

Ohio Developmental Disabilities Council

State Plan for Developmental Disabilities

2008 Update

Supplemental Information

This “Supplemental Information” is the reader-friendly version of the 2008 Update to the 2007–2011 State Plan. The content is the same as that sent to the Administration on Developmental Disabilities in its required electronic form. This document also includes, for each project, a section called Scope of Project and Council Intent. To request a copy of the EDS document, or a list of collaborative partners for a project, please contact the Council at 614-466-5205 or 1-800-766-7426.

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ASIAN AMERICAN DEVELOPMENTAL DISABILITY AWARENESS (AADD)

Outcome Statement

Community outreach workers and interpreters will become knowledgeable regarding intake procedures, eligibility for services, Social Security benefits, how to request or become a service provider, and services provided by the Franklin County Board of Mental Retardation and Developmental Disabilities. Services booklets will be made available in Chinese, Japanese, Korean, Laotian, Cambodian and Vietnamese.

Scope of Project

The purpose of this project is to target specific audience in the area of outreach to unserved and underserved and to increase their awareness of disability services.

ODDC decided to partner with Asian American Community Services (AACS) because of a lack of culturally and linguistically appropriate services, Asians are unserved in the health care and social service systems, and often do not receive appropriate prevention education or health care services.

The goal of AADD project is to improve the health and quality of life of the Asian American community in Central Ohio, by providing culturally and linguistically appropriate developmental disabilities education, services and referrals and follow-ups to a minimum of 1400 adults in Central Ohio.

Resources to be Invested:

Federal:	\$12,500
Matching Funds:	<u>4,166</u>
Total	\$16,666

Required Performance Target(s):

Area of emphasis: Quality Assurance

QA07 People trained in systems advocacy about quality assurance.

Year 2008: 2,200
Year 2011: 2,200

Year 2009: 2,200

Year 2010 2,200

Funding Method:

Continuation Allocation

Grantee:

Asian American Community Services

THE “AVERT” PROJECT

Outcome Statement

To reduce risk of abuse, including domestic violence and sexual assault of people with disabilities through specialized education/instruction and technical assistance to service providers in the field of mental retardation/developmental disabilities and victims advocacy, to parents and family members.

Scope of Project

People with developmental disabilities are four to ten times more likely to be victimized than people without disabilities. They are re-victimized more frequently, suffer the consequences for longer periods of time, and are more traumatized from this abuse. Over 90 percent of the perpetrators are known by their victims. They include significant others, caregivers, family members, friends, or service providers. Only three percent of sexual abuse cases involving individuals with MRDD are ever reported. (2006 United States Congressional Findings)

In response to these significant issues, the AVERT (Abuse, Violence, Education, Recognition Training) Project will reduce the risk of abuse, including domestic violence and sexual assault, of people with MRDD. This will be accomplished through providing specialized education/instruction and technical assistance to service providers in the field of MRDD and victim advocacy, to parents, and family members. This education will be offered at regional “Train – the – Trainer” workshops for service providers and at scheduled parent meetings.

Resources to be Invested:

Federal:	\$12,500
Matching Funds:	<u>4,166</u>
Total	\$16,666

Required Performance Target:

Area of emphasis: Quality Assurance

QA07 People trained in systems advocacy about quality assurance.

Year 2008: 75 Year 2009: 100 Year 2010 125
Year 2011: 150

Funding Method:

Continuation Allocation

Grantee:

Genesis House Domestic Violence Center

BLUE PRINT FOR ACCESSIBLE HOUSING REGIONAL TRAINING PROJECT

Outcome Statement

County Boards of Mental Retardation and Developmental Disabilities and Joint Vocational Schools will have increased knowledge of how to develop affordable *accessible* housing through training and actual development of 15 new accessible homes in various locations.

Scope of Project:

“For some individuals it is not enough to find both affordable and available housing. Some persons with disabilities must also find housing that is accessible to them. To the general public, accessibility means a building that a person who uses a wheelchair can enter. While wheelchair access is certainly essential for those with mobility impairments, accessibility applies to other kinds of modifications.” (Ohio Legal Rights Service March 2002)

For example, to a person who has a hearing impairment, accessibility may mean door bells and alarms attached to lights that flash. For an individual with Traumatic Brain Injury (TBI) and short – term memory loss, computer generated reminding systems are currently being researched as viable modifications.

“The availability of accessible rental units is extremely limited. Although federally-funded public and private housing complexes are required to make some units accessible to people with disabilities, accessibility requirements are inconsistently enforced, and accessible apartments in designated "elderly only" complexes are no longer available to non-elderly people with disabilities. Subsidized housing complexes which do rent to people with disabilities often give elderly individuals priority for accessible units.” (Ohio Legal Rights Service March 2002)

The purpose of this project is to bring together an estimated 60 or more interested collaborators from Joint Vocational Schools, housing boards and county boards of mental retardation and developmental disabilities to provide 2-4 regional trainings to educate them on the topic of accessibility. The goal would be that 25% of them would actually build a home, for a total of 15 new homes.

Council’s expectation of the activities this project will accomplish include, but are not limited to, the following:

- Continue to train in geographically diverse areas, 2-4 regions including rural & urban.
- Continue to provide a one-time training in each area.
- Continue to identify both vocational school/building trades contacts and housing board contacts.
- Continue to provide a floor plan for homes to be built.
- Continue to provide a “materials” contact with corporate sponsor.
- Continue to provide ongoing support for these partnerships as they begin building.
- Continue to build accessible homes.

Below are additional Council beliefs and insights regarding this issue:

- People with developmental disabilities need support to have opportunities to make their contributions.
- The changes in behavior of the people who work in the system and the changes in conditions that make up the system are the best measures of systems change.
- People with disabilities should not be required to live, work and play in a specialized facility
- People with developmental and other disabilities should be encouraged and supported to live interdependently as active community participants providing and receiving informal supports.
- People with disabilities and their families can create opportunities for themselves in the social and economic communities in which they live.
- Council supports only programs and projects which support inclusion and integration of people with disabilities.
- Council invests only in programs and projects which use an outcome framework to identify, measure and report.

Resources to be Invested:

Federal:	\$60,000
Matching Funds	<u>20,000</u>
Total	80,000

Required Performance Target:

Must be addressed

Area of Emphasis: Housing

**Identification
Number**

H006	Units of affordable housing made available. Year 2008: 2 Year 2009: 3 Year 2010: 5 Year 2011: 5
H008	People trained in housing. Year 2008: 50 Year 2009: 100 Year 2010: 100 Year 2011: 150
CR02	Copies of products distributed to policymakers about issues related to Council initiatives Year 2008: 100 Year 2009: 300 Year 2010: 400 Year 2011: 500

Funding Method:

Continuation Allocation

Grantee:

Delaware Creative Housing Systems

CAPACITY BUILDING, ADVOCACY, AND SYSTEMS CHANGE BY COUNCIL STAFF

Outcome Statement:

Council staff members will be actively involved in advocacy, capacity building and systems change on behalf of Ohioans with developmental disabilities and their families.

Scope of Project:

Council staff undertakes advocacy, capacity building and systems change activities in the following Federal Areas of Emphasis:

- Formal and Informal Community Supports
- Education and Early Intervention
- Employment
- Health
- Housing
- Quality Assurance
- Cross-cutting (educating policymakers, educating the public and distributing Council products)

Activities of Council staff in these Areas include:

- Working in collaboration with grantees in implementing the project activities
- Serving on related boards, commissions, task forces and committees (see attached list)
- Maintaining a website which provides information to the public, individuals with developmental disabilities and the public
- Operating an Empowerment Fund for individuals with developmental disabilities and parents
- Monitoring state and federal legislation
- Analyzing pending legislation
- Developing Fast Facts and other materials to educate policymakers
- Providing information to DD Council Centers for Public Policy
- Planning and implementing legislative breakfasts or similar events
- Maintaining up-to-date contact information for members of Congress, the Ohio General Assembly, and the Governor's Cabinet.
- Writing educational products, such as "Guardianship in Ohio"

- Disseminating Council products and also materials from other sources
- Assisting other agencies in development of policies, products, programs, grant proposals, etc.
- Writing press releases
- Influencing story lines related to Council initiatives for new articles
- Responding to newspaper articles, television stories and other media portrayals of concern
- Serving on advisory bodies for state grants from the Centers for Medicaid and Medicare Services
- Promoting and assisting in leadership development of people with developmental disabilities, parents and family members
- Researching and analyzing trends in the field
- Gathering information about needs and preferences of individuals and families
- Planning and holding forums; disseminating information from forums
- Identifying and sharing resources with other agencies and programs
- Collaborating with DD Act “sister” programs
- Reaching out to diverse communities
- Developing partnerships between diverse communities and service providers for individuals with developmental disabilities and their families
- Providing information to families via phone, mail, website, and in person
- Providing information to individuals with developmental disabilities via phone, mail, website, and in person
- Collaborating with other agencies to replicate best practices, for example, Hamilton County Board of MRDD’s replication of the Triple Jeopardy focus group process
- Serving as active members and “staff” for other boards and task forces, i.e., serving as facilitator, taking minutes, chairing meetings.
- Working with grantees on planning and implementing conferences, including People First of Ohio and Solidarity
- Working with Council’s Public Awareness grantee to plan the annual Council Public Awareness Event/Conference
- Promoting self-advocacy in Ohio
- Advocating for Council’s positions
- Promoting and influencing outreach and diversity on the national level
- Participating in and contributing to NACCD and ADD committees and activities
- Assisting in leveraging dollars for Council initiatives
- Encouraging public policymakers to introduce resolutions and legislation in support of issues being promoted by Council
- Working with private consultant in the area of cultural competency in order to provide technical assistance to council members and grantees

- Collaborating with the Asian-American Community Services for public awareness activities
- Collaborating with multiethnic advocates on cultural competence

This section of the State Plan is included for Federal reporting purposes.

Resources to be Invested:

Federal:	\$650,000
Matching Funds:	<u>Not required</u>
Total:	\$650,000

Required Performance Targets:

Areas of Emphasis: Quality Assurance

QA06 People (staff) will be active in systems advocacy about Formal and Informal Community Supports, Education and Early Intervention, Employment, Health, Housing, Quality Assurance

Year 2008: 9	Year 2009: 9	Year 2010: 9
Year 2011: 9		

Funding Method:

In-House

Grantee:

None

Listing of Agencies, Boards, Commissions, Committees

National Affiliations

National Association of Councils on Developmental Disabilities
 National Organization on Disability

State and Local Boards, Commissions and Committees

CCOE State Advisory Committee
 CMS Medicaid Infrastructure Grant Advisory Committee
 Commission on Hispanic and Latino Affairs

Disability Policy Coalition
Minority Health/Prevention Committee
Ohio Alliance for Direct Support Professionals & Volunteer Credentialing Advisory
Committee
Ohio Department of Development Consolidated Plan Advisory Committee
Ohio Disability Vote Coalition
Ohio Governor's Council on People with Disabilities
Ohio Partners in Justice Team
Ohio Olmstead Task Force
Ohio Sibs
Ohio State Bar Association, Disability Law Committee
Partners in Justice Committee
Professional Association of Retardation of Ohio (PAR)
Solidarity Planning Committee
State Independent Living Council
Subcommittee on Adult Guardianship of the Ohio Supreme Court's Advisory Committee
on Children, Families and the Courts
Visitability Strategic Planning Group

DD Act "Sister" Programs

The Nisonger Center Advisory Committee
Cincinnati Children's Hospital Medical Center, Developmental and Behavioral
Pediatrics Advisory Committee

Ohio Department of Education

OCALI Transition to Community Task Force

Ohio Department of Health

Bureau of Children with Medical Handicaps/Parent Advisory Council
Committee on Children with Disabilities
Help Me Grow Advisory Council & Service Delivery Sub-Committee
Maternal and Child Health Advisory Council
Ohio Connections for Children with Special Needs Advisory Council

Ohio Department of Mental Health

Early Childhood Mental Health Advisory Council

Ohio Department of Job and Family Services

Medicaid Fee-For-Service Consumer Service Advisory Committee
Medically Fragile Task Force, Special Needs Subcommittee

Ohio Department of Mental Retardation and Developmental Disabilities

Family Advisory Board

Major Unusual Incident (MUI) Advisory Committee

Ohio Department of Transportation

Statewide Transportation Coordination Task Force

CONNECTME OHIO HOUSING LOCATOR

Outcome Statement:

People with disabilities and their families will have housing information about accessible and affordable housing that will allow them to have the same housing opportunities and choices available to them as their peers.

Scope of Project:

The Ohio Developmental Disabilities Council has had a long-standing history of working on the issue of housing for people with disabilities that spans over two decades.

Council's own Housing Position Statement articulates the following:

- People with developmental and other disabilities must have accessible, affordable housing available that meets their individual needs. They have the right to have the same housing opportunities and choices available to them as their peers without disabilities.

One of the many premises that the ODDC espouses to is that people with disabilities must have the information in order to be able to make an informed choice.

In 2005, ODDC learned that a Housing Registry was being established as an *annex* to Connect Me Ohio that provides searchable information on affordable, accessible rental housing, as well as links to other housing options and resources. North Light, Inc. was the company selected to develop the Connect Me Ohio website and they will be involved in the proposed development of the housing registry.

Meetings with consumers, advocates, affordable housing professionals and state agency staff have provided many valuable ideas.

The Ohio Department of Aging is the agency responsible for administering ConnectMeOhio (CMO), a statewide service provider information web site for people with disabilities. In 2005, the DD Council learned that a statewide rental housing database ("Housing Locator") was under construction that would be established as an "annex" to ConnectMeOhio. The CMO Housing Locator will provide searchable information on affordable, accessible rental housing throughout the state, as well as links to homeownership and other resources. People with disabilities and their families will be able to quickly retrieve information regarding apartment location, accessibility features, availability and pricing.

Ohio received a Real Choice Systems Change (RCSC) grant from the Center for Medicare and Medicaid Services (CMS) in 2002, and a portion of those funds (\$40,000) was invested in the development of the CMO Housing Locator. The project is being led by the Ohio Department of Aging (ODA). They have formed partnerships with the Ohio Department of Job and Family Services (ODJFS), the Ohio Housing Finance Agency (OHFA), and the Ohio Department of Development. North Light, Inc., the contractor that developed Connect Me Ohio, is working with ODA, ODJFS and OHFA to develop the Housing Locator database and web interface.

The Ohio Department of Aging, on behalf of their partners, ODJFS, OHFA, and ODOD, submitted a non-competitive grant application to the DD Council that was approved January 12, 2007. The FFY 2007 funds were used to provide information about the CMO Housing Locator site to the public, primarily targeting property owners and property management companies (landlords).

The second year of the project (2008) funds will be used to inform people with disabilities and families. Years 3-5 ODDC will negotiate with the Ohio Department of Aging to determine the best use of Council funds with the stipulation that during the 4th & 5th year of the project they obtain more stable funding.

ODDC decided to leverage their dollars in order to assist in the development of the housing registry.

Key points associated with the housing registry:

- The housing registry will be accessible directly from the home page of the Connect Me Ohio web site. People seeking housing will be able to click on a button or link there that will take them directly to the housing registry. Property managers and landlords wishing to register their properties on the web site will likewise be able to enter or revise property information using a link on the home page.
- There will be a link from this website to ODDC.
- The focus is rental housing; however, the site will also have prominent links to homeownership, fair housing, home repair and modification information and resources.
- Keep the search process as simple as possible by limiting search options to certain key features, including county, zip code, number of bedrooms, rent price range and accessibility features.

- North Light should be able to load property lists from HUD, tax credit, rural development and public housing into the registry through data transfers. But we will look to property managers to enter important additional details and we intend to make the process as simple as possible for them. There will be no charge for owners and managers to list their properties. Marketing the benefits of the registry to property managers is vital, as we need their support and cooperation to make the site a success.

Several other states have web-based housing locators, and from a review of them there has been developed a list of features that maybe included in Ohio's site, including the use of simple symbols or icons; a "what's this" icon to provide definitions of terms used; photographs of properties; a Frequently Asked Questions page; a "Property of the Month" feature and a "new listing feature."

