

**PROGRAM DEVELOPMENT GRANT CYCLE 44
PROPOSALS RECOMMENDED FOR FUNDING
*pending successful protest period**

Agency Name:	Pathpoint
Recommended Funding:	\$41,902
Goal 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 OBT 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 OBT 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 100 and/or mental health diagnoses.

Agency Name:	Parents Helping Parents
Recommended Funding:	\$57,808
Goal 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; 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.
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: They were 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. And 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 for helping parents and children with special needs.

Agency Name:	Down Syndrome Connection of the East Bay
Recommended Funding:	\$55,030
Goal Area:	Health and Safety
Number of People Served:	300

Proposal Summary: The goal of the project is 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 the MHWA is to train and support the mental health community in serving those with I/DD so that people with Down syndrome and other I/DD can better access and navigate high quality mental health services, which furthers their mission of empowering and supporting people with Down syndrome and their families. 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

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 break 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 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.

Agency Name:	Chime Institute
Recommended Funding:	\$62,000
Goal Area:	Inclusive Education
Number of People Served:	A minimum of 55 students

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 core 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 to 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 will 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, 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 an 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.

In Addition, they serve 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.