



State plan follow-up

Self-Advocacy and Targeted Disparity



Information and Technical
Assistance Center for Councils
on Developmental Disabilities

2/15/2017

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Overview

1. Brief review of weaknesses and/or compliance concerns from the Tier 2 Summary Reports;
2. Review of resources available and where to find them;
3. Ways to address the most prevalent concerns; examples from Councils that received positive comments about the prevalent areas of concern;
4. Questions and Answers

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This webinar is focused on the 5-Year State Plan mandated activities on self-advocacy and the required element on targeted disparity. Today we will cover (read items 1,2,3, and 4 on the slide).

Summary of Tier 2 Review Comments

Self-Advocacy

- State self-advocacy element weak
- Self-advocacy not addressed
- Missing cross disability self-advocacy requirement
- Self-advocacy training people with I/DD by people with I/DD not addressed
- Self-advocacy unclear
- Can't clearly identify self-advocacy, objective is vague
- Cannot tell which objectives are meant to address self-advocacy

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ITACC staff reviewed all Council Tier 2 Summary reports (for Council with a due date after January 1, 2017) to assess the most common areas noted as weaknesses or issues of compliance. The information on this slide represents the areas most frequently cited Self-Advocacy related comments made by State Plan peer reviewers.

Summary of Tier 2 Review Comments

Targeted Disparity

- Not sure the group(s) identified meets the targeted disparity requirement
- Not addressed
- Unserved/underserved group not clearly identified
- No correlation to Comprehensive Review and Analysis
- Does not indicate HOW targeted disparity will be addressed
- The disparity and strategy to address is not identified
- No clear goal or objective for targeted disparity

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ITACC staff reviewed all Council Tier 2 Summary reports (for Council with a due date after January 1, 2017) to assess the most common areas noted as weaknesses or issues of compliance. The information on this slide represents the areas most frequently cited targeted disparity related comments made by State Plan peer reviewers.

Resources and where to find them - SA

All resources can be found on the ITACC website (www.itacchelp.org)

Five-Year State Plan Template (2017-2021)

- [Five-Year State Plan Template with Guidance](#) (page 16)

Five-Year State Plan Review

- [State plan review tool](#) (page 20)

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There are a two key resources to assist in the development or refinement of the self-advocacy mandates, and targeted disparity element. All resources can be found on the itacchelp.org website.

The 5-Year State plan template guidance offered narrative information about what the Administration on Intellectual and Developmental Disabilities (AIDD) expected to see as a goal or objective in the State plan. The guidance indicated “Included in the Council’s goals are

Self-Advocacy Goal(s) 1-3 Goals, and/or objectives, to address the self-advocacy requirement to:

*Establish or strengthen a program for the direct funding of a State self-advocacy organization led by individuals with developmental disabilities; * Support opportunities for individuals with developmental disabilities who are considered leaders to provide leadership training to individuals with developmental disabilities who may become leaders; and * Support and expand participation of individuals with developmental disabilities in cross disability and culturally diverse leadership coalitions. The note is important and indicated: “For each of the years of a 5-Year State Plan, there must be obvious work being done related to the three requirements of self-advocacy (as mandated in the DD Act– strengthen a statewide SA organization, SA leaders training others, and; SA as part of coalitions).

The next resource is the State Plan Review Tool – this is the document State Plan Tier 2 reviewers used to evaluate each Council State Plan. The note to reviewers indicated the plan must include a goal and/or objective to: • Establish or strengthen a program for the direct funding of a State self-advocacy organization led by individuals with developmental disabilities; • Support opportunities for individuals with developmental disabilities who are considered leaders to provide leadership training to individuals with developmental disabilities who may become leaders; and Support and expand participation of individuals with developmental disabilities in cross-disability and culturally diverse leadership coalitions.

Reviewers were then asked to determine if each component of the mandate was present – if it was not clearly present, or the reviewer could not determine if it was present, a notation appeared in the Council review summary report.

Resources and where to find them - TD

All resources can be found on the ITACC website (www.itacchelp.org)

Five-Year State Plan Template (2017-2021)

- [Five-Year State Plan Template with Guidance](#) (page 16)

Five-Year State Plan Review

- [State plan review tool \(pages 20-21\)](#)

Targeted Disparity (and Collaboration)

- [Targeted Disparity Information Brief](#)
- [Tips and Tools on Targeted Disparity, Collaboration, and Self-Advocacy Powerpoint](#) (slides 2-7)
- [Targeted Disparity Information with \(TN\) Example](#)

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Resources for the Targeted Disparity objective can also be found on the itacchelp.org website. Again, the five-year State plan template provided guidance from AIDD for Council staff to use when developing the targeted disparity objective. Guidance provided by AIDD included: “Based on the findings of the comprehensive review and analysis (1) identify a subpopulation (i.e., racial, ethnic, sexual orientation, gender minority groups with developmental disabilities) vulnerable to disparities (e.g., health, education, employment, housing, etc.) (2) Identify a disparity and develop an impact statement in a targeted area of emphasis around individual/family advocacy and/or systems change; and implement strategies to decrease the differences in access, service use, and outcomes among such sub population during the course of the 5 year state plan implementation. The identified targeted disparity could be a goal or objective with corresponding activities. The activities should include evidenced based, best and/or promising practices, to the extent feasible”.