Below are additional Council beliefs and insights regarding this issue:

- People with developmental disabilities need support to have opportunities to make their contributions.
- The changes in behavior of the people who work in the system and the changes in conditions that make up the system are the best measures of systems change.
- People with disabilities should not be required to live, work, and recreate/socialize in specialized facility.
- People with developmental and other disabilities should be encouraged and supported to live interdependently as active community participants providing and receiving informal supports.
- People with disabilities and their families can create opportunities for themselves in the social and economic communities in which they live.
- Council supports only programs and projects, which support inclusion and integration of people with disabilities.
- Council invests only in programs and projects, which use an outcome framework to identify, measure and report.

Resources to be Invested:

Federal: \$ 25,000
Matching Funds 8,333
Total \$33,333

Required Performance Targets:

Must be addressed

Area of Emphasis: Cross Cutting

**Identification
Number**

CR03 Members of the general public estimated to have been reached by Council public education, awareness and media initiatives.
Year 2008: 2,000 Year 2009: 2,500 Year 2010: 3,000
Year 2011: 3,500

Area of Emphasis: Quality Assurance

**Identification
Number**

QA07 People trained in systems advocacy about quality assurance.
Breakout number by category
1) _____ Self-advocates
2) _____ Family members
3) _____ Others
Year 2008: 100 Year 2009: 200 Year 2010: 300
Year 2011: 400

Funding Method:

Continuation Allocation

Grantee:

Ohio Department of Aging

COORDINATING CENTER OF EXCELLENCE IN TRANSITION

Outcome Statement:

To increase the number of youth with significant developmental disabilities who have a job/ability to produce income through policy changes, education, training, technical assistance and coordinated service delivery.

Scope of Project:

At a time when current disability policy promotes independence and inclusion in the community, it would stand to reason that the number of youth entering sheltered work settings **should** be dropping dramatically. The goals of the Individuals with Disabilities Education Improvement Act (IDEIA) focus on independence and inclusion. In the definitions section of IDEIA, transition services are defined as:

“a coordinated set of activities for a child with a disability that—“

” is designed to be a **results-oriented** process, that is focused on improving the academic and functional achievement of the child with a disability to facilitate the child's movement from school to post-school activities, including post-secondary education, vocational education, integrated employment (including supported employment), continuing and adult education, adult services, independent living, or community participation;”

”is based on the individual child’s needs, taking into account the child's strengths, preferences, and interests.”

The law requires that transition planning be in the individualized education programs (IEPs) of all secondary school students with disabilities beginning at age 16 in an effort to prepare them for the challenges of adulthood. The Ohio Department of Education has a new State Goal for Transition, which reads

“Ohio’s percentage of youth with disabilities participating in post school activities is comparable to that of non-disabled youth”

The laws that govern adult employment service delivery such as the Americans with Disabilities Act and the Rehabilitation Act also strive for independence and inclusion, including integrated, competitive employment.

However, there is an alarming proportion of youth with significant disabilities who are still sent to workshops or segregated facilities/day programs to "get ready" for employment. This provides evidence that the transition service delivery system is failing Ohio's youth with significant disabilities. Research has shown it is unlikely that an individual entering a sheltered workshop will ever enter competitive employment. Youth with significant disabilities and families are not able to navigate the difficult and confusing transition between the education and adult/employment systems. In addition, they are not aware or given the opportunity to explore non-traditional employment approaches.

The ODDC funded the Employment Outcomes and Micro-Enterprise grant for six years. This successful grant demonstrated an alternative to employment services. Other states have also explored alternatives to traditional employment including supported employment, self-employment, supported entrepreneurship, job carving and restructuring, development of micro-boards and micro-enterprises, paying employers to provide supported employment, and the use of personal agents, individual vouchers, training accounts, and personal budgets. These alternatives comprise "**customized employment**". They illustrate that employment services that offer an array of options designed to increase the employment of people with disabilities in jobs they want and choose are more effective in preparing individuals for jobs in the community.

Customized employment is not delivered through a standardized, cookie-cutter approach. It is a blend of services designed to increase employment options for individuals with significant disabilities and represents a critical new direction in employment services practice, that:

- Capitalizes on individualized determination of the strengths, needs, and interests of persons with significant disabilities, and
- Assumes the provision of negotiated, reasonable accommodations and the development of supports necessary for the individual to perform the functions of a chosen job.

In order to improve Ohio's transition service system for youth with significant disabilities, a Coordinating Center of Excellence in Transition will continue. The Coordinating Center of Excellence will:

- Provide opportunities for youth with significant disabilities to have jobs/produce income in the manner they choose through customized employment.

- Develop a model for replication that would provide a seamless system of transition services from the education system to either a job, the support to acquire one or the means to produce income.
- Provide youths and family members with the knowledge to navigate the transition in all aspects of life: healthcare, employment/income production, community living.
- Identify and implement relevant public policy and research initiatives allowing for systems change that would decrease the number of youth with significant disabilities entering workshops or segregated facilities/day programs.
- Build the capacity of all stakeholders: youth with a disability, family members, school personnel, Universities, County Boards of Mental Retardation and Developmental Disabilities, Ohio Department of Mental Retardation and Developmental Disabilities, Ohio Department of Education, Special Education Resource Centers, ODJFS, Rehabilitation Services Commission and Vocational Rehabilitation partners, through training, education, resource guides, and technical assistance.

Resources to be Invested:

Federal: \$ 100,000
 Matching Funds: \$ 33,333
 Total: \$ 133,333

Required Performance Targets:

Area of Emphasis: Education and Early Intervention

Identification Number

ED01 Students have the education and support needed to reach their educational goals through Council efforts:

Year 2008: 40 Year 2009: 50 Year 2010: 60 Year 2011: 70

ED03 Students transitioned from school to community and jobs/income production.

Year 2008: 40 Year 2009: 50 Year 2010: 60 Year 2011: 70

ED06	Education programs/policies created/improved.				
	Year 2008: 6	Year 2009: 8	Year 2010: 10	Year 2011: 12	
ED08	Schools improved IEP practices.				
	Year 2008: 20	Year 2009: 30	Year 2010: 40	Year 2011: 50	

Area of Emphasis: Employment

EM01	Adults have jobs/income production of their choice through Council efforts.				
	Year 2008: 40	Year 2009: 50	Year 2010: 60	Year 2011: 70	
EM07	People trained in employment.				
	Year 2008: 50	Year 2009: 50	Year 2010: 50	Year 2011: 50	
EM05	Employment programs/policies created/improved.				
	Year 2008: 6	Year 2009: 8	Year 2010: 10	Year 2011: 12	

Area of Emphasis: Cross Cutting

CR 01	Public Policymakers educated by council about issues related to Council initiatives				
	Year 2008: 50	Year 2009: 50	Year 2010: 50	Year 2011: 50	

Funding Method:

Continuation Grant

Grantee:

Kent State University

DD COUNCIL CENTERS FOR PUBLIC POLICY

Outcome Statement:

Individuals with developmental disabilities and their family members and others will be trained in and/or active in coordinated grassroots systems advocacy.

Scope of Project:

The voices of advocates for people with disabilities are essential for developing future programs and policies that include full integration and inclusion within the community, while at the same time ensuring a decent and safe place for vulnerable individuals. Advancement in public policies in order to benefit persons with developmental disabilities and their families requires information on issues and current legislation, opportunities for collaboration with the disability community, and strategic activities for introducing disability advocates into public policy discussions. The Ohio Developmental Disabilities Council will serve as a facilitator of such advocacy activities.

It is the intent of this initiative to organize grassroots education and training and to mobilize advocacy through a network of area coordinators working with advocates, including people involved in Council's Public Policy Sites, members of People First Ohio and graduates of the Partners In Policymaking Program. The DD Council Centers for Public Policy will be encouraged to focus on public policy issues identified by Council. In the past, these have included waiting list reduction, restructuring the family support system in Ohio, adopting the Medicaid Buy-in, and the Olmstead Initiative.

The Public Policy Committee, collaborating with relevant Council Issue Committees (e.g. Children's, Employment) will share a current advocacy plan and coordinate implementation with DD Council Centers for Public Policy. Additionally, the Committee and the DD Council Centers for Public Policy will work together to create a strategic network of advocates based upon their geographic location and the policymakers that represent them.

Council expects the DD Council Centers for Public Policy to operate upon the following beliefs and practices:

- Individuals with developmental disabilities and their families are their own best advocates. These individuals, including parents, siblings, spouses, and other relatives, will best educate policymakers about needs and circumstances in life that can be improved by changes in relevant policy.

- DD Council Centers for Public Policy will be responsible for ongoing support of advocates, including guidance, provision of timely and easy to understand materials about public policy and financial support.
- DD Council Centers for Public Policy will engage the entire spectrum of advocates in pursuit of coordinated public policy impact, including personal assistants, other professionals, organizations, and coalitions.
- DD Council Centers for Public Policy will assist advocates in building relationships with policymakers through events, meetings, forums, phone calls, letters and any other means of communication. The development of ongoing educational relationships with policymakers will require multiple contacts in a variety of environments and mediums.
- DD Council Centers for Public Policy will assist Council in identifying needed areas of emphasis by regularly communicating outcomes of interactions with policymakers.
- Information, including, but not limited to, mailing lists, presentations, talking points and fact sheets, collected, created or distributed by DD Council Centers for Public Policy in relationship to this project will be accessible to Council during the project, and turned over to Council when the project ends, upon request.
- Each grantee will identify themselves as a DD Council Center for Public Policy when engaged in an activity related to this grant.
- DD Council Centers for Public Policy are expected to coordinate the attendance of advocates to one or two Council events per year and shall indicate in their application how they will accomplish this task.

Successful collaboration between Council and DD Council Centers for Public Policy will include the following standards and expectations:

- Guidelines and/or minimum competencies regarding relationship-building and policymaker contacts will be provided to applicants for these grants. Applicants will be required to write these into grant proposals, and will be monitored for compliance.
- Guidelines will be provided to applicants to help assess whether grant activities are relevant as public policy content, versus other non-policy activity.

- Guidelines will be provided to approved projects which standardize performance reporting, leading to meaningful measurement, evaluation, and monitoring, and thus, meaningful reporting to Congress.
- Council will facilitate group discussions with project leaders of DD Council Centers for Public Policy at least once per quarter to provide direction and technical assistance and to ensure timeliness and effectiveness of activities. Meetings may be conducted via teleconference.

Council acknowledges and encourages individualism and discretion by area coordinators and colleagues, recognizing that dynamic grassroots outcomes rely foremost on the energy, inspiration, innovation, and sound judgment of local leaders.

Resources to be Invested:

Five DD Council Centers for Public Policy shall be eligible for funding that is no less than \$25,000 and no more \$40,000 for the purpose of this project. The maximum amount of federal funding for this project will not exceed \$196,000 per year.

Federal:	\$25,000 - \$40,000 per center	\$196,000 Maximum
Matching Funds:	\$ 8,333 - \$13,333 per center	\$ 65,331 Maximum
Total:	\$33,333 - \$53,333 per center	\$261,331 Maximum

Required Performance Targets:

Areas of Activity Emphasis:

- Educating Public Policy Makers
- Educating the General Public
- Training People in Systems Advocacy
- Involving People in Systems Advocacy
- Attaining Membership on Public and Private Boards
- Participating in Coalitions

Areas of Policy Content Emphasis: Childcare, community placements, formal/informal community supports, inclusive education/children’s educational rights/early intervention, employment, health care, housing, recreation, transportation, leadership/self-advocacy/self-determination.

CR01 Public policymakers educated by Council about issues related to Council initiatives

Year 2008-2011: 562 per year

CR02 Copies of products distributed to policymakers about issues related to Council initiatives.

Year 2008-2011: 24 per year

CR03 Members of the general public estimated to have been reached by Council public education, awareness and media initiatives.

Year 2008-2011: 5,000 per year

QA07 People trained in systems advocacy [within 10 public policy areas]

Year 2008-2011: 960 per year

QA06 People active in systems advocacy [within 10 public policy areas]

Year 2008-2011: 960 per year

QA09 Peoples attained membership on public and private bodies and other leadership coalitions.

Year 2008-2011: 80 per year

QA10 Number of entities participating in partnership coalitions or coalitions created or sustained as a result of Council efforts.

Year 2008-2011: 80 per year

Funding Method:

Four (4) continuation grants to last for a period of two (2) more years. Each grant shall be considered for continuation at least once per 12-month period.

One (1) competitive grant to last for a period of two years. This grant shall be considered for continuation at least once per 12-month period.

Grantees:

The Arc of Hamilton County

The Arc of Ohio

HAVAR, Inc.

Linking Employment, Abilities and Potential (LEAP)

One (1) Grantee to be determined

DD COUNCIL LEGISLATIVE EVENT(S)

Outcome Statement:

To generate awareness among public policymakers and the general public about issues affecting people with disabilities.

Scope of Project:

Beneficial advances in public policy for people with disabilities and their families are facilitated by informing leaders and the general public about the effects and outcomes of policy issues and pending legislation. This outcome can be achieved on an individual basis and through a coordinated effort to show unity and consensus.

On a daily basis, advocates for people with disabilities are competing with other entities for consideration and understanding during the deliberation of public policies. To bring disability issues to the forefront of debate and consideration requires repeated reminders at the local level and an annual event at the Statehouse to garner the attention of policymakers.

This initiative is for an annual legislative event planned by the Public Policy Committee. Each year, the Committee and the grantee shall endeavor to obtain sponsors for the event, including, but not limited to, other disability-related organizations and social service groups with similar goals and objectives to Council.

The grantee will be responsible for coordinating event planning, scheduling, reservations, public awareness and other tasks associated with executing an annual legislative event as planned by Council. In planning the event, the grantee shall be responsible for scheduling meetings between event participants and state-level policymakers.

The grantee may be responsible for using a portion of grant funds to support other events when directed by Council. No more than ten (10) percent of the grant amount may be directed to separate events in a calendar year.

Resources to be Invested:

Federal:	\$42,600
Matching:	<u>\$14,200</u>
Total:	\$56,800

Required Performance Targets:

Area of Emphasis: Cross-Cutting

CR01 Public policymakers educated by Council about issues related to Council initiatives.

Year 2008-2011: 266 per year

CR02 Copies of products distributed to policymakers about issues related to Council initiatives.

Year 2008-2011: 10 per year

CR03 Members of the general public estimated to have been reached by Council public education, awareness and media initiatives

Year 2008-2011: 10,000 per year

Funding Method:

Continuation grant

Grantee:

The Arc of Ohio

DIRECTOR'S MINI-GRANTS

Outcome Statement:

To increase advocacy and systems change efforts through mini-grants, and to conduct a federally required Consumer Satisfaction Survey.

Scope of Project:

Council wishes to support one-time initiatives, not otherwise included in the State Plan, in an expeditious manner without the necessity of waiting for the next meeting and deliberation by Council. Examples of such initiatives might include, assisting a disability organization to bring a speaker to a statewide conference or supporting a disability organization by purchasing advertising space in an event brochure. Expenditures shall further Council's positions and its efforts to support persons with developmental disabilities and their families to become more fully integrated into their communities, to learn more about various disabilities and the most up-to-date means to support a person with such a disability, and to foster greater public awareness of both disability issues and Council's role in promoting systems change. The Director may use up to \$5,000 of the Executive Director's \$20,000 annual fund to support attendance at conferences in allocations not to exceed \$500 per family. No mini-grants shall be awarded in excess of \$3,000 to any one recipient and no recipient shall receive more than one mini-grant per year, unless by approval of Council Chairman.

In addition to the regular amount of \$20,000 for this fund, \$5,000 is being added for a mini-grant for an entity to conduct the new Consumer Satisfaction Survey process being required by the Administration on Developmental Disabilities beginning in 2007.

Resources to be Invested:

Federal:	\$20,000
Matching Funds:	<u>6,667</u>
Total:	\$26,667

Federal:	\$ 5,000 for Consumer Satisfaction Survey
Matching Funds:	<u>1,666</u>
Total:	\$ 6,666

Required Performance Targets:

Area of Emphasis: Quality Assurance

QA07 People trained in leadership, self-advocacy, and self-determination.

Year 2008: 20 Year 2009: 20 Year 2010: 20
Year 2011: 20

Funding Method:

Mini-grants

Grantee:

To Be Determined

EDUCATIONAL OPTIONS FOR CHILDREN

Outcome Statement:

There will be an informed advocacy base developed and supported during preschool that will effect positive systems change in the elementary education system.

