Florida Developmental Disabilities Council

Program Performance Report

For Federal Fiscal Year 2014

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Florida Developmental Disabilities Council
124 Marriott Drive
Tallahassee, FL
32301
Section I: Identification

State or Territory: FL - Florida Developmental Disabilities Council
Reporting Period: October 1, 2013 through September 30, 2014

Name of Person to Contact Regarding PPR Information
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State Authority
State Authority Establishing Council:
Did the State authority change in this fiscal year? N/A

Designated State Agency
Did your DSA change? N/A
If 'yes', Name?
Is the new DSA a service provider? N/A
Section II: Comprehensive Review Update

The annual appropriation for the Developmental Disabilities Home and Community Based Services (DD/HCBS) Waiver went from $958 million in 2007-2008 to $810 million in 2011-2012. While the funding for these waiver services has not experienced further reductions in the last two years, the cumulative impact of multiple years of funding reductions on the services and provider infrastructure is jeopardizing the stability and effectiveness of the developmental disabilities system. Exacerbating this further is the Department of Labor companion rule issue, recent lawsuits relative to the implementation of the iBudget, and the efforts to move the developmental disabilities system into managed care. Transportation services have been one of the services impacted the most with the reductions. Retaining a qualified workforce is reaching crisis proportion with very large turnover rates. Florida has begun to move individuals from the waitlist to the waiver. With the $36 million allocated in 2013-2014 and the $20 million in 2014-2015, 2,800 individuals have been offered enrollment onto the waiver. However, even with this additional funding, with the constant additions to the waitlist, the dent in the number of individuals waiting for services has been minimal (21,766 in 2012 and 20,001 September 2014).

Florida also saw the implementation of Medicaid Managed Care this past year. With only a few exceptions, including individuals receiving or on the wait list for Developmental Disabilities Home and Community Based Services, all individuals receiving Medicaid are being moved to managed care. Two Medicaid managed care systems are being implemented: one for State Plan Medicaid services and the other for long term care services.

This past year saw a major effort to move Employment First forward. An Employment First Executive Order was executed by the Governor and an Employment First Interagency Cooperative Agreement between nine state agencies and organizations were executed. These efforts have resulted in an unprecedented focus on competitive integrated employment for individuals with developmental and all disabilities. Just as important, it has resulted in a strong collaboration among state agencies and state organizations, with solid linkages to the grassroots community, toward this common goal.

In addition, the 2014 Legislature increased the funding for the Division of Vocational Rehabilitation (VR) services enabling them to draw down their full federal funding level. With this funding, 3,800 individuals from Category 1 (most significant disabilities) were released from the wait-list. There is an estimated target for releasing individuals from the Category 2 waitlist in February 2015. Last year, 7,214 individuals with significant disabilities were served, which was an 11% increase from the previous year. In addition, VR will be rolling Discovery to the entire state.

During the 2014 Legislative session, the Legislature adopted legislation that repealed the special diploma and provided additional pathways for a regular diploma.

Regarding the adequacy of health care and other services in the ICF/DDs and institutions, the Council relies on the work of our sister agency, Disability Rights Florida. They report that through their work, they are not finding any issues that are systematic relative to health care or any changes in the adequacy of health care services.
Section III: Progress Report - Goals and Objectives

Goal 1: Public Policy

In partnership with individuals with developmental disabilities, their families and stakeholders, the Council will advocate and provide technical assistance to policy makers to maintain progress and expand capacity of public policy and governmental systems to support individuals with developmental disabilities being productive, self-directed and included in the community.