The five year state plan review tool itemized the elements the reviewers were asked to determine if the objective included or did not include. Reviewers were asked to locate a clear identification of the targeted disparity item, the sub-population, the disparity, the strategy to address the disparity, and correlation to the Comprehensive Review and Analysis (CRA). Most comments by the reviewers can be correlated to the review tool.

ITACC staff provided an information brief, tips and tools, and a detailed example to assist in the development of the targeted disparity element.

Examples

DD Council Self-Advocacy examples

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2 primary ways....

The majority of Councils addressed the self-advocacy mandate in one of two ways:

As a goal with specific objectives that meet the DD Act mandates;

As an objective under a broader goal.

Read slide. Let's take a look at a few examples

Self-advocacy objective: All-in-one

- For each year of the State Plan, in collaboration with the DD Network Partners, ACDD will strengthen at least one statewide advocacy organization, support leadership training opportunities for self-advocates, and support and expand participation of self-advocates in cross-disability and culturally diverse coalitions. (Alabama; appears as an objective with a broader individual and family advocacy goal).
 - Key activities included providing direct funding to support a state self-advocacy organization to engage in public policy activities; provide leadership training opportunities, and support people with I/DD to participate in cross-disability, culturally diverse workgroup, councils, boards, committees, coalitions.

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This is an example of an objective that includes all three mandated activities within one objective. The Council used wording very similar to the DD Act so it would be clear to reviewers. As you can see, this example indicates these activities will occur each year for 5 years; you can also see this Council is using this objective to meet their DD Network Collaboration requirement; and briefly states the three required elements.

I've included wording from the Council's Annual Work plan so you can see the connection between the objective and the work plan. Direct funding is a key activity—they intend to support a state self-advocacy organization with funding to engage in public policy activities (the Council will know what these are based on a request for proposal process); and you can see a similar pattern with the other two elements. This particular Council releases RFP's (request for proposals) to help accomplish activities within the state plan, they state (globally) what they are going to address and how (in this example, funding to engage (be active) in public policy activities; funding to provide leadership training; and funding to support people with I/DD to participate in cross-disability groups (of all kinds).

Self-advocacy example: Goal with objectives

Goal: GCDD will strengthen the knowledge of individuals with intellectual and developmental disabilities to promote/encourage informed decision making and increase participation in advocacy and policy making activities

Objective 1: By 2021, GCDD will provide financial support to self-advocacy organizations that provide information and training to individuals with intellectual/developmental disabilities about supported decision making.

Objective 2: By 2021, GCDD will support efforts that result in individuals with intellectual/developmental disabilities increasing their participation in systems change advocacy and the political process

Objective 3: By 2021, GCDD will support a program, led by people with intellectual/developmental disabilities that result in leadership development for those who desire to become leaders.

(Georgia; appears as goal with three objectives)

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This next example represents a specific goal for Self-Advocacy and the three required elements appearing as individual objectives. In the first objective, you can see that this council will provide funding to a state self-advocacy organization to address a specific topic (supported decision making). The second objective is written globally, but the details appear in the Council's annual work plan – key activities such as educating self-advocates to effectively participate on boards, learning how to apply for board, commissions, and council opportunities – all leading to increased participation in cross-disability, culturally diverse, leadership opportunities, and then the third objective is focused on the leadership development element.

Key recommendations for self-advocacy comments

- Use clear wording so the reader can connect your activities to the DD Act mandate; align wording with DD Act.
- Make sure all three self-advocate mandates are present and clear to a reader
 - Establish or strengthen a state self-advocacy organization
 - Provide opportunities for leaders with developmental disabilities to train other people with developmental disabilities who may become leaders Provide or expand opportunities for people with developmental disabilities to participate in cross-disability, culturally diverse leadership coalitions.
- Remember, Councils must report on the extent to which the self-advocacy goal/objectives were achieved separately from other items in the state plan; the organization of self-advocacy required activities in a manner to support evaluation and reporting is recommended.

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Clear wording so a reader can make an easy connection between your goal or objective and the DD Act self-advocacy requirements will address many areas of weaknesses noted.

Several Councils were noted as not having the three required components. This is considered a compliance item – as the three items are mandated for Councils to include in each year of their State plan. All three items should appear in the Council annual work plan EACH Year.

Organization of the self-advocacy requirements is important – as you know, the DD Act requires Councils to report on the extent to which the self-advocacy goal or objectives were achieved each year – separate from other State plan goals and objectives. Organizing your planned activities in a way to facilitate ease of evaluation will help in the annual reporting process.