Scope of Project:

Preschool is often the first educational experience for parents of children with disabilities. Parents of many younger children are increasingly advocating for their children to begin their educational careers in an inclusive preschool setting. Conflicting answers from professionals, a confusing network of systems, and a general feeling of being overwhelmed hinder parents in becoming an advocate for their child's educational needs. While some families fully realize that their child is being denied services for which he or she should be eligible, others trust and accept the answers given to them by professionals even when services are denied. Many families are simply not aware of the range of services available and must rely on word of mouth and luck to find out about service options. Additionally, parents lack skills in dealing with professional advice or suggestions that conflict with the family's observations and knowledge of their child.

Council believes that:

- Parents of young children with disabilities are usually overwhelmed with the issues of their child's disability.
- Many parents do not understand the educational rights of their child with a disability.
- Many parents are intimidated by school administration into placing their child into a segregated learning environment.
- Parents of children with disabilities need to be informed about options and rights if they are to be equal partners in their child's education.
- Many parents of children without disabilities fear their children's education will be negatively impacted if children with disabilities are educated in the same classroom.
- Children without disabilities have limited exposure to their peers with disabilities both in the classroom and in social/ recreational settings.

Council will continue to fund a project that will maximize the educational potential of children with disabilities by assisting parents in understanding the educational options and rights available to them. The purpose of the project is twofold:

- To demonstrate and evaluate a community education program focused on preschool in several districts in Ohio.
- To establish an informed advocacy base that will effect positive systems change in the education system in those districts (i.e. parents will insist on the education to which their child is entitled and will hold schools accountable for providing it), as well as, provide a model for Ohio School Districts to improve preschool education for children with disabilities including transition issues from Part C to Part B services.

The school district(s) are eligible to participate if the majority of children on IEPs in kindergarten through second grade (K-2) spend at least 21% of the school day in a specialized setting that does not include children without disabilities.

To this end, the grantee will continue to promote partnerships between parents and schools. The grantee will seek family input on all activities of the grant through an in-house family advisory group.

Continuing the work required in year three of the project and annually for the next three years, the grantee will report numerical changes in inclusionary practices of selected district(s) and compare to baseline data.

(Note: It is Council policy for projects to be funded for 3 – 6 years. The above requirement for data collection does not imply funding for 8 years.)

Resources to be Invested:

Federal:	\$74,000
Matching Funds:	<u>8,222</u>
Total:	\$82,222

Required Performance Targets:

Area of Emphasis: Education and Early Intervention

**Identification
Number**

ED02 Infants and young children have the services/supports needed to reach developmental goals through Council efforts.

Year 2008: 30 Year 2009: 30

ED04 Children transitioned from early intervention and preschool to inclusive to inclusive school/classrooms.

Year 2008: 30 Year 2009: 35

ED09 People will facilitate inclusive education.

Year 2008: 50 Year 2009: 55

ED12 Parents will be trained regarding their child's educational rights.

Year 2008: 80 Year 2009: 80

Funding Method:

Continuation Grant

Grantee:

REACH (Referral & Educational Association for Child Health)

EMPOWERMENT FUND

Outcome Statement:

Individuals and family members serve as advocates and systems change agents by attending conferences to enhance knowledge and skills, and by participating in advisory/policy-setting bodies.

Scope of Project:

The Empowerment Fund, which was established in 2000, enables individuals with developmental disabilities and family members to:

- “Have a seat at the table” in policy and program planning bodies; and,
- Gain knowledge and skills by attending conferences and meetings
- Provide testimony before legislative committees and the Joint Committee on Agency Rule Review (JCARR)

The Fund is used for Council members who cannot “up-front” the money to attend conferences or to pay for travel and other costs associated with serving on a board or committee.

In addition, it provides financial assistance for individuals with disabilities and family members, who are not on Council, to participate in policy and program planning bodies, conferences and short-term educational sessions. Through participation, advocates can gain new knowledge, increase skills, and share information about local and state initiatives. This will assist them in becoming more equal players in either policy-making or advisory discussions.

Decision-making regarding applications to the Empowerment Fund lies with a three member Subcommittee of the Leadership Development Committee.

The Empowerment Fund may be used by individuals with developmental disabilities and family members who wish to provide testimony that is in accord with the DD Council’s public policy platform or mission. Those using the Fund to give testimony will be asked to share their written testimony with Council’s Policy Liaison Officer. Policies governing the Empowerment Fund require that applications be received forty days in advance of the event. However, legislative hearings are not normally scheduled that far in advance. Therefore, the Empowerment Fund staff member, with input and guidance from the Executive Director, shall have authority to approve or deny this type of request,

but only in cases when a legislative hearing will occur prior to the next full meeting of the Empowerment Fund Subcommittee.

Resources to be Invested:

	<u>FFY08</u>	<u>FFY09</u>	<u>FFY10</u>	<u>FFY11</u>
Federal:	\$30,000	40,000	30,000	40,000
Matching Funds:	<u>10,000</u>	<u>13,333</u>	<u>10,000</u>	<u>13,333</u>
Total:	40,000	53,333	40,000	53,000

Required Performance Targets:

Area of Emphasis: Quality Assurance

QA08 People trained in leadership, self-advocacy, and self-determination.

Year 2008: 20 Year 2009: 30 Year 2010: 20
Year 2011: 30

Funding Method:

Continuation

Grantee:

Advocacy and Protective Services, Inc. – Fiscal Agent

EVERY HEALTHY PERSON INITIATIVE

Outcome Statement:

To promote improved preventive healthcare and on-going health care for individuals with developmental disabilities and to educate them about healthy lifestyle and self-sufficiency in their medical care.

Scope of Project:

Many people with developmental disabilities, and their families and advocates, are concerned that:

- Many individuals with disabilities, particularly cognitive disabilities, are unfamiliar with the standard preventive screening measures, such as pap tests, mammograms and PSI tests. Further, many are scared of the unknown and do not get these tests.
- Doctors and other medical professionals are not sufficiently educated on the diseases and chronic medical conditions associated with particular disabilities.
- Doctors and other medical professionals may not see beyond the disability and ensure that the patient's other health needs are being met in the same way as the needs of the general population.
- Some doctors are not adequately trained to communicate effectively with people who have disabilities.
- Some health care facilities are lacking accessible offices, mobile units, examination tables, weigh scales, and equipment to perform life saving procedures.
- Young adults with disabilities are not receiving the knowledge and skills they need for self-care and self-advocacy related to their Health and medical care. Such knowledge and skill development can decrease the development of secondary conditions and help preserve function in the adult years.
- Direct support staff are busy with a myriad of daily tasks to support self-advocates. At times, scheduling preventive health exams, medical appointments, arranging transportation, and other associated tasks may be postponed unduly.
- The turn-over rate in direct care staff results in lack of knowledge about individual's past medical problems.

The Ohio DD Council wishes to address these concerns with a new two-part project that will tie-in with an initiative begun in 2006 by the Ohio Department of Mental Retardation and Developmental Disabilities and the Ohio Department of Health (ODH), called Every

Healthy Person. The purpose of the initiative is to promote improved health care, healthy lifestyles, preventive health care, and decreased morbidity for individuals with developmental disabilities. Through the Every Healthy Person Initiative, some planning and informational materials have been developed to assist individuals, family members, MRDD providers and professionals in planning for screenings, and for the identification of health care associated with various syndromes and disabilities. Further information about Every Healthy Person initiative, and a list of materials developed to date, is available on the ODMRDD website.

Part 1

This project is designed for a grantee to undertake activities that will address the Outcome Statement and **some or all** of the concerns listed above. ODMRDD has data through the Major Unusual Incidence (MUI)/Registry Unit Division of Legal and MUI Services and the Individual Information Form (IIF), which can be used by the grantee to assist with decision-making on the most significant health issues that need to be addressed.)

Applicants should identify target audiences and strategies from the following possibilities:

1. Target Audiences:

- Individuals with developmental disabilities
- Family members
- Direct care staff
- Physicians
- Other medical professionals
- Facilities (hospitals, mammogram centers, labs, etc.)
- Other

2. Strategies

- Brochures
- Curricula
- Audio-visual programs
- Presentations
- Educational sessions
- Training series
- Other

Part 2

Grantee shall specifically provide an education program for young people with developmental disabilities to assist them to become more self-sufficient in their medical care. The program shall promote a developmentally appropriate, functionally based, hands-on experience in self-care skills development. Training staff and teachers should include diverse areas of professional background. The education program is to be designed for young people with Spina Bifida during the first year of the grant. The program should include topics such as making a portable health summary, skin care, bowel and bladder management, shunts and spinal cords, exercise and nutrition, mobility, managing medications, preparing for doctors visits, sexuality, mood issues, etc.

In years two through five of the grant, the education program is to be revised as needed for educating individuals with other types of disabilities. The program shall be offered each year of the grant to a group of young adults.

Resources to be Invested:

Federal:	\$75,000
Matching Funds:	<u>25,000</u>
Total:	100,000

Required Performance Targets:

Area of Emphasis: Health

**Identification
Number**

HE01	People have needed health services through Council efforts.				
	Year 2008: 100	Year 2009: 150	Year 2010: 200	Year 2011: 250	
HE03	Health care programs/policies created/improved.				
	Year 2008: 1	Year 2009: 1	Year 2010: 2	Year 2011: 3	
HE04	People have improved health services.				
	Year 2008: 200	Year 2009: 300	Year 2010: 400	Year 2011: 500	

Funding Method:

Continuation Grant

Grantee:

TBD

FAMILY SUPPORT COUNCIL

Outcome Statement:

Increase statewide availability of individualized supports to families of children with developmental disabilities.

Scope of Project:

In May of 2004, the Ohio Department of MRDD proposed an alternative to the Family Support Board as proposed in House Bill 214, the Family Support Act. As a result, the Family Support Council, a partnership of family stakeholders and state policy-makers, was formed to focus primarily on children's issues. The purpose of the Family Support Council, a culturally diverse partnership of family stakeholders, is to develop strategies for agencies to create more opportunities for family involvement in policy decisions at the state and local levels. Activities of the council continue to insure family participation across systems serving children with disabilities and their families.

Individuals with developmental disabilities and their families are, according to the DD Act, the primary decision makers with regard to supports and services. It is crucial that policy-makers partner with family members of children with developmental disabilities to further the development of a coordinated, family-centered, family-directed comprehensive system of services.

The intent of Council is to fund a project to further a family system of support in Ohio.

Resources to be Invested:

Federal:	\$50,000
Matching Funds:	<u>16,667</u>
Total:	66,667

Required Performance Targets:

Area of Emphasis: Quality Assurance

Identification

Number

QA03 Quality assurance programs/ policies created/ improved.

Year 2008: 30 Year 2009: 35

Area of Emphasis: Cross Cutting

CR01 Public Policymakers educated by council about issues related to Council initiatives.

Year 2008: 95 Year 2009: 95

Funding Method:

Continuation Grant

Grantee:

Ohio Legal Rights Service

FUNDING FOR THE ARTS

Outcome Statement:

To improve career outcomes for artists with disabilities through mini-grants.

Scope of Project:

The community employment rate for people with disabilities is devastatingly low as is the involvement of people with disabilities in the arts. The arts can provide opportunities for people to be employed in a variety of nontraditional higher paying careers. However, people with disabilities are rarely given the opportunity to explore this area as a career option.

The Funding for the Arts program helps emerging artists with disabilities move to a higher level of artistic career development. Funds will be used to assist artists with disabilities develop the materials and skills necessary to begin marketing their art for profit. Each year ODDC will select grantees through a competitive application process. The policies and application that are used for this process were developed specifically for this mini grant program.

Resources to be Invested:

Federal:	\$40,000
Matching Funds:	<u>\$13,333</u>
Total:	\$53,333

Required Performance Targets:

Area of Emphasis: Employment

Identification Number

EMO1 Adults will have jobs of their choice/ more income through council efforts.

Year 2008: 35

EMO5 Employment programs/policies created/improved.

Year 2008: 5

Area of Emphasis: Cross-Cutting

CR03 Members of the general public will be reached by Council public education, awareness and media initiatives.

Year 2008: 200

Funding Method:

Competitive

Grantee:

To be determined annually

HOUSING ACCESSIBILITY / VISITABILITY TRAINING

Outcome Statement:

Selected professionals working in the field of housing will have increased knowledge of the Fair Housing Amendments Acts as well as increased awareness that the definition of “accessibility “varies based on the individuals’ needs, so that housing will be truly accessible.

Scope of Project:

The Ohio Developmental Disabilities Council has had a long-standing history of working on the issue of housing for people with disabilities that spans over two decades.

Council’s own Housing Position Statement articulates the following:

- People with developmental and other disabilities must have accessible affordable housing available that meets their individual needs. They have the right to have the same housing opportunities and choices available to them as their peers without disabilities.

Fair Housing Act requirements includes newly constructed covered multi-family dwellings with 4 more units that are built for first occupancy after March 13, 1991 regardless of whether or not the project receives federal funding. The design and construction requirements include: an accessible building entrance on an accessible route, accessible common and public use areas, doors usable to a person in a wheelchair, an accessible route into and through the dwelling unit, light switches, electrical outlets, thermostats on accessible locations, and reinforced walls in the bathrooms for later installation of grab bars and a kitchen and bathrooms that are big enough and useable to persons in wheelchairs.

We find many entities do not fully understand what it means to say a home and/or building is accessible.

Professionals developing, modifying, or building often only focus attention on adaptations related to “accessibility” for individuals with physical disabilities. There are also necessary adaptations that may be necessary for individuals with cognitive disabilities.

For example, to a person who has a hearing impairment, accessibility may mean door bells and alarms attached to lights that flash. For an individual with Traumatic Brain

Injury (TBI) and short – term memory loss, computer generated reminding systems are currently being researched as viable modifications.

The concept of “visitability” is used to describe basic features that allow people with mobility impairments to enter any single family home including:

- Houses
- Duplexes
- Ground floor of townhouses
- Condos
- Apartments

The features of “visitability” are:

- One no -step entrance on an accessible route
- 32” clear width through doors
- Access to at least a half bath on the ground floor

Training will continue to be provided for the following professional groups:

- Developers
- Landlords
- Realtors
- Architects
- Inspectors

The purpose of the training will be to make these selected professionals aware of what it means to say “ a home , apartment and/or building is accessible” or meets visitability requirements. In most cases the realtor can be the conduit in assisting people with disabilities in finding a home. If the architect, developer and landlord doesn’t know what “accessible” really means, these professionals can unintentionally make it harder for a person with a disability to realize their own place that they call home.

Council’s expectation of the activities this project will accomplish; include but are not limited to the following:

1. Develop training modules (don’t reinvent the wheel, if information is already available)

2. Continue to provide training to the identified professional groups and utilize the talents of people with disabilities in the training, so that they can articulate their experiences.
3. Grantee will continue to work with the appropriate officials in obtaining Continuing Education Units (C.E.U.) as an incentive to attract the identified professionals to the training.

Below are additional Council beliefs and insights regarding this issue:

- People with developmental disabilities need support to have opportunities to make their contributions.
- The changes in behavior of the people who work in the system and the changes in conditions that make up the system are the best measures of systems change.
- People with disabilities should not be required to live, work, and play in specialized facility.
- People with developmental and other disabilities should be encouraged and supported to live interdependently as active community participants providing and receiving informal supports.
- People with disabilities and their families can create opportunities for themselves in the social and economic communities in which they live.
- Council supports only programs and projects, which support inclusion and integration of people with disabilities.
- Council invests only in programs and projects, which use an outcome framework to identify, measure and report.

Resources to be Invested:

Federal:	\$ \$29,000
Matching Funds	<u>9,666</u>
Total	\$ 38,666

Required Performance Target:

Must be addressed

Area of Emphasis: Quality Assurance

**Identification
Number**

QA07 People trained in systems advocacy about quality assurance.

Year 2008: 100 Year 2009: 100 Year 2010: 150
Year 2011: 200

Area of Emphasis: Cross Cutting

CR02 Copies of products distributed to policymakers about issues related to Council initiatives.

Year 2008: 100 Year 2009: 100 Year 2010: 150

Funding Method:

Continuation Allocation

Grantee:

Housing Opportunities Made Equal of Greater Cincinnati, Inc.

INFANT AND TODDLER MENTAL HEALTH

Outcome Statement:

Children, ages birth – five, with mental health issues will have earlier identification, referral and treatment.

