, Northridge.

Resources, trainings, and outcomes housed on the created website will be shared with families and educators statewide through conference presentations, webinars, and with assistance of statewide partners and materials available to partner organizations across the state.

Proposal Outcome/Output: Students will benefit from an increased emphasis on active participation in decision-making about their own supports and services, as well as opportunities for increased voice and control within typical daily routines at home and in inclusive educational settings. In addition to those students directly impacted, project materials and trainings will be shared across the state (and beyond), will result in a manuscript for publication, and project staff will make themselves available to school, district, and state partners seeking to replicate all or part of the project.

Products that will be developed include: training materials for educators and families; SDLMI student and teacher materials adapted for younger students; surveys, checklists, and tools for embedding person-centered planning within the IEP process; website to house resources and recorded trainings; evaluation materials (surveys for educators, families, and students; artifacts demonstrating tasks completed); and a manuscript for peer-reviewed publication.

Outcomes:

- At least 55 students with ID/DD will participate in project activities through participation in person-centered planning activities, participation in the IEP process, and through practice of self-determination skills.
- At least 50 family members of students with I/DD will participate in person-centered planning activities, participation in the IEP process, and determination of target skills related to self-determination for their child with I/DD.
- At least 100 family members will participate in at least one live/recorded training session.
- At least 165 educators will attend at least three training sessions and indicate satisfaction.
- At least 55 students with I/DD will demonstrate increases in self-determination skills.
- At least 85% of families of students with ID/DD will indicate they either "agree" or "strongly agree" with survey items re: satisfaction with project activities.

- At least 85% of students with ID/DD who participated in PCP and directing their IEP with indicate satisfaction with the process.
- Agency will change procedures to adopt and begin implementation of person-centered and student-led IEP practices.
- At least 85% of students with ID/DD will have at least one IEP goal aligned with self-determination by the end of the 2021-2022 academic year.
- At least 10 teachers in grades 6-12 will implement the Self-Determined Learning Model of Instruction in advisory classes.
- At least 200 educators beyond this project will access at least one project training, either live or recorded.
- At least 30 preservice teachers will receive training in implementation of the SDLMI.
- Schoolwide systems implemented will be studied by CSUN faculty, resulting in a manuscript prepared for publication and at least one conference presentation at a conference attended by education researchers.
- Systems developed, recorded trainings, and all materials will be available at no cost online, will be posted on the SCDD website/online training platform and will be disseminated by partners, e.g. LAUSD, Supporting Inclusive Practices, CSUN, Family Focus Resource Center, and Disability Voices United.

Agency Description - This agency is a nonprofit organization established in 1990. They are a national leader in the development and implementation of a unique model of inclusive education. Their mission is to alter the educational landscape so that all children, including those with intellectual and developmental disabilities, receive equal opportunity to thrive academically, socially, and physically.

This agency serves as a model for educators through its partnership with Cal State Northridge's Michael D. Eisner College of Education and the Los Angeles Unified School District. It facilitates research opportunities and regularly hosts visitors from surrounding districts and as far away as Japan and the United Kingdom who are interested in replicating these successes in their own schools and communities.

JUNE 30, 2021

AGENDA ITEM 7

**STATE PLAN COMMITTEE
STATE COUNCIL ON DEVELOPMENTAL DISABILITIES**

2022-2026 State Plan

SCDD Manager - State Plan & Self-Advocacy, Rihana Ahmad will provide an update on the 2022 - 2026 State Plan, including minor edits to the State Plan Goals and Objectives and an overview of the process of developing a 5-year strategic plan to achieve the goals and objectives.

Action Recommended

None

Attachment(s)

Updated 2022 – 2026 State Plan

2022-26 State Plan

Goal 1

The Council will **support people with intellectual/developmental disabilities to become strong self-advocates, peer trainers and community leaders.**

Objectives

1.1

The Council will provide information, resources and 125 trainings to strengthen 1,250 self-advocates in:

- 1)** identifying and asking for the supports and services that they need;
- 2)** becoming and serving as peer trainers; and,
- 3)** developing skills and opportunities to engage as strong activists for issues that are important to them and their families

1.2

The Council will support self-advocates in peer networks by providing facilitation, tangible supports and peer advocacy/leadership opportunities through at least 1 statewide and 12 regional self-advocacy entities, reaching 6,000 self-advocates.

1.3

In the event of unforeseen project opportunities, emerging needs, and/or community, cross-regional or statewide requests, the Council may engage in additional activities with and/or on behalf of self-advocates and those who support and serve them.

Goal 2

The Council will lead in partnership with family/self-advocates and others to protect and enhance civil rights and improve community-based systems to be more fully inclusive and supportive of people with intellectual/developmental disabilities and their families.

Objectives

2.1

The Council will develop, improve and/or change 30 practices, 15 policies, and 10 regulations (or guidance) and/or laws in the systems of regional centers, community-based services, and governmental entities. This work will include the areas of employment, education, housing, and/or health/safety in ways that will benefit people with intellectual/developmental disabilities and protect their civil rights, promote full inclusion, and/or provide additional supports and services, improving their lives in tangible ways.

2.2

The Council will engage in 20 regional and 5 statewide innovative/special projects and/or events in the areas of employment, education, housing, and/or health/safety to:

- 1) Support** 5,000 people (family/self-advocates and others) in systems change efforts and give them information, skills and/or supports to increase their abilities to become effective advocates; and/or,
- 2) Increase** services to improve supports for people with intellectual/developmental disabilities and their families.

2.3

The Council, in collaboration with California's four (4) partners (one Protection and Advocacy agency and three University Centers for Excellence in Developmental Disabilities), will seek to improve the generic service system that impacts people with intellectual/developmental disabilities who are underserved by choosing an area of emphasis in the State Plan, such as education, employment, housing, and/or health/safety, and report on how that system is serving people with I/DD, gaps in that service delivery system, recommendations on how to improve the systems to meet the goals of the DD Act, and pursue policy and practice changes in those areas. The collaboration will result in 2 reports, 6 recommendations for policy or practice changes, and 2 Legislative or Administrative changes to policy or practice.

Goal 3

The Council will partner with and support more people with intellectual/developmental disabilities and their families, so they know their rights and can advocate for and receive supports and services

Objectives

3.1

The Council will provide (staff-led, peer-led and/or collaborative) training to 60,000 people (family/self-advocates/others) throughout the state – virtually, online and/or in person - and provide technical assistance (TA)/advocacy clinics, reaching 50,000 people with assistance and resources to identify and obtain the supports and services that will help people with intellectual/developmental disabilities live a safer and healthier life.

3.2

The Council will engage in 100 projects and events in the areas of employment, education, housing, health/safety, and/or emerging issues, reaching 25,000 people (family/self-advocates/others) with information and resources to enhance their knowledge and increase their capacity to obtain supports and services that are important to them.

3.3

In order to reduce the disparities in obtaining a free, appropriate public education, the Council will work with 5,000 Spanish-speaking family/self-advocates throughout the state to advocate for and increase the number and type/quality of special education services they receive through their own local education agencies.