Examples

DD Council Targeted Disparity examples

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Let's take a look at two Council examples for Targeted Disparity.

Targeted Disparity

- Targeted Disparity and Collaboration: By 2021, the NYS DDPC, in collaboration with the NY developmental disabilities (DD) network, will increase access to information about the DD Network, services, and supports through outreach, training, and education for individuals with intellectual and developmental disabilities and their families who have limited English proficiency (LEP) with a specific focus on Spanish and Chinese. (New York; appears as an objective under a larger goal focused on daily living).

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This example clearly identified this objective as targeted disparity (it also serves as the Council's collaboration element as well). In this example, the Council labeled (or titled) the objective.

You can see that all the required elements are present –

- 1) The sub-population is identified (families who have LEP, focus on Spanish and Chinese)
- 2) The disparity is identified (a lack of access to information – so the council intends to increase access to information);
- 3) The strategy to address the disparity is present (outreach, training, and education)
- 4) Correlation to the Comprehensive Review and Analysis – excerpt from their CRA is on the next slide.

New York State – CRA Information

- Moreover, focus group participants who spoke a primary language other than English, including individuals with ID/DD and families who spoke Spanish, Chinese, Cantonese and Fujianese identified the lack of language access as a significant barrier. Individuals who speak English as a second language are a growing and significant population in the United States. In New York State, there are an estimated 2.5 million individuals with limited English proficiency (LEP) meaning that they comprise about 13.4% of the State's total population. New York State has the third highest LEP population in the country, a testament to the fact that New York State is one of the most culturally and linguistically diverse states in the U.S. [1] Despite New York's diversity, the service delivery system has struggled to meet the cultural and linguistic needs of new immigrants and citizens who speak English as a second language.

Targeted Disparity

- The CDDC, Disability Law CO, and JFK Partners will work collaboratively to decrease the use of expulsion and suspension as a means of managing behavior in early childhood settings for African American youth with disabilities in one school district in CO. (Targeted Disparity and Collaboration Requirements). (Colorado; appears as an objective under a larger goal focused on expulsion, suspension, seclusion, and restraint).

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In this example, the Council included in parenthesis at the end of the objective statement “Targeted Disparity and Collaboration Requirements”; this is effective because if the reader could not determine this item addressed targeted disparity – they are identifying it as such.

Again, let’s look for the required elements:

The sub-population is identified (African American youth with disabilities)

The disparity is present (expulsion and suspension as a means of behavior management)

The strategy is present (address behavior management) – although this is not crystal clear in this statement, the Council is working on the targeted disparity item in 2017 and 2018, so the annual work plan identified training, technical assistance, best practice implementation, systems re-design, and barrier elimination as strategies.

If you received a comment about “strategies not clear or not identified”, most likely, the annual work plans for 2017 and 2018 did not address the targeted disparity objective (in other words, the Council did not plan work during FY 17 and 18 on the targeted disparity objective). As a result, a reviewer could not see any further information on what the Council planned (such as strategies).

And, the correlation to the CRA is present – see next slide for excerpt.

Colorado – CRA Information

- Suspension and expulsion present a barrier to an inclusive educational experience for African American children with IEPs. Colorado Department of Education does not have requirements on discipline reporting for early childhood settings; however data collected in 2014 – 2015 indicate that while African American children account for 4.6% of the K-3 school population; they account for 13.4% of all out of school suspensions. African American boys account for 2.35% of the K-3 population, yet experience 11% of all out of school suspensions. In contrast, white children account for 54% of the K-3 population in Colorado, but only 43% of all out of school suspensions.

Key recommendations for targeted disparity comments

- Clearly identify the objective as the targeted disparity; use the words targeted disparity in the objective statement.
- Make sure all review elements are present:
 - Sub-population is clearly identified (sub-population from the bigger population of people with intellectual and developmental disabilities)
 - Tell the reader what disparity the Council is addressing
 - Name the strategy or strategies the Council will use to address the disparity
 - Review Section III, Part C (ii) of the Comprehensive Review and Analysis – look for information that directly correlates to the identified targeted disparity objective.

ITACC Staff Assignments to Councils

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- Massachusetts, New Hampshire, Vermont, Delaware, West Virginia, District of Columbia, Indiana, Michigan, Kansas, Guam, and American Samoa.

Sheryl Matney (smatney@nacdd.org; 202-506-5813 ext. 148)

- New Jersey, Puerto Rico, Virgin Islands, Alabama, Georgia, Kentucky, Louisiana, New Mexico, Oklahoma, Montana, North Dakota, Alaska, Oregon, and Washington State.

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Your Training and Technical Assistance contract staff are here to help! Please contact the ITACC staff member assigned to your Council for one-on-one assistance. No question or request for assistance is too small.



Questions, Answers, Comments?



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Participants are encouraged to ask questions or request clarification on information presented.