Scope of Project:

Based on research, it is clear that the number of children in America between birth and age five who needs comprehensive mental health services is growing at a disturbingly rapid rate. Furthermore, research performed by a wide range of mental health, educational, and medical professionals, has revealed a connection between psychological and emotional distress suffered at an early age and brain development. Children who are subjected to traumatic or negative experiences in the early years have smaller brain volumes, leading to concerns that they may suffer from long-term cognitive and emotional problems that will make it difficult for them to form relationships or perform in school. Studies also demonstrate that emotional development and academic learning are more closely intertwined in the early years than was once believed.

Studies further conclude:

- One-quarter to one-third of young children are not ready for school. Many of these are due to mental or emotional problems which then result in these children being placed in expensive special education programs.
- Pre-K students are expelled at a rate more than three times that of children in grades K-12, and the lowest rates of expulsion were reported by teachers who had an ongoing relationship with a behavior consultant
- Between four and six percent of preschoolers have serious emotional and/or behavioral disorders.
- The emotional, social and behavioral competence of young children is a better predictor of academic performance in first grade than are cognitive skills or family background.
- A recent study showed that 73 percent of the children in public and private juvenile facilities were found to have mental health problems.

One of the challenges faced by professionals dealing with this issue is the development of an age-appropriate assessment tool that makes it possible to identify and plan treatment for children who are suffering from early childhood mental and emotional disorders. Although there are several instruments currently being utilized in the field, there is a need

to further research newly released assessment tools as to their efficacy in the areas of accurate and early identification which would lead to early intervention and treatment.

To this end, the grantee will continue to evaluate mental health assessment tools for children, age birth to five at risk for developmental disabilities or who have developmental disabilities, as to their overall effectiveness and promote their utilization by professionals through education, training, and technical assistance. The grantee will continue to collaborate with efforts in this area already under way statewide in Ohio.

Another challenge of providing mental health treatment to infants and toddlers is the lack of recognition and acknowledgement by health care, child welfare, and education professionals as to the wide range of environmental and genetic factors that put children at high risk for developing emotional and behavioral problems. Some examples of risk factors are low birth weight and serious medical problems, family history of mental illness, lead exposure, parental substance abuse, exposure to trauma and harsh or inappropriate parenting. There is a need for the development of strategies to provide effective intervention to at-risk children at the earliest age.

Therefore, to address the goal of early identification and referral for children with mental health issues, the grantee will work to raise the awareness of programs and service providers who work in early intervention and infant childcare. This will include advocating for effective and coordinated interagency service delivery of mental health services to assure better outcomes for children. The grantee will continue to work to raise the awareness of the need for pre-service personnel preparation in the area of early childhood mental health across systems that provide services to infants and toddlers in Ohio.

Resources to be Invested:

Federal:	\$50,000
Matching Funds:	<u>16,667</u>
Total:	66,667

Required Performance Targets:

Area of Emphasis: Education and Early Intervention

**Identification
Number**

ED02 Infants and young children have the services/supports needed to reach developmental Goals through Council efforts.

Year 2008: 60 Year 2009 70

Area of Emphasis: Health

**Identification
Number**

HE03 Health care programs/policies created/improved.

Year 2008: 10 Year 2009: 10

HE05 People trained in health care services.

Year 2008: 50 Year 2009: 60

Funding Method:

Continuation Grant

Grantee:

Children's Resources Center

JUVENILE OFFENDERS WITH DEVELOPMENTAL DISABILITIES AND VICTIMS OF CRIME STATEWIDE TRAINING PROJECT

Outcome Statement:

A statewide training program will be developed and implemented for all stakeholders who serve juveniles with disabilities that address the needs of juvenile offenders with mental retardation or other developmental disabilities and victims of crime with disabilities.

Scope of Project:

While the majority of people with life-long cognitive disabilities are law-abiding and productive citizens, a small percentage of persons with mental retardation or related developmental disability (mrdd) find themselves involved in criminal or juvenile justice systems. To support this cohort, states have begun initiatives aimed at supporting these individuals in the most appropriate manner. These programs and initiatives focus on transitioning persons out of the criminal or juvenile system and into education and/or community-based support systems appropriate to their needs; framed by person-centered principles and that reduce the recidivism rate. (Winter Issue of Impact Newsletter)

There are at least three ways to attempt to address this issue: Prevention, Intervention, and Habilitation.

It is Council's Vision to see all offenders with mental retardation/ developmental disabilities (**regardless of age**), receive specialized services:

- while incarcerated
- as part of sentencing alternative to incarceration, if the offense warrants
- as part of aftercare and transitional services once released from prison.

The Ohio Developmental Disabilities Council has spent six years investing in an Action Committee via an allocation to the Partners in Justice Committee, which is attempting to address statewide issues relating to offenders with mental retardation and developmental disabilities. The Action Committee educated individuals working in the justice system and the field of mental retardation on the critical issues facing both systems and to identify ways in which the systems can work together to resolve some of those issues. This Action Committee attempted to advocate and develop interest and support (financial and political) for creating a treatment center designed to:

- Provide treatment for individuals, who have not committed an offense, but have a high probability of committing a serious offense (sex offense, arson, murder).
- Reduce the risk to the community.
- Reduce the likelihood of incarceration.
- To work with correctional facilities in Ohio to develop and implement appropriate and effective programs.
- To work with correctional programs and local county boards of mental retardation and developmental disabilities to develop effective transition programs to prepare the individual to re-enter the community once they have been released.

The Action Committee also provided mini-grants to local communities to provide training on this issue tailored to meet the needs of their local community.

Council also envisions all individuals with mental retardation/developmental disabilities who have not been adjudicated, but are at high risk of serious offense, having available to them specialized services/supports that will reduce their likelihood of offending and protect the community.

While ODDC wants to continue encouraging the mrdd system and the criminal justice systems to work together on behalf of juveniles with disabilities, ODDC would like to also focus on victims of crime.

Between 1% and 3% of the general population are identified as individuals who have mental retardation; however, people with mental retardation may be 5 to 10 times more likely to be victims of crime. (James K. McAfee. Ph.D. 2002) the limited research on victimization of people with mental retardation indicates that as many as 75% of adults and adolescents with mental retardation have been sexually assaulted. Ninety-nine percent of the assaults were perpetrated by persons familiar to the victim. (Beyette, 1987) McAfee (1998) determined that out of more than 1000 news accounts of students who were sexually abused at school, more than 75% were individuals with mental retardation.

In February 2002, Gov. Bob Taft commissioned a Mental Retardation and Developmental Disabilities Victims of Crime Task Force which was given the mission of reviewing current statute and practices and propose needed changes to assure that citizens with disabilities receive equal justice and the protection of the law. This Task Force provided a report which included recommendations for a variety of training to take place for the following groups:

- Individuals with mental retardation and developmental disabilities
- Family members and guardians
- Mental retardation and developmental disabilities employees
- Educational staff

- Children’s services employees
- Law enforcement and first responders
- Prosecutors and judges
- Legal advocates, victims assistance programs, and mental health professionals
- Court appointed special advocates

ODDC would like to continue investing dollars in supporting an entity to work to develop and coordinate a statewide training program that not only make systems aware of the needs of juvenile offenders with disabilities, but will also make aware the needs of victims of crimes that have disabilities. The expectation is that the training will include but not be limited to the following:

1. The established Partners in Justice model will continue to be expanded to include juvenile offenders.
2. Continue to provide personal safety training to individuals with mental retardation and developmental disabilities and those who support them to reduce the likelihood of futures victimization.
3. The generic crime victim service system will continue to learn to better serve victims of crime with mental retardation and developmental disabilities.

Below are additional Council beliefs and insights regarding this issue:

- The local county board of mental retardation and developmental disabilities should play a major role in this project.
- The changes in behavior of the people who work in the system and the changes in conditions that make up the system are the best measures of systems change.
- There needs to be more education and awareness about the issue of offenders with mental retardation/developmental disabilities.
- Most judges don’t know the people who live in developmental centers or their needs. As a result, if or when a judge sends offenders to a developmental center or group home, they are endangering those individuals living there. At this time, developmental centers and group homes are inappropriate settings for offenders with mental retardation/developmental disabilities.
- Juvenile Judges need to work with local providers.
- Ohio needs to develop more community –based programs that provide specialized services for offenders with mental retardation/developmental disabilities and who are at high risk of committing serious offenses. These programs and services

should include sentencing alternatives, aftercare and transition services for those individuals released from prison.

- This is a high liability for anyone who would try to address this issue.
- Training may be the most important piece in ensuring that individuals with mental retardation and developmental disabilities are protected and receive equal justice. Training is the key to preventing abuse, neglect and exploitation from occurring. (December 2002 Report of the MRDD Victims of crime Task Force)

Resources to be Invested:

Federal: \$39,500
Matching Funds: 13,166
Total: \$52,666

Required Performance Targets:

Area of Emphasis: Quality Assurance

**Identification
Number**

QA07 People trained in systems advocacy about quality assurance in community placements

Year 2008: 100 Year 2009: 200 Year 2010: 300
Year 2011: 400

Area of Emphasis: Cross Cutting

CR02 Copies of products distributed to policymakers about issues related to Council initiatives

Year 2008: 100 Year 2009: 200 Year 2010: 300 Year 2011: 400

Funding Method:

Continuation Allocation

Grantee:

The Disability Resource Network

PARTNERS IN POLICYMAKING TRAINING

Outcome Statement:

A group of individuals with developmental disabilities, and parents and family members, who represent different cultures, ethnicities and disabilities, will become proficient in advocacy and leadership skills through participation in the Partners in Policymaking program.

Scope of Project:

The Council is providing funds for an entity to conduct the Partners in Policymaking educational program in one area of Ohio (other than Cincinnati and Toledo areas) for one year.

Partners in Policymaking was created by the Minnesota Governor's Council on Developmental Disabilities in 1987. Since then, Partners programs have been implemented and funded in 46 states, as well as in the United Kingdom. Approximately 13,000 Partners graduates are part of a growing national and international network of community leaders serving on policymaking committees, commissions, and boards at local, state and national levels.

Partners is an innovative, competency-based leadership training program for adults with disabilities and parents/family members of individuals with developmental disabilities. The purpose of the program is two-fold: teach best practices, and teach the competencies of influencing public officials. The program educates participants to be active partners with those who make policy. Partners participants become competent to change their own lives, and then to work for changes that will affect others with disabilities at local, state, and national levels. Partners graduates are expected to be agents of long-term change. They learn there are no "quick fixes." The idea is to develop partnerships that are based on positive relationships. In today's political climate of radical change, Partners graduates must work harder than ever to prevent the loss of basic rights for people with disabilities. Partners graduates can change the future by influencing public policy today.

Council will fund this through an allocation in 2008. Two separate Requests for Proposals (RFPs) were disseminated for the 2007 grant and there were no acceptable applications.

Each year, Council will fund Partners in a new area of the state. The applicant that is selected will have the grant for one year. **Note:** Council began funding this program in

2005, with a grant that covered Lucas County and nearby counties. In 2006, the grant was awarded to an entity that provided training for individuals from Hamilton County and nearby counties.

The program is to begin with at least 20 participants who are diverse in culture, ethnicity and disability. Council is very committed to insuring that all projects include people from diverse backgrounds. Half of the group should be individuals with a developmental disability and the other half parents/family members. Any Council members who live in the area and who wish to take the training shall be included in the 20 participants. Participants in the program may use the Council's Empowerment Fund to help with transportation, as well as personal assistance services and child care.

The curriculum, training materials, national speakers' list and other information is available on the Partners website, www.Partnersinpolicymaking.com. The training should include at least some of the national speakers. All of the members of the DD Act Partners – DD Council, Ohio Legal Rights Service, The Nisonger Center and Cincinnati Children's Hospital Division of Developmental and Behavioral Pediatrics, shall be invited to present about their programs. The grantee should establish a small advisory/steering committee which includes 3 Council members and others who will meet as soon as the grant is approved for project planning, and at least 2 additional times. The DD Council logo shall be predominantly displayed on the cover of materials, along with DDC contact information and mission statement. The logo shall be displayed on other materials such as correspondence and handouts.

Resources to be Invested:

Federal:	\$50,000
Matching Funds:	<u>16,667</u>
Total:	\$66,667

Required Performance Targets:

Area of Emphasis: Quality Assurance

QA08 People will be trained in leadership, self-advocacy, and self-determination.

Year 2008: 20 Year 2009: 20 Year 2010: 20 Year 2011: 20

Area of Emphasis: Cross Cutting

CR01 Public Policymakers will be educated by Council about issues related to Council initiatives.

Year 2008: 40 Year 2009: 50 Year 2010: 60 Year 2011: 70

Funding Method:

Allocation

Grantee:

To Be Determined

PEOPLE FIRST OF OHIO

Outcome Statement:

To strengthen People First of Ohio, develop more local People First groups, provide ongoing support to the chapters, educate policymakers, and hold a conference in even-numbered years.

Scope of Project:

The DD Act, as reauthorized, includes a requirement that every Council fund a statewide, self-advocacy organization led by individuals with developmental disabilities. Council's Leadership Development Committee has supported the creation and operation of People First of Ohio since its inception.

Funds will be allocated to People First of Ohio, a state self-advocacy organization, led by individuals with developmental disabilities. The funding will be used to:

- Expand People First of Ohio by adding four new local chapters each year, with an average of 30 members in each chapter.
- In setting up chapters, continue to promote diversity of membership, including cultural diversity and different types of disabilities. Survey the chapters to find out the make-up of each chapter in terms of types of disabilities and cultural diversity. Provide a one-page information sheet about the importance of reaching out to people from diverse ethnic and cultural groups.
- Maintain contact with and provide on-going support to all existing chapters. Provide opportunities for individuals with developmental disabilities to train and support others, as they become self-advocates and leaders.
- Translate two products that are useful to people with developmental disabilities but difficult to understand, into an easy to understand format.
- Hold four meetings of the People First of Ohio Board.
- Participate in legislative events (writing letters, speaking to groups, writing testimony, participating in regional legislative sites operated by Council and participating in Council's legislative events).
- Support individuals to attend the People First of Ohio Conference every other year. \$10,000 will be added to the grant every other year; it must be used to enable individuals from local chapters to attend the conference. Any portion of the \$10,000 earmarked for that purpose not used for that purpose must be returned to Council.

Resources to be Invested:

	<u>FFY08</u>	<u>FFY09</u>	<u>FFY10</u>	<u>FFY11</u>
Federal:	119,000	109,000	119,000	109,000
Matching Funds:	<u>39,666</u>	<u>36,333</u>	<u>39,666</u>	<u>36,333</u>
Total:	158,666	145,333	158,666	145,333

Required Performance Targets:

Area of Emphasis: Quality Assurance

- QA07 People trained in leadership, self-advocacy, and self-determination.
- Year 2008: 500 Year 2009: 200 Year 2010: 500
 Year 2011: 200
- QA09 People attained membership on public and private bodies and other leadership coalitions.
- Year 2008: 10 Year 2009: 10 Year 2010: 10 Year 2011: 10

Area of Emphasis: Cross-Cutting

- CR01 Public policymakers educated by Council about issues related to Council initiatives.
- Year 2008: 220 Year 2009: 220 Year 2010: 220
 Year 2011: 220

Funding Method:

Continuation Grant

Grantee:

People First of Ohio

PHASE II: SUSTAINING THE OHIO PATHS PROJECT

Outcome Statement:

The PATHS credentialing program for direct support professionals will be sustained and the number of direct support professionals will be increased statewide through consumer and employer demand to meet the increasing number of people with disabilities living outside of institutions and the increasing request for Direct Support.

Scope of Project:

The aging of our population and the increasing number of people with disabilities living outside of institutions is increasing the demand for Direct Support Professionals. Often such Direct Support Professionals are self-employed, are considered independent, and do not have the supervision, support, and benefits of agencies. AAMR has found that the recruitment and retention of Direct Support Professionals is compromised by low wages, lack of benefits, lack of career ladders, supervision, and limited transferability of skills.

In 2001, the Ohio Developmental Disabilities Council decided to work in collaboration with the Ohio Alliance for Direct Support Professionals and the Ohio Provider Resource Association to design a credentialing program for direct support professionals working with people with mental retardation and developmental disabilities in collaboration with other disability organizations, including the University Affiliated Programs (UAP) sister affiliates and other qualified training providers in selected regions of Ohio. A multi-county pilot demonstrated a model of how to train and credential mrdd direct support professionals.

This Volunteer Credentialing Program is called: The Ohio's **P**rofessional **A**dvancement through **T**raining and Education in **H**uman **S**ervices (Ohio PATHS). Below are highlights of what the program is about:

1. What is PATHS?

- A multi-year collaborative effort to develop a voluntary credentialing program for direct support professionals in Ohio.
- A collaboration of providers, advocates, families, state and county representatives and others interested in improving the workforce for individuals with disabilities in Ohio.

Initial funding came from the Ohio Developmental Disabilities Council with additional funding and support from The Ohio Department of Mental Retardation and

Developmental Disabilities, The Ohio State Apprenticeship Council and The Department of Labor.

2. What was the purpose of PATHS?

- Provide meaningful career pathways.
- Enhance the role and recognition of DSPs
- Keep direct service professionals in the field longer.
- Provide training to maintain skills.
- Improve quality
- Improve quality of training and educational opportunities for DSP's

3. What are the components of the PATHS credentialing project?

- Based on the Community Support Skills Standards, The NADSP Code of Ethics and the Minnesota Front Line Supervisor Standards
- Competency and performance outcomes
- Clearly articulated guiding principles
- Skills mentor and portfolio

4. What are the PATHS credentialing levels?

- Registration level
- Certificate of Initial Proficiency (CIP)
- Certificate of Advanced Proficiency (CAP)
- Certificate of Specialized Skill and Knowledge

5. How is PATHS organized?

- Project management, fiscal coordination, grant writing and reporting through Ohio Alliance Direct Support Professional – Amy Gerowitz & Deb Easley
- Statewide Council - oversees project and approves candidates for credential
- Regional Councils – oversees local training and implementation activities

This program is currently being implemented in 4 regions of the state (NW, SW, NE, West Central) with the goal to be able to provide this training statewide.

The Ohio Alliance of Direct Support Professionals was incorporated as a separate not for profit entity prior to the end of 2005.

The ODDC would like to continue to support an entity to work with OADSP to engage in sustainability planning to include but not be limited to the following:

- Assist PATHS statewide and regional councils to explore alternative funding sources to sustain the PATHS.
- Assist PATHS in making connections with other departments of government to encourage standards consistent with PATHS credentials.
- Assist PATHS in marketing to a number of local and statewide organizations in order to increase knowledge and awareness.
- Assist PATHS in developing a sustainability plan.
- Assist PATHS in connecting with ODJFS, community colleges, vocational schools, nursing schools and workforce investment boards to adopt PATHS curriculum in order to expand the scope to include unemployed workers.
- Assist PATHS in working with vocational and rehabilitation boards, workforce investment boards and other providers of education and training to fund training and credentialing of persons with other disabilities.
- Assist PATHS in marketing to the Ohio Association of County Boards of Mental Retardation and Development Disabilities, the Ohio Self-Determination Association, COGS, ODMRDD, agencies, providers and consumers to create a demand for certification.
- Assist PATHS in connecting with ODJFS in order to explore connections with their workforce initiatives.
- Explore the possibility of PATHS connecting with the Ohio Department of Aging

Below are additional Council beliefs and insights regarding this issue:

- Generating a market demand among consumers and providers for certified direct support professionals to work with people with mental retardation and developmental disabilities to improve the quality and status of, increase the knowledge and skill of, and assist in recruitment and retention of direct support professional in Ohio.
- State fiscal reforms must improve the quality of services and supports available to people with developmental disabilities.
- People with developmental disabilities and their families should play a central role in monitoring the quality of service delivery. (1997 Vision Document, #11)
- Fee structures should be redeveloped to increase pay levels to commensurate with training, experience, skills and credentials and with value to the consumer.
- People with developmental and other disabilities should be supported to live interdependently with the general community as active participants and should not be required to live, work and play in specialized facilities.

- Council supports only programs and projects which support inclusion and integration of people with disabilities
- Council invests only in programs and projects which use outcome frameworks to identify, measure and report.

Resources to be Invested:

Federal:	\$42,000
Matching Funds:	<u>14,000</u>
Total:	\$56,000

Required Performance Targets:

Area of Emphasis: Quality Assurance

Identification Number

QA01 People benefiting from quality assurance efforts of the Council in community placements.

Year 2008: 125 Year 2009: 150 Year 2010: 175 Year 2011: 200

QA02 Dollars leveraged for quality assurance programs.

Year 2008: \$50,000.00 Year 2009: \$75,000.00
Year 2010: \$75,000.00 Year 2011: \$100,00.00

Area of Emphasis: Cross Cutting

CR01 Public policymakers educated by Council about issues related to Council initiatives.

Year 2008: 250 Year 2009: 300 Year 2010: 350 Year 2011: 450

Funding Method:

Continuation Allocation

Grantee:

The Ohio Alliance of Direct Support Professionals/Amy Gerowitz d.b.a. Outlooks

PROFESSIONAL AND TEACHER DEVELOPMENT TASK FORCE

Outcome Statement:

School professionals and teachers will be skilled and knowledgeable to meet the educational needs of all students in a diverse classroom.

Scope of Project:

On January 8, 2002, President Bush signed into law the *No Child Left Behind Act of 2001* (NCLB). The Act is the most sweeping reform of the Elementary and Secondary Education Act (ESEA) since it was enacted in 1965. It redefined the federal role in K-12 education and aims at improving the performance of America's elementary and secondary schools while ensuring that no child is trapped in an unsafe or failing school. It also focuses on closing the achievement gap between disadvantaged students and their peers.

A key principle of the NCLB Act is increased accountability for raising the achievement levels of ALL students. This is being measured through annual assessments. Based on these assessments and the state's proficiency goals, the schools must show sufficient annual yearly progress (AYP). Children with disabilities fall into a subgroup. Although there are proposed changes to the NCLB rules, currently it is mandatory that 95% of students in a subgroup take the annual assessments. Data for subgroups is being desegregated and tracked for educational performance.

Schools and districts that do not meet the accountability objectives, both for students and for specific student subgroups, could be subject to improvement, corrective action and restructuring aimed at getting them back on track.

In addition, each state education agency (SEA) must develop a plan to ensure that all teachers meet the "highly qualified" standard by the 2006-2007 school year. The term "highly qualified teacher", as it is defined in section 9101 (23) of ESEA does NOT address a teacher being qualified to teach to a class of diverse learners.

NCLB provides flexibility to states and LEAs in determining the best use of teacher quality funds. The U.S. Department of Education has stated that the funds under Title II of NCLB may be used to qualify general educators to be qualified to teach in the diverse classroom. It is up to each state to make that determination and include it in plan and guidance language.

The Ohio Department of Education's position relating to NCLB says that standards based reform includes creating *teacher preparation and professional development systems designed to ensure that teachers are prepared to teach the content of the state's academic standards to all students*. However, Ohio's Consolidated State Application for Federal funds provided under NCLB does not specify development of educators to teach diverse learners in the general education setting. There is no mention of such qualification standards in the state's implementation guidance to the LEAs either.

Herein lays a significant issue to be addressed. If a student with a disability's Least Restrictive Environment (LRE) has been determined to be the general education classroom, and the teacher is not qualified to teach him/her, how can the school meet AYP for the that subgroup? Where will that student be taught? Another consideration is if the school recognizes that it's general education teachers are not qualified to teach core curriculum to students with disabilities, will those students be unilaterally placed in a special education classroom for curricular instruction so that the school will meet it's AYP for that subgroup?

The Individuals With Disabilities Education Act (IDEA) requires under the LRE provision that to the maximum extent appropriate, the student with a disability be provided with the supplementary supports and services needed to be educated with non-disabled peers. Ideally, if a general education teacher is not highly qualified to teach curricular content to a student with a disability, the special education teacher could provide support to the general ed. teacher through curricular modifications etc. In reality, there is a severe shortage of special ed. teachers making it all the more critical for general ed. teachers to know how to modify the core curriculum within the realm of adopted curricular standards. The very premise of LRE could be eroded for students with disabilities if this issue is not resolved.

In her testimony before the U.S. House Subcommittee on Education Reform (March 13, 2003), Dianne Talarico, superintendent of the Canton City School District in Canton, Ohio stated the following:

“Good intentions and good policy are not enough. The achievement and success that we produce for students is a direct correlate to the skill of the educators who serve them every day....The shortage of fully qualified special education teachers is the worst teacher shortage in the country and only growing. We cannot continue to place unqualified people in classrooms to teach special education students and expect to achieve the expectations we have set in No Child Left Behind. General educators are not knowledgeable about the diversity of student learning styles, effective intervention strategies, adapting and modifying the core curriculum and cultural diversity. Their pre-service training hasn't focused on any of these areas.”

NCLB also provides grant funding to colleges and universities for distribution through their Board of Regents. This funding may be used for numerous options specified in the act including teacher development (knowledge and skill building) at the pre-service level including courses in teaching diverse learners.

The academic success of students with disabilities is dependent on the alignment of NCLB with the Individuals with Disabilities Education Improvement Act of 2004. In addition, significant is the Ohio Educator Standards Board, created as a result of Senate Bill 2, who worked to develop recommendations for statewide educator standards for Ohio. These recommendations were approved by the Ohio State Board of Education and are in the process of being introduced to school districts across the state.

Senate Bill 2, in conjunction with the NCLB Act and IDEA 2004, determines the face of qualified teachers and professional in all Ohio school districts. If we are to capitalize on the tremendous opportunity that aligning these three pieces of legislation could afford students with disabilities in the areas of academic achievement, graduation rates, post school employment and participation in post-secondary education, then it is imperative that the issues presented above are given appropriate consideration at all levels.

The intent of Council to continue to fund a grantee to staff an education Task Force The members of the Task Force are a statewide representation of educational stakeholders including members of the Children's Issues Committee and parents of children with disabilities. The Task Force will continue to insure that the educational needs of students with disabilities are met in Ohio's implementation of *No Child Left Behind Act, IDEA 2004 and Ohio Senate Bill 2*.

- Continuing to monitor and provide significant input to the development of Federal Regulations and State Regulations as they pertain to "highly qualified" teachers and professionals.
- Insuring there is language in the State's Consolidated Application Plan and in its guidance to the LEAs to meet the educational needs of student's with disabilities with respect to professional and teacher development in all educational settings.
- Educating public policymakers at all levels (state and federal legislators and local officials as well as the Ohio Board of Regents, Board of Directors of colleges and universities and local school boards) as to the need for better-prepared professionals and teachers to educate students with disabilities in all educational settings.

- Collaboration with the Educator Standards Board, as created under Senate Bill 2, to impact statewide educator standards as they relate to students with disabilities in all educational settings.
- Provide regional training seminars, available to both parents and education professionals, to establish an informed advocacy base to further promote guidance to the LEAs to meet the educational needs of student's with disabilities. This will include promoting the content of the professional and teacher standards established through the work of the Educator Standards Board.

Resources to be Invested:

Federal:	\$59,000
Matching Funds:	<u>\$19,666</u>
Total:	\$78,666

Required Performance Targets:

Area of Emphasis: Education and Early Intervention

Identification

Number:

ED06 Education programs/policies created/improved

Year 2008: 50 Year 2009: 50

ED10 People trained in inclusive education.

Year 2008: 150 Year 2009: 150

Area of Emphasis: Cross Cutting

CR01 Public Policymakers educated by council about issues related to Council initiatives.

Year 2008: 150 Year 2009: 150

Funding Method:

Continuation Grant

Grantee:

Memorial Inc.

PROJECT DOCC IN OHIO

Outcome Statement:

To improve the quality of care for children by educating pediatricians-in-training based on parents experiences.

Scope of Project:

The mission of Project DOCC's (Delivery of Chronic Care):

- To promote an understanding of families living with special health care needs regardless of age, diagnosis, or prognosis.

Project DOCC was founded in 1994 by Maggie Hoffman, Donna Appell, and Nancy Speller, themselves parents of children with disabilities. It is now part of the training of over 800 medical residents at 20 hospitals in the United States and Australia. The program focuses on the impact of chronic illness, disability, or both, on children and their families, in every setting--the hospital, home, school, and community.

Project DOCC's goal is to enhance the physician's understanding of the child and family's needs, experiences, and expectations. Project DOCC seeks to foster a deeper doctor-child-family relationship through its dynamic, interactive program in which parents teach physicians about the daily realities of caring for children with special healthcare needs.

Project DOCC comprises three essential teaching components: a Home Visit, a Parent Interview using the Chronic Illness History, and a Grand Rounds Panel Presentation. To administer this program you would need to create a team of committed individuals, including:

Physician-in-Charge: a doctor who will be responsible for the rotation in which the residents/medical students will experience Project DOCC. The Physician-in-Charge will agree to attend the first day of the two-day Project DOCC Training Workshop, participate in ongoing evaluations of the program, and complete the accreditation process after the first year of Project DOCC to ensure reasonable program consistency.

Parent Coordinators: 2 to 4 parents of children with special healthcare needs will become the Project leaders. They will attend a two-day Training Workshop to learn the curriculum and how to teach the program to Project DOCC Parent Teachers (family faculty). Project DOCC parents will be recruited through personal relationships and trusted referrals. Important qualities to look for include: leadership, good communication

skills, teamwork, positive attitude, good relationships with child's physicians, and involvement with a child's chronic illness or disability for more than two years. Parent teachers and coordinators receive stipends in recognition of their service.

Administrative Assistant/Contact Person: an employee of the medical center who functions as a liaison between the physician, the coordinators, and the residents/medical students. This vital role needs to be consistent and maintained, in order for the program to be successful.

The hospital sponsoring Project DOCC is requested to:

- Make the program mandatory for every resident;
- Design a development strategy for sustaining the program in subsequent years;
- Participate in the Project DOCC/United Hospital Fund (PD/UHF) evaluations.

The fulfillment of these requirements affirms the value of family-centered, community-based education, as defined by the Accreditation Council for Graduate Medical Education (ACGME) Program Requirements.

Project DOCC staff will provide the educational materials, conduct initial and follow-up training, and provide ongoing support to parent teachers and medical center staff. ODDC will provide funding to pay for airfare, hotel and meals for trainers and a \$1000.00 one time cost for materials. The materials can be photocopied at no cost.

Communication will be enhanced by a listserv to enable all participants to learn from each other. The evaluation process will be web-based. Periodically, the hospital will receive data about their Project DOCC as well as information learned from all of the evaluation sites. Adherence to the program is vital; therefore, any proposed changes must be discussed with PD/UHF.

It is council's intent to replicate the project in future years. Texas and Tennessee DD Councils funded the most successful projects and the programs are being continued with other funding. Both Councils and Ms. Hoffman believe the project works best when the grantee is a parent group

Resources to be Invested:

Federal: \$ 45,000

Matching Funds: \$ 15,000

Total: \$ 60,000

Required Performance Targets:

Area of Emphasis: Health

Identification Number

HE04	People will have improved health services.				
	Year 2008: 100	Year 2009: 200	Year 2010: 300	Year 2011: 400	
HE05	People will be trained in health care services.				
	Year 2008: 40	Year 2009: 40	Year 2010: 40	Year 2011: 40	
HE06	People active in systems advocacy on health care.				
	Year 2008: 20	Year 2009: 30	Year 2010: 40	Year 2011: 50	

Funding Method:

Continuation Grant

Grantee:

Toledo Children Medical Center

PROJECT REACH

Outcome Statement:

To promote employment opportunities in the mental retardation/developmental disability field focusing on the unserved and underserved populations in area colleges and high schools, through information dissemination, workplace experiences and a website that allows companies to post job opportunities and candidates to search and apply for current openings.

Scope of Project:

Project REACH (Rehabilitation Employment Awareness for Colleges and High Schools) will promote employment opportunities in the MRDD field focusing on the unserved and underserved populations in area colleges and high schools, through information dissemination and workplace experiences.

Understanding that there are a wide variety of employment arenas within the MRDD field, Project Reach focuses not only on areas of service coordination, residential care, and vocational habilitation opportunities, but also business and technology related aspects as well. Over the last two years, Project Reach has developed a strong relationship with Wilberforce University and has impacted its students through in- class presentations from trained professionals. Increasing that relationship, while nurturing relationships with Ohio State and Wright State University, are goals for the future. Project Reach also wants to work with students and professors at community colleges such as Columbus State and Sinclair Community College. All schools mentioned have Rehabilitation and/or Social Work undergraduate or graduate programs of study. The selected schools include a historically black university, and schools that have a high representation of unserved/underserved populations. Project Reach will also continue to engage high schools in the Columbus Public Schools and surrounding districts with in class career talks.

The creation of the website will allow companies to post job opportunities and candidates to search and apply for current openings. The goal will be to have at minimum 20 job postings and 100 resumes in the bank.

Resources to be Invested:

Federal:	\$12,500
Matching Funds:	<u>4,166</u>
Total	\$16,666

Required Performance Targets:

Area of Emphasis: Quality Assurance

QA07 People trained in systems advocacy about quality assurance.

Year 2008: 100 Year 2009: 100 Year 2010 100 Year 2011: 100

Area of Emphasis: Cross Cutting

CR03 Members of the general public estimated to have been reached by
Council public education, awareness, and media initiatives.

Year 2008: 120 Year 2009: 120 Year 2010 120 Year 2011: 120

Funding Method:

Continuation Allocation

Grantee:

Wright-Choice, Inc

PROJECT SEARCH

Outcome Statement:

To increase the number of students/adults with significant developmental disabilities who have a job through education, training, and technical assistance for them, their families, school personnel, and employers.

Scope of Project:

Project SEARCH is a collaborative effort of Cincinnati Children's Hospital Medical Center and Great Oaks Institute of Technology and Career Development. Project SEARCH is dedicated to promoting employment opportunities for people with disabilities, and has received recognition on the state and national level for the innovative practices developed through the program. Notably, Project SEARCH was the recipient of the U.S. Department of Labor's 2004 New Freedom Initiative Award.

The Project SEARCH High School Transition Program is a worksite-based, school-to-work program that provides training in independent living, employability skills, and specific job skills; job placement assistance; job coaching; on-the-job support; and career advancement opportunities. The cornerstone of this program is a customized career exploration package for each student. While in the program, students spend their entire school day at the workplace learning in an onsite classroom and experiencing a variety of non-traditional jobs at sites throughout the workplace. The goal for each student is competitive employment upon graduation.

The High School Transition Program targets students with significant disabilities whose main goal is employment. Students who are on an Individual Education Plan, have completed all of their high school credits and graduation requirements, and have deferred graduation status are eligible for participation in the program.

The Project SEARCH model has proven to be less complicated, convenient and one that works for businesses. On-site staff, employed by the business, facilitates job coaching and provide the necessary supports for an individual to succeed on the job.

The Ohio DD Council will provide funding to expand Project SEARCH. This funding will allow:

- Approximately 1,116 young people with significant disabilities to move on to fulfilling employment after high school. Each year 12 youth at each site will be provided the necessary supports to navigate the transition between the education

and adult/employment systems. Each youth will receive skills training at the job site resulting in competitive employment.

- Replication of 3 new Project SEARCH sites with at least two outside of Hamilton County area each year. There would be a total of 22 sites by the end of the grant funding.
- More businesses to effectively access this underutilized worker pool. The Project SEARCH model will be replicated to other non-traditional industries. Currently the model is used in the healthcare and banking industry. Workplaces will bring about positive institution-wide changes in attitudes about hiring people with disabilities and the range of jobs in which they can be successful.
- Workshops to be provided for further replication of the business model.
- Public policy changes at the state and county level to ensure support of the program and individuals long term.

In FFY 2007, the project will be in its second year of implementation.

Resources to be Invested:

Federal: \$ 75,000
Matching Funds: \$ 25,000
Total: \$100,000

Required Performance Targets:

Area of Emphasis: Employment

Identification Number

EMO1	Adults have jobs of their choice through Council efforts.				
	Year 2008: 277	Year 2009: 419	Year 2010: 587	Year 2011: 780	
EM07	People trained in employment.				
	Year 2008: 50	Year 2009: 50	Year 2010: 50	Year 2011: 50	
EMO5	Employment programs/policies created/improved.				

Year 2008: 6 Year 2009: 6 Year 2010: 6 Year 2011: 6

Area of Emphasis: Education and Early Intervention

ED03 Students transitioned from school to community and jobs.

Year 2008: 168 Year 2009: 204 Year 2010: 240 Year 2011: 276

Funding Method:

Continuation Allocation

Grantee:

Project SEARCH

PROJECT: S.O.S. (SUPPORT OF SIBLINGS)

Outcome Statement:

There will be a viable organized adult sibling leadership organization whose mission will be to empower adult sibling and other family members as well as self advocates statewide with knowledge, skills and tools to;

- Evaluate the quality of paid supports.
- Participate in the creation of innovative support models.
- Impact public policy.
- Raise the standard of living of their family members with a disability.

Scope of Project:

“In the United States, over 5.8 million children have disabilities. Most have brothers and sisters. With the exception of the child’s mother, no one in the family spends more time with children who have special needs than do brothers and sisters.” (Donald Meyer and Patricia Vadasy, 1994)

“Many agencies wisely value the families they serve and are committed to providing family-centered care and services. However, even the most family- friendly agencies often overlook brothers and sisters. Brothers and sisters are too important to ignore, if for only these reasons:

- Siblings will be in the lives of family members with special needs longer than anyone. Brothers and sisters will be there after parents are gone and special education services are a distant memory. If they are provided with support and information, they can help their sibs live dignified lives from childhood to their senior years.
- Throughout their lives, brothers and sisters share many of the concerns that parents of children with special needs experience, including isolation, a need for information, guilt, concerns about the future, and caregiving demands. Brothers and sisters also face issues that are uniquely theirs including resentment, peer issues, embarrassment, and pressure to achieve.
- No classmate in an inclusive classroom will have a greater impact on the social development of a child with a disability than brothers and sisters will. They will be their siblings’ life-long “typically developing role models.” (The Arc of the United States Sibling Support Project, January 2005)

The Ohio Developmental Disabilities Council would like to continue to invest funds to leverage dollars to establish an adult sibling leadership organization that will educate transition age youth parents, older caregivers and siblings on the following topics to include but not be limited to the following:

- Emerging self-directed support models applicable to individual and family supports.
- Best practices and barriers to self-directed supports.
- Value of person-centered planning.

The grantee must be able to begin the 3rd year of the project to put into place those safeguards that will enable it to be a free standing entity by the end of the 5th year of the project.

It is also the expectation of Council that the grantee will coordinate with Council's Centers for Public Policy. Participation will result in grantee receiving training and education on issues and current legislation, having opportunities for collaboration with the disability community, and learning strategic activities for introducing disability advocates into public policy discussions.

Below are additional Council beliefs and insights regarding this issue:

- The implementation of fiscal reforms must safeguard the quality of services and supports available to people with developmental disabilities.
- People with developmental disabilities and their families should play a central role in monitoring. (1997 Vision Document, #11)
- The changes in behavior of the people who work in the system and the changes in conditions that make up the system are the best measures of systems change.
- People with developmental and other disabilities should be encouraged and supported to live interdependently as active community participants providing and receiving informal supports.
- Council supports only programs and projects which support inclusion and integration of people with disabilities.
- People with disabilities should not be required to live, work, and play in specialized facility.
- Council invests only in programs and projects, which use an outcome framework to identify, measure and report.

Resources to be Invested:

Federal: \$20,000
Matching Funds: 6,666
Total: \$26,666

Required Performance Targets:

Area of Emphasis: Quality Assurance

**Identification
Number**

QA02 Dollars leveraged for quality assurance programs.

Year 2008: \$5,000.00- \$7,000.00 Year 2009: \$ 6,000.00- \$8,000.00
Year 2010: \$ 6,000.00- \$8,000.00 Year 2011: \$10,000.00

QA05 People trained in quality assurance.

Year 2008: 100 Year 2009: 150 Year 2010: 150 Year 2011: 300

QA06 People active in systems advocacy about quality assurance.

Breakout number by category

- 1) 10% Self -advocates
- 2) 80% Family members
- 3) 10% Others

Year 2008: 175 Year 2009: 200 Year 2010: 225
Year 2011: 250

Area of Emphasis: Cross Cutting

CR02 Copies of products distributed to policymakers about issues related to Council initiatives.

Year 2008: 275 Year 2009: 350 Year 2010: 375
Year 2011: 550

Funding Method:

Continuation Grant

Grantee:

OSU, Nisonger Center

PUBLIC AWARENESS: EVENTS

Outcome Statement:

To make the public aware of a major disability issue and highlight Council's image as a premier advocacy organization at a conference or events.

Scope of Project:

Council will fund a grantee to implement an annual council public awareness event/conference on a major disability issue and include diverse organizations. This conference/event will provide timely information to the public and highlight council's image as a premier advocacy organization.

Council's annual event must educate, train and provide valuable information important to and about people with developmental disabilities and their families.

It is also important to address the superstitions and beliefs of various cultures to change and influence both perceptions and attitudes toward people with developmental disabilities and their families. Conference materials must highlight the diversity, strengths, capabilities, preferences and values of people with developmental disabilities and their family.

In an effort to build effective collaboration, Council's Public Awareness Sub-committee will do the following:

- serve as the planning committee for the conference
- determine if other outside experts should be a part of conference/event (planning committee)
- determine if the event will be for one or two days
- decide on the topic of the event and
- assist with planning two other events per year for Council.

The grantee will ensure the following:

- Accessible space is booked
- Registration is handled by grantee
- Conference is accessible to all guests
- All documents are provided in alternative formats.
- Meals will be provided to all conference attendees.
- Scholarships will be given to cover the costs for people with developmental disabilities and family members.

- There will be a national speaker that is knowledgeable on the topic.
- During the Event, Council's annual Elsie Helsel and Ray Jones Memorial Awards are given to individuals selected by Council.
- The audience must include organizations and individuals who are not in the disability field/arena.
- Only Council's banner, brochures, pamphlets and products are prominently displayed
- Secure at least three corporate sponsors with staff assistance
- Use Media sources--newspapers, magazines, journals, trade and industry publications, television, and radio to advertise event
- Use DD Quarterly distribution list to advertise event
- Seek media publicity of event
- Plan souvenir booklet with staff assistance
- Secure at least 3 vendors at event

Resources to be Invested:

Federal:	\$50,000
Non-Federal funds:	<u>16,667</u>
Total:	\$66,667

Required Performance Targets:

Area of Emphasis: Cross-Cutting

CR03 Members of the general public will be reached by Council public education, awareness and media initiatives.

Year 2008: 275	Year 2009: 300
Year 2010: 350	Year 2011: 400

Funding Method:

Continuation Grant

Grantee:

Axis Center for Public Awareness

PUBLIC AWARENESS: COUNCIL NEWSLETTER

Outcome Statement:

To make the public aware of policies and common practices that are insensitive towards people with developmental disabilities and their family and to highlight Council's image as a premier advocacy organization, via Council's newsletter.

Scope of Project:

Language can be used to shape ideas, perceptions and attitudes. Attitudes shape behaviors that affect the lives of people with disabilities, such as employment of individuals with disabilities, supporting programs and policies that improve the lives of people with disabilities and their families, and inclusion into all aspects of community life. Positive attitudes can be shaped through careful presentation of information about people with developmental disabilities and their family.

There are policies and practices that are insensitive towards people with developmental disabilities and their family and how these insensitivities adversely affect inclusion in all aspects of community living.

It is important that the general public receives messages that reduce stigma and that increases the presence of people with developmental disabilities and their family as part of mainstream media and public relations campaigns.

This project must also address the superstitions and beliefs of various cultures to change and influence both perceptions and attitudes toward people with developmental disabilities and their family. Additionally, information published in Council's newsletter will highlight the strengths, capabilities, preferences and values of people with developmental disabilities and their family.

Council's Public Awareness Sub-committee's expectation of the activities this project will accomplish; include but are not limited to:

- The DD Quarterly will be posted on the ODDC website. To reduce costs, the DD Quarterly will be disseminated electronically on a quarterly basis.
- The project will produce newsletters that inform readers about the issues of importance to individuals with developmental disabilities and their families.
- This project will also produce articles with Council's position on specific issues that affect people with developmental disabilities and their family.

- This newsletter will, upon request, be disseminated through print. The newsletter must also be available in alternate formats, including large print and audiocassettes.
- Articles must be clear, concise and written in simple language. Clear and simple diagrams should be used. Articles must be written in people-first language and avoid publishing images designed to evoke pity.
- Topics selected to appear in the newsletter will be chosen in partnership with ODDC public awareness staff and Council members.
- The data base of recipients will be updated on a monthly basis, kept and managed by the grantee; it will be made available to Council upon request.

The ODDC's newsletter will serve as an integral part of Council work by:

- Providing valuable information and resources to people with disabilities, family members, and all stakeholders.
- Use Media sources--newspapers, magazines, journals, trade and industry publications, television, and radio to advertise DD Quarterly
- Raise awareness among the general public--both locally and regionally
- Develop a Public Policy Section within the DD Quarterly
- Increasing knowledge about the lives of people with developmental disabilities and their issues
- Correcting inaccurate ideas about people with disabilities
- Providing positive publicity for ODDC
- Increasing number and types of organizations that receive the DD Quarterly
- Assisting in the ODDC Public Relations Plan by informing the public on ODDC's piloting of new approaches to services and supports for individuals with developmental disabilities, systems change activities, and positions on topics/issues.

Resources to be Invested:

Federal:	\$100,000 – 125,000
Non-Federal funds:	\$ 33,333 - 41,666
Total:	\$133,333 - 166,667

Required Performance Targets:

Area of Emphasis: Cross-Cutting

CR03 Members of the general public will be reached by Council public education, awareness and media initiatives.

Year 2008: 22,300
Year 2010: 22,700

Year 2009: 22,500
Year 2011: 22,900

Funding Method:

Continuation Grant

Grantee:

Ohio Legal Rights Service, Inc.

PUBLIC AWARENESS: PRODUCTS AND ACTIVITIES

Outcome Statement:

To change and influence both perceptions and attitudes toward people with developmental disabilities and their family and highlight Council's image as a premier advocacy organization through products and activities.

Scope of Project:

It is the charge of the Public Awareness Subcommittee to work with the grantee in selecting information/products that will make the public aware of insensitivity towards people with developmental disabilities and their family and how these insensitivities adversely affect accessibility levels in society.

Council's products must educate, train and provide valuable information important to and about people with developmental disabilities and their families. It is imperative that Council's products promote access issues in ways that the public can easily relate to and understand. Products must be written so that the public recognizes the value of people with disabilities as contributors to our shared communities.

Products must also address the superstitions and beliefs of various cultures to change and influence both perceptions and attitudes toward people with developmental disabilities and their family. Additionally, information published will highlight the strengths, capabilities, preferences and values of people with developmental disabilities and their family.

The ODDC Public Awareness campaign will be developed and implemented so that:

- The public understand the role Council plays in creating visions, piloting new approaches to services and supports for individuals with developmental disabilities, and changing systems
- The public recognizes Council as a premier advocacy organization on issues that affect people with developmental disabilities and their families
- The public understand the major disability issues addressed by Council
- The public understand the strengths, capabilities, preferences, and needs of individuals with developmental disabilities and recognize the value of people with disabilities as contributors to our shared community.

Activities will include, but are not limited to, the following:

- Prepare, print and disseminate bi-lingual materials, such as brochures, booklets, posters and other products determined by the Public Awareness Subcommittee. This includes the annual Executive Summary of State Plan Initiatives and ODDC information tool kit.
- Develop a media action plan with a time-frame
- Disseminate a guide on media communication concerning people with disabilities and their family
- Implement other activities approved by the Public Awareness Subcommittee to meet the intent and outcome
- Implement public awareness campaigns approved by the Public Awareness Subcommittee
- Work with council public awareness staff on website translation issues
- Submit relevant materials in an accessible format to Council Webmaster for inclusion on Council's website
- Activities and products will coordinate with Council's current visual identity program (logo, color) and user-friendly style (readable, legible, respectful content).

Resources to be Invested:

Federal:	\$40,000 – 60,000
Non-Federal funds:	<u>\$13,333 - 20,000</u>
Total:	\$43,333 - 80,000

Required Performance Targets:

Area of Emphasis: Cross-Cutting

CR03 Members of the general public will be reached by Council public education, awareness and media initiatives.

Year 2008: 10,250	Year 2009: 10,300
Year 2010: 10,350	Year 2011: 10,400

Funding Method:

Competitive Grant

Grantee:

To Be Determined

REACHOUT E-DIVERSITY NEWSLETTER- “AN ELECTRONIC MONTHLY PUBLICATION OF THE OHIO DEVELOPMENTAL DISABILITIES COUNCIL”

Outcome Statement:

To create an awareness of the need to promote more interagency collaboration and coordination that results in agencies providing culturally competent services to the un/underserved populations in Ohio.

Council Intent:

The ReachOut e-Diversity Newsletter is a monthly electronic publication being sponsored by the Outreach Subcommittee of the Ohio Developmental Disabilities Council. The purpose is to provide information to interested parties on the need to promote more interagency collaboration and coordination that results in agencies providing culturally competent services to the un/underserved populations in Ohio.

Cited in the Outreach Strategic Plan is the statement from the DD Act on “Interagency Collaboration and Coordination which states the following:

INTERAGENCY COLLABORATION AND COORDINATION – The Council may support and conduct activities to promote interagency collaboration and coordination to better serve, support, assist, or advocate for individuals with developmental disabilities and their families.

Scope of Project:

Best practice outreach strategies and other pertinent information will be made available to interested agencies, Council grantees and people with disabilities and their families via the e- Diversity update demonstrating the need to promote more interagency collaboration and coordination that results in agencies providing culturally competent services to the un/underserved populations in Ohio.

The ReachOut e-Diversity Newsletter as envisioned by the Outreach sub-committee will do the following:

- Increase awareness of services available to minorities with developmental disabilities.
- Increase awareness of grant and funding opportunities.
- Increase understanding of issues that impact minorities with developmental disabilities.

- Include an analysis & summary of polling

The ReachOut e-Diversity Newsletter will continue to include:

1. Solicitation & Summary of Reader feedback.
2. Marketing to non-traditional media.
3. Outreach message
4. Diversity Highlights
5. Navigating the system
6. Outreach impact (best practices)
7. Frequently asked questions (FAQ)
8. The update will be given in 3 different languages.
9. 7 sections
10. Electronic version
11. 4 pages
12. Full color
13. Inside email
14. PDF
15. Opt in/out email list
16. Link to website
17. 4 pages & full color

Resources to be Invested:

Federal:	\$18, 000
Matching Funds	<u>6,000</u>
Total	\$24,000

Required Performance Targets:

Area of Emphasis: Cross Cutting

CR01 Public Policymakers educated by council about issues related to Council initiatives.

Year 2008: 300	Year 2009: 300
Year 2010: 300	Year 2011: 300

CR03 Members of the general public estimated to have been reached by Council public education, awareness, and media initiatives.

Year 2008: 1200	Year 2009: 1200
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Year 2010: 1200

Year 2011: 1200

Funding Method:

Continuation Allocation

Grantee:

The Outcomes Management Group, LTD

**REAL JOBS PROJECT
INCREASING NON-TRADITIONAL OPPORTUNITIES TO
PRODUCE INCOME FOR PEOPLE WITH DISABILITIES
THROUGH
MINI-GRANTS**

Outcome Statement:

To increase non-traditional opportunities to produce income for people with disabilities.

Scope of Project and Council Intent:

The ODDC funded the Employment Outcomes and Micro-Enterprise grant for six years. This successful grant demonstrated an alternative to employment services. Other states have explored alternatives to traditional employment including supported employment, self-employment, supported entrepreneurship, job carving and restructuring, development of micro-boards and micro-enterprises, paying employers to provide supported employment, and the use of personal agents, individual vouchers, training accounts, and personal budgets.

These alternatives comprise "customized employment". They illustrate that employment services are more effective if they offer an array of options designed to increase the employment /income of people with disabilities in jobs they want and choose.

The project will provide people with disabilities non-traditional opportunities to produce income. Modeled after ODDC's Funding for the Arts project, each year grantees will be selected through a competitive application process. The policies and application that are used for this process will be developed specifically for this mini-grant program. Grant activities may include but are not limited to: demonstration, training, advocacy, research.

Resources to be Invested:

Federal:	\$23,000
Matching Funds:	<u>\$7, 666</u>
Total:	\$30,666

Required Performance Targets:

Area of Emphasis: Employment

**Identification
Number**

EMO1 Adults will have jobs of their choice/ more income through
council efforts.

Year 2008: 20 Year 2009: 20 Year 2010: 20
Year 2011: 20

EMO5 Employment programs/policies created/improved.

Year 2008: 3 Year 2009: 3 Year 2010: 3
Year 2011: 3

Funding Method:

Competitive Grant

Grantee:

To Be Determined Annually

REPLICATION OF THE PERSONAL ASSISTANCE SERVICES COOPERATIVE

Outcome Statement:

A PAS Cooperative will continue to be replicated in another area of the state via technical assistance provided.

Scope of Project and Council Intent:

Personal assistance services as they currently exist in Ohio are fragmented, restrictive, and delivered through a “non-system” which is inaccessible to many Ohioans due to limitations imposed by eligibility criteria and funding. Many constituencies, such as, people with mental retardation and developmental disabilities, people with psychiatric disabilities, working age adults who are not employed, people needing more than 35 hours per week of services, people who live in nursing homes, and children, have been identified as unserved or severely underserved.

Most consumers who do get served do not have a choice between PAS models. They take what they can get. It is essential for Ohio to develop more PAS model options, specifically models that increase consumer control. This will not only save money by decreasing the number of people in nursing homes, but will increase the quantity and quality of service available. There would have to be changes in legislation and/or the PAS State Plan to allow for more consumer control, but this has been successfully done in other states.

In 2001 through 2006, the Ohio Developmental Disabilities Council has funded L.E.A.P. to develop and implement a Personal Assistance Services (PAS) CO-OP in the Cuyahoga County area. They have called these CO-Ops Pods.

Consumer cooperatives for personal assistance services are made up of people who use this service and are the most knowledgeable regarding its delivery. The purpose of a consumer cooperative is to create in the market place improved providers, services, and prices through group purchasing and other shared activities.

This is done by creating an informed consumer group that accepts the responsibility to make the most effective and efficient use of personal assistance service by reducing waste and unnecessary costs to make more

services available for more people. (PAS Position Paper, Baumeister and Associates)

To understand a consumer cooperative requires that we separate the source of payment from the act of purchasing the personal assistance services. The sources of payment may include private income, private insurance, compensation, public insurance, public subsidy or any combination thereof. It is the collective purchasing power represented by this combination of funding sources which validates the idea of a consumer cooperative. The source of payment, be it public or private, is not key to the mission of the cooperative. However, this is not typically acknowledged because there is little or no mechanism drawing people who use services together. When groups do evolve they often do so based upon shared source of funding. (PAS Position Paper, Baumeister and Associates)

The Ohio Developmental Disabilities Council will continue to allocate a small amount of funds to replicate this project in other areas of the state by providing technical assistance to groups who are interested in developing and implementing a PAS CO-OP.

It will be owned and operated by people with disabilities and family members. It would serve as the fiscal agent much the same way a Home Health Agency does. The PAS user must meet the general guidelines of their funding source and either the PAS user or their designated person must be able to manage his/her own attendant in order to receive services through the CO-OP. The PAS user would hire, manage, train, and fire his/her own personal assistant. There would be no limits on where PAS can be provided or the type of PAS, as long as it is long term. Personal Assistance Services should be provided in a timely fashion.

The PAS CO-OP would provide PA recruiting and matching, peer counseling/ consumer management training, and PA training upon request and develop natural supports for each participant.

The projects would be required to utilize in its training Council's updated PAS manual entitled: Taking Charge: A Hands- On Guide to personal Assistance Services.

Possible Issues Regarding PAS CO-OP:

- Liability
- Fiscal Considerations (e.g. tax administration)

Possible Benefits re: Development of PAS CO-OP

- Look at different ways to do business.
- Pay a good salary.
- Contract out insurance cost (cooperative insurance).
- Draw quality people.
- Don't have an agency making up the rules.
- People using the service are making up the rules.

Below are additional Council beliefs and insights regarding this issue:

- People with developmental disabilities need support to have opportunities to make their contributions.
- Most consumers who do get served do not have a choice between PAS Models.
- It is essential that Ohio develop more PAS models options, specifically models that increase consumer control.
- The changes in behavior of the people who work in the system and the changes in conditions that make up the system are the best measures of systems change.
- People with disabilities should not be required to live, work, and play in specialized facility.
- People with disabilities should be able to receive PAS in a timely fashion.
- People with developmental and other disabilities should be encouraged and supported to live interdependently as active community participants providing and receiving informal supports.
- People with disabilities and their families can create opportunities for themselves in the social and economic communities in which they live.
- Council supports only programs and projects, which support inclusion and integration of people with disabilities.
- Council invests only in programs and projects, which use an outcome framework to identify, measure and report.
- The Ohio Department of MR/DD & Ohio Department of Human Services should be collaborators on this project.

Resources to be Invested:

Federal:	\$15,000
Matching Funds:	<u>5,000</u>
Total:	\$20,000

Required Performance Targets:

Area of Emphasis: Quality Assurance

**Identification
Number**

QA01 People benefiting from quality assurance efforts of the Council
in community placements.

Year 2008: 100

Year 2009: 50

Year 2010: 50

Year 2011: 50

QA03 Quality assurance programs/policies created/improved in
community placements.

Year 2008: 2

Year 2009: 2

Year 2010: 2

Year 2011: 2

CR02 Copies of products distributed to policymakers about issues related
to Council initiatives.

Year 2008: 100

Year 2009: 50

Year 2010: 50

Year 2011: 50

Funding Method:

Continuation Allocation

Grantee:

LEAP, Inc.

SPANISH- LANGUAGE INJURY PREVENTION BOOKLET FOR CHILDREN

Outcome Statement:

Spanish –speaking families of children with developmental disabilities will have access to safety information that is specific and appropriate for their child.

Scope of Project:

Injuries are the leading cause of death in children 14 years of age and under. Special healthcare needs may include mental and physical disabilities, hearing and vision impairment, chronic diseases and/or developmental delays. Children affected by these conditions are often at greater risk for injuries for a number of reasons. Caregivers may inadvertently contribute to injury risk because they are under stress and financially burdened. Clear, concise safety information that addresses injury prevention for children living with developmental disabilities is difficult, if not impossible, to find.

Spanish – speaking families of children with developmental disabilities will have access to safety information that is appropriate for their child. Spanish – 9,600 language booklets will be printed and distributed entitled “Safety Tips for Children with Special Health Needs.” 600 CD’S will also be distributed with the PDF version of the booklets.

Resources to be Invested:

Federal:	\$12,500
Matching Funds:	<u>4,166</u>
Total	\$16,666

Required Performance Targets:

Area of emphasis: Quality Assurance

QA01	People benefiting from quality assurance efforts of the Council.		
	Year 2008: 4,931	Year 2009: 4,931	Year 2010 4,931
	Year 2011: 4,931		

Funding Method:

Continuation Allocation

Grantee:

Toledo Children's Hospital

STATEWIDE COORDINATOR OF OHIO PARTNERS IN POLICYMAKING AND ANNUAL GATHERING OF PARTNERS GRADUATES

Outcome Statement:

The highly trained graduates of Partners in Policymaking programs in Ohio will be an active, effective and organized body of advocates for systems change, and will receive ongoing support and education from a Statewide Coordinator and through an Annual Gathering which shall consist of a celebration of graduations, accomplishments, further training and networking opportunities.

Scope of Project and Council Intent:

By 2011, there will be at least 200 Partners in Ohio. There are now 104 Partners in Ohio. There will be 20 more graduates each year through Council grants, and there may be additional graduates through classes offered by other organizations. Partners' graduates are a group of well-trained people with knowledge, skills and enthusiasm who will partner with, and attempt to influence policymakers in order to enhance service/support systems that will improve the lives of people with developmental disabilities and their families.

A national survey of Partners in Policymaking in 2000, with responses from 40 states, gave helpful information about projects undertaken by graduates:

- made significant changes in how preschool special education programs are delivered
- served on policy making boards; wrote federal and state testimony on issues
- 4 grads were later appointed to DD Council; 1 ran for city Council
- other agencies called Council and asked for Partners grads for boards and committees
- grads started a disability awareness training program in schools
- 75% wrote letters to legislators; hosted legislative coffees
- graduates ran for school board positions
- one Partner, who hadn't even registered to vote before being in the Partners program, ran for a seat in the House in the state Legislature

The survey results also showed that 90% of the states have a State Coordinator who supports the Partners with their individual projects, plans follow-up training, and provides ongoing information.

Council wishes to have a Statewide Coordinator to undertake a variety of tasks, including:

- Annually assist with the start-up of each new Partners class.
- Assist the new class leader with obtaining national speakers.
- Assist applicants with requirement.
- Consult with past Ohio Partners Coordinators and national resources to gather information about previous Partners programs.
- Collaborate with others who have/had Partners programs to involve them in our advocacy efforts as a statewide coalition for systemic change.
- Maintain systems and serve as a liaison to efficiently and effectively connect Partners Graduates with each other and emerging, urgent issues. In particular, maintain a Partners list serve of all Ohio Partners
- Coordinate, with input from members of the Leadership Development Committee, and implement the ODDC Annual Gathering.
- Be available for one-to-one consultation with graduates as they complete their
- Alert and/or organize Partners participants/graduates to provide testimony, write letters etc. as emerging issues arise. Work with Council's Public Policy liaison.
- Maintain a speakers list.
- Attend Leadership Development Committee meetings as requested by Committee Chair and Staff

The Statewide Coordinator will assist with the planning, and shall implement an ODDC Annual Gathering for all known DDC Partners Graduates in Ohio. All other organizations that have sponsored Partners programs and whose graduates will be invited to the Gathering should be asked to contribute SOME funds toward the cost of the Gathering. The purpose of the Gathering is to provide opportunities for graduates to get to know each other and network, to provide follow-up training to the graduates, to learn about their advocacy work, and to keep the Partners together as an organized group. Overnight accommodations, meals, personal assistance services, child care, and mileage shall be paid for participants and spouse, or a significant person in the graduate's life.

Resources to be Invested:

For the Partners Gathering:	2008	2009	2010	2011
Federal:	\$20,000	\$23,000	\$26,000	\$29,000
Matching Funds:	<u>6,666</u>	<u>7,666</u>	<u>8,666</u>	<u>9,666</u>
Total:	26,666	30,666	34,666	38,666

For the State Coordinator:

Federal:	\$25,000	\$25,000	\$25,000	\$25,000
Matching funds:	<u>8,333</u>	<u>8,333</u>	<u>8,333</u>	<u>8,333</u>
Total:	33,333	33,333	33,333	33,333

Required Performance Targets:

QA08 People will be trained in leadership, self-advocacy, and self-determination.

Year 2008: 140 Year 2009: 160
Year 2010: 180 Year 2011: 200

QA06 People will be active in leadership, self-advocacy, and self-determination.

Year 2008: 62 Year 2009: 72
Year 2010: 92 Year 2011: 102

QA09 People will attain membership on public and private bodies and other leadership coalitions.

Year 2008: 30 Year 2009: 40
Year 2010: 50 Year 2011: 60

Funding Method:

Continuation Grant

Grantee:

ELP Consulting

SYSTEMS CHANGE AND ADVOCACY BY MEMBERS

Outcome Statement:

To support consumer members of Council as they strengthen their advocacy and leadership skills, and function as advocates and systems change agents for critical issues in the DD field.

Scope of Project:

The DD Act requires that 60 percent of the Council members meet one of the following categories: 1) individuals with a developmental disability; 2) parents or guardians of children with a developmental disability; 3) immediate relatives or guardians of adults with mentally impairing disabilities who cannot advocate for themselves; and, 4) immediate relative or guardian of a person with a developmental disability who has been or is living in an institution.

The Council's requirements for membership include "all candidates for DD Council membership should have experience serving on committees, boards or organizations concerned with persons with developmental disabilities." Part of the role of a Council member is to bring information on needs and issues to Council from external groups. This assists Council in identifying issues and concerns from around the state to address in its advocacy and systems change endeavors.

This section of the State Plan is included for Federal reporting purposes regarding the cost of Council members' participation in Council meetings, conferences and related events, all geared toward advocacy and systems change. The list of external committees, boards and organizations indicates the breadth of involvement of members of the Ohio DD Council in advocacy and systems change efforts around the state.

Resources to be Invested:

Federal:	\$80,000
Matching Funds:	<u>None Required</u>
Total:	\$80,000

Required Performance Targets:

Area of Emphasis: Quality Assurance

QA07 People trained in leadership, self-advocacy, and self-determination.

Year 2006: 32

Area of Emphasis: Quality Assurance

QA06 People (members) will be active in systems advocacy

Year 2007: 32 Year 2008: 32 Year 2009: 32
Year 2010: 32 Year 2011: 32

Funding Method:

In-House Expenditure

Grantee:

None

Agencies, Boards, Commissions, and Committees on Which Members Serve

Alliance for Full Participation State Team – TODD GATEWOOD
American Institute of Architects -- NESTOR MELNYK
American Speech Language Hearing Association – PAULA RABIDOUX
Angelman Syndrome Foundation – NESTOR MELNYK
Association for Persons in Supported Employment (APSE) State Board Member – JANE NOVICK
Association of Programs for Rural Independent Living (APRIL) – MARY BUTLER
Association of Programs for Rural Independent Living National Transportation Committee -- MARY BUTLER
Association of University Centers on Disabilities -- PAULA RABIDOUX
Canadian Angelman Syndrome Society -- NESTOR MELNYK
Cincinnati Children’s Hospital Medical Center, CSI/Pursing Perfection, parent advisor -- NESTOR MELNYK
Cincinnati Children’s Hospital Medical Center, Division of Developmental Disabilities Leadership Education in Neurodevelopmental Disabilities (LEND), mentor -- NESTOR MELNYK
Clifton Town Meeting, Housing & Zoning Committee -- NESTOR MELNYK

Disability Network of Ohio – Solidarity – CURT WELLMAN
Elyria ADA Advisory Board, Chair -- MARY BUTLER
Elyria ADA Task Force – MARY BUTLER
Elyria Consolidated Plan Advisory Council – MARY BUTLER
Elyria Fair Housing Board (Vice-Chair) – MARY BUTLER
Family Support Council – MARY BUTLER
Friends of Shalom House, Board Member – CAROL SHKOLNIK
Interagency Council on Housing and Homelessness, MARY BUTLER (Governor
Appointee)
Lorain County ADA Coordinators Network – MARY BUTLER
Lorain County ADA/NOD Advisory Committee (Chairman), ADA Accessibility Survey
Committee – MARY BUTLER
Lorain County Coalition of Citizens with Disabilities, Inc. (LCCCD) (Chairman) –
MARY BUTLER
Lorain County Computer Users Group (LCCUG) – MARY BUTLER
Lorain County Consolidated Plan Advisory Council – MARY BUTLER
Lorain County Invitation to Change, Inc. – MARY BUTLER
Lorain County Job & Family Services Transportation Committee – MARY BUTLER
Lorain County Urban League -- MARY BUTLER
Lorain County Workforce Investment Board (WIB) Executive Committee,
Program/Planning Committee, Finance Committee and By-laws Committee (Chair) –
MARY BUTLER
Lorain County Workforce Investment Board Youth Council (WIBYC) Evaluation and
Assessment of Programs (Chair); Program Review Committee – MARY BUTLER
Lorain County Maximum Independent Living (MIL Apartments) Interview Panel –
MARY BUTLER
Medina County District Library ADA Committee – COURTNEY JORDAN
Medina County Society for Handicapped Citizens' Human Rights Committee –
COURTNEY JORDAN
Montgomery County Advocates – SHARI COOPER
Montgomery County Medical Society – JAMES BRYANT, MD
Montgomery County Board of MRDD, Parents and Administrative Council
Board member - -- JANE NOVICK
Mothers Against Drunk Driving (MADD) North Coast Chapter – MARY BUTLER
National Association for the Dually Diagnosed – MIKE SCHROEDER
National Association of Maternal and Child Health Programs, Board Member at Large –
JAMES BRYANT, MD
National Association of Social Workers – Ohio Chapter Region 2 – DENISE KISSEL
National Association of State Head Injury Administrators - - NANCY HARRY
National Council On Independent Living (NCIL) – MARY BUTLER
National Rehabilitation Association – NANCY HARRY
Oakstone Academy Advocacy Committee – ERICA THOMAS

Ohio Access Work Group – MARY BUTLER
Ohio Autism Task Force – DENISE KISSEL, ERICA THOMAS
Ohio Autism Task Force Advisory Committee – MIKE SCHROEDER
Ohio Chapter of AAP – JAMES BRYANT, MD
Ohio Chapter of AMA – JAMES BRYANT, MD
Ohio Department of Aging/Ohio Dept. of MENTAL RETARDATION AND DEVELOPMENTAL DISABILITIES Memorandum of Understanding Advisory Committee, Co-Chair – CAROL SHKOLNIK
Ohio Department of Health IRB, Chair – JAMES BRYANT, MD
Ohio Department of Health, BCMH Medical Advisory Council and its subcommittees – JAMES BRYANT, MD
Ohio Department of MRDD Family Advisory Council – JANE NOVICK, CHARLES BEATTY, CYNTHIA WALKER
Ohio Department of MRDD Mortality Review Committee – CHARLES BEATTY
Ohio Department of MRDD Quality Assurance Committee – JANE NOVICK
Ohio Department of MRDD Quality Management Advisory Council -- CHARLES BEATTY
Ohio Olmstead Task Force, Members – TODD GATEWOOD
Ohio Olmstead Task Force, Chair, Speaker’s Committee, Chair, Finance Committee – MARY BUTLER
Ohio Olmstead Task Force, Vice-Chair and Steering Committee – SHELLEY PAPENFUSE
Ohio Olmstead Task Force, Personal Assistance Service Study Committee, QA/QI Subcommittee Chairman, Medicaid Infrastructure Grant Subcommittee – CHARLES BEATTY
Ohio Solid Organ Transplant Consortium, Board Member – JAMES BRYANT, MD
Ohio Speech Language Hearing Association – PAULA RABIDOUX
Ohio State University Advisory Committee on Disability Issues -- PAULA RABIDOUX
Ohio SILC, Representative from ODA – CAROL SHKOLNIK
People First of Medina County, Advisor – COURTNEY JORDAN
Real Choice Connect-Me Ohio Advisory Committee – MARY BUTLER
Real Choice Systems Change Steering Committee – CHARLES BEATTY
Regional Transit Authority Project mobility Appeals Committee – SHARI COOPER
RHC (The Resident Home Corporation) – PETER KEISER
RSC Dayton consumer Advisory Council – SHARI COOPER
Self-Advocates Becoming Empowered – TODD GATEWOOD
Society for Disability Studies – PAULA RABIDOUX
Southside Learning and Development Center, Columbus, Board Member - JAMES BRYANT, MD
TARTA Board (Toledo Regional Transit Authority – SHELLEY PAPENFUSE

TASH – PAULA RABIDOUX

The Arc of Lucas County – RUBEN GARCIA

The Arc of Hamilton County - NESTOR MELNYK

The ARC of Ohio -- NESTOR MELNYK, CHARLES BEATTY (Vice-President), JANE NOVICK

The ARC of the United States – NESTOR MELNYK, CHARLES BEATTY

The Arc of Warren County (Vice-President) – CHARLES BEATTY

The Handicap Society Society of Coshocton – TODD GATEWOOD

Toledo Housing Fund – SHELLEY PAPENFUSE

Toledo Metropolitan Area Council of Governments (TMACOG), 2035 Plan – SHELLEY PAPENFUSE

Toledo 2020 Planning Committee – SHELLEY PAPENFUSE

United Cerebral Palsy of Cincinnati - PETER KEISER

University of Toledo, Disability Studies Advisory Board – SHELLEY PAPENFUSE

United Rehabilitation Service People First of Dayton Chapter, President – SHARI COOPER

TECHNICAL ASSISTANCE AND TRAINING BENEFITING PEOPLE WHO HAVE MENTAL RETARDATION OR OTHER DEVELOPMENTAL DISABILITIES, WITH CO-OCCURRING MENTAL ILLNESS

Outcome Statement:

Individuals throughout Ohio who have mental retardation and/or developmental disabilities with co-occurring mental illness (dual diagnosis) will receive treatment and supports appropriate to their complex interdisciplinary needs as a result of training, technical assistance, coordination of service systems, and other best practices implemented in local communities.

Scope of Project:

People with mental retardation and/or other developmental disabilities experience the full range of psychiatric disorders at rates higher than the general population. It is estimated that as many as 30-40% of persons with mental retardation and developmental disabilities may have a dual diagnosis. Given this percentage, approximately 99,000 to 132,000 people with mental retardation in Ohio would, at some point in their lives, experience mental illness. Many mental disorders are misdiagnosed, under-diagnosed, or undiagnosed in this population.

Individuals with dual diagnosis often require services simultaneously delivered by different service providers and systems. Complex needs require that consumers and varied other organizations work collaboratively to develop and coordinate treatment and supports in the community. Instead, the separation of systems in Ohio for mental retardation and mental health undermines needed care. It is difficult to find professionals who are trained in both mental retardation and mental illness. This can also result in each system shifting responsibility to the other, with consumers reporting that they are denied services or “given the run around.” This crack in the system can lead to limited residential, educational, and vocational opportunities, and can ultimately result in psychiatric hospitalizations, homelessness, and victimization.

Significant preparation to address systems coordination has taken place in the past several years. A high-level interagency MR/MI Advisory Committee was established; producing a document entitled “Clinical Best Practices for Serving People with Developmental Disabilities and Mental Illness.” The process included a series of eight one-day training sessions in Ohio, and planning for systemic training, technical assistance, and coordination efforts involving the State Departments, Academic Centers, local service providers, and consumers. The project presented here, with tripartite funding by the

ODDC, the Ohio Department of Mental Retardation and Developmental Disabilities, and the Ohio Department of MH, will implement that planning through regional and statewide Conferences, training and technical assistance at the local level, and mini-grants targeting all 88 Ohio Counties. In FFY 2007, the project will be in its fourth year of implementation.

Resources to be Invested:

Federal: \$ 75,000
Matching Funds: \$ 25,000
Total: \$100,000

Required Performance Targets:

Area of Emphasis: Health

**Identification
Number**

- HE01 People have needed health services through Council efforts.
Year 2008: 600 Year 2009: 600
- HE02 Dollars leveraged for health services.
Year 2008: \$150,000
Year 2009: \$150,000
- HE03 Health care programs/policies created/improved.
Year 2008: 20 Year 2009: 20
- HE05 People trained in health care services.
Year 2008: 200 Year 2009: 200
- HE06 People active in systems advocacy on health care.
Year 2008: 170 Year 2009: 170

Funding Method:

Continuation Allocation

Grantee:

Wright State University

TRANSPORTATION RIGHTS

Outcome Statement:

Persons with disabilities will be empowered to be more effective advocates by participating in statewide training initiatives designed to educate them on their rights under Title II (Transportation) and Title III (Transportation) of the American with Disabilities Act. (ADA).

Scope of Project:

Regardless of the potential for a "virtual community" in our electronic age, real mobility is still integral to virtually all aspects of contemporary life. Most Americans take reliable, ubiquitous and relatively inexpensive transport for granted in their lives - especially in urban settings - and schedule school and work meetings, social appointments, entertainment events, and travel plans accordingly. For many people with disabilities faced with inaccessible public transportation, the making of business and personal plans have always been subject to complex logistical concerns about how to get from point A to B. The transportation industry as a whole has historically resisted spending funds on making public transportation accessible to people with disabilities, and federal policy had tried to juggle cost concerns with achieving legal equality. As transportation consultant Rosalyn Simon notes, "the provision of accessible transportation in the United States was always varied and uneven. Uniform accessible transportation did not exist until it was required by the passage of the Americans with Disabilities Act of 1990." (Disability Rights Education and Defense fund website)

Jane West noted in 1995 that "the greatest impact of the ADA to date is in two areas: the empowerment claimed by people with disabilities and changes in how our nation's institutions conduct routine business: in stores, on buses, in the office, and in our use of telecommunications." The fact is, these two aspects - self-perception and the accessibility of everyday life - are deeply interrelated, and both are vital to the ADA as a civil rights law. As is evident from both the testimony of people with disabilities and professionals in the field, dramatic changes have taken place over the last 10 years, and would not have occurred to the same extent or as quickly without the ADA. (Disability Rights Education and Defense fund website)

The ADA requires accessibility in transportation provided to the public, whether publicly funded (Title II) or privately funded (Title III). The importance of the act's comprehensiveness and its coverage of all modes of public and private transportation cannot be overemphasized. Some individual cities and states had accessible vehicles before 1990, as well as paratransit services that specifically served the disability community, but a reliable full range of transportation – one that would allow an

individual with disabilities to reach a fixed route bus stop, transfer to light rail transit, and then catch a cross-country train – rarely occurred.

Council’s own Position Statement on Transportation states the following:

“Currently, many people with developmental and other disabilities are dependent upon an inadequate public transportation system. Freedom of movement is essential in enabling all citizens to live as independently as they choose; to engage in productive self-sustaining activity; and most importantly, to be fully integrated within their communities. All people should have access to available public transportation”.

The desire to empower persons with disabilities to be more effective advocates regarding “Transportation Rights” will be carried out through statewide training.

During 1st year (2007) of the project the grantee provided:

- A statewide training for people with disabilities and others regarding Title II and Title III of ADA.

For year 2008 which is the second year the project is expected to:

- Develop and implement a train the trainer program in order to train people to go back to their local communities and provide training.

The 3rd Year of the project Council will provide mini- grants to local communities who attended the train the trainer session to conduct their own training seminars.

Below are additional Council beliefs and insights regarding this issue:

- The changes in behavior of the people who work in the system, and the changes in conditions that make up the system are the best measures of systems change.
- People with developmental and other disabilities should be encouraged and supported to live interdependently as active community participants providing and receiving informal supports.
- Council supports only programs and projects, which support inclusion and integration of people with disabilities.
- People with disabilities should not be required to live, work, and play in specialized facility.
- Council invests only in programs and projects, which use an outcome framework to identify, measure and report.

Resources to be Invested:

Federal:	\$20,000
Matching Funds:	<u>6,666</u>
Total:	\$26,666

Required Performance Targets:

Area of Emphasis: Quality Assurance

Identification
Number

QA07 People trained in systems advocacy about quality assurance.

Year 2008: 100 Year 2009: 300

Area of Emphasis: Cross Cutting

CR02 Copies of products distributed to policymakers about issues
related to Council Initiatives.

Year 2008: 100 Year 2009: 300

Funding Method:

Continuation Allocation

Grantee:

Central Ohio Transit Authority (COTA)

UNSERVED AND UNDERSERVED DISCRETIONARY PROJECTS

Outcome Statement:

Continue to identify the diverse communities in the State of Ohio. Contact Community Leaders, explain who we are and ask what we can do to facilitate partnerships between their communities and service providers for individuals with developmental disabilities and their families

Scope of Project and Council Intent:

The purpose of Council's investment in this area is to target specific audiences and to increase their awareness of disability services. It is Council's wish to meet expectations by reaching out to the unserved/underserved as defined in P.L. 106-402.

This definition includes populations such as individuals from racial and ethnic minority backgrounds, disadvantaged individuals, individuals with limited-English proficiency, individuals from unserved geographic areas (rural or urban), and specific groups of individuals within the population of individuals with developmental disabilities, including individuals with developmental disabilities attributable to physical impairment, mental impairment, or a combination of physical and mental impairments.

The intent of the setting aside funds to be used under this category is to provide seed grants to community agencies who for the most part have not invested much of their resources in meeting the needs of people with disabilities. In making these small investments in partnerships with disability and non- disability related community agencies, Council will increase awareness of disability issues and agencies will learn more about ODDC. ODDC will continue to increase the listing of community agencies who are targeted the un/underserved.

Resources to be Allocated:

Federal:	\$ 32,000
Matching Funds:	<u>10,666</u>
Total:	\$ 52,666

Required Performance Targets:

Area of Emphasis: Quality Assurance

**Identification
Number**

QA07 People trained in systems advocacy about quality assurance.

Year 2008: 3*	Year 2009: 3	Year 2010: 3
Year 2011: 3	Total: 12	

*This number represents possible partnership with new community agencies.

Funding Method:

A combination of strategies will be used as deemed appropriate by Council Outreach Sub-committee in concert with Council staff:

In-House Activity
Allocation