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<tr>
<td>State DD Agency</td>
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Other Collaborators Planned:

Other Collaborators Actual:

Objective 1.1:
1.1 Provide legislative education and advocacy activities to inform the state legislature of five (5) Council positions impacting the lives of individuals with developmental disabilities and their families.
Implementation activities:

Years 1-5
1. Provide legislative education & advocate on a minimum of 5 issues to include but not limited to funding needs for HCBW, VR & early intervention
2. Gather information and data for legislative activities
3. Monitor state Legislative Activities
4. Evaluation of Council’s legislative education & advocacy activities
4. Report and recommendations to Council for next steps

Activities undertaken were: ☑ All met ☐ Partially met ☐ Not met

Timelines:

Year 1
1. 10/11 - 09/12
2. 10/11 - 09/12
3. 10/11 - 09/12
4. 06/12
5. 09/12
Year 2
1. 10/12 - 09/13
2. 10/12 - 09/13
3. 10/12 - 09/13
4. 06/13
5. 09/13
Year 3
1. 10/13 - 09/14
2. 10/13 - 09/14
3. 10/13 - 09/14
4. 06/14
5. 09/14
Year 4
1. 10/14 - 09/15
2. 10/14 - 09/15
3. 10/14 - 09/15
4. 06/15
5. 09/15
Year 5
1. 10/15 - 09/16
2. 10/15 - 09/16
3. 10/15 - 09/16
4. 06/16
5. 09/16

Timelines established were: ☑ All met ☐ Partially met ☐ Not met

Annual Progress Report:

**Introduction and Background**
The Council undertakes a comprehensive set of activities to effectively educate and advocate for issues that impact individuals with developmental disabilities with state Legislators. Council staff
and members educate lawmakers on the Council’s legislative priorities and encourage them to support the Council’s issues. The Council also utilizes a legislative consultant, this year, Keith Arnold with Buchanan, Ingersoll and Rooney, Fowler, White and Boggs, assisted in providing information on the political climate, determining strategies, setting up key meetings, and educating legislators. In addition, self-advocates and stakeholder groups work with the Council on shared issues.

**Description of Activities**
A number of avenues were used for gathering the information and data necessary to identify the important issues impacting individuals with developmental disabilities and their families and to conduct effective legislative education and advocacy activities. One avenue was the DD Stakeholder conference calls and meetings that are held with the developmental disabilities organizations involved in the developmental disabilities public policy arena. These calls/meetings were held monthly during the months between Legislative sessions and weekly during the session. The developmental disabilities organizations share information, learn from each other, and strategize on common priorities. In addition, the Council convened a Consortium meeting of 30 different organizations and groups of providers, self-advocates, state agencies, and disability associations to share legislative platforms, learn from each other, and identify similar goals and ways to work together. Central to the information and data gathered by the Council is the Council’s task forces, which are formed around the areas of emphasis for the Council’s State Plan work. Public policy has become an integral component of the work of the task forces since public policy is a critical avenue for achieving many of our goals and objectives.

For 2014, the Council identified seven Legislative Priorities to focus its legislative education and advocacy: Protecting the Developmental Disabilities Home and Community Based Services (DD/HCBS) Waiver (Reducing the DD/HCBS Waiver Waitlist and keeping the iBudget), Transportation, Employment First, Guidelines for Restraint and Seclusion in the School System, Supporting Florida’s Part C/Early Intervention Program, Medicaid Expansion, and Children with Disabilities Who Have Medically Complex Conditions. As the Legislative Session progressed, additional issues were identified to either protect individuals with developmental disabilities from harmful action or to improve the service systems. These issues were as follows:

- Deinstitutionalization
- Help Me Grow funding
- Full funding for Vocational Rehabilitation
- Bringing Florida into compliance with the ADA provisions for service animals

Some of the tools used in the Council’s legislative education and advocacy included development of position papers on the Council’s key legislative issues and preparation and distribution of a legislative newsletters each week (9 Capitol Updates) to educate the public via the Council’s list serve. The Council also sponsored, in collaboration with the ARC of Florida, Developmental Disabilities Awareness Day at the Capitol during legislative session. This event brings education and awareness of individuals with developmental disabilities and their families to the Legislators. The event included the following: a dinner briefing the night before to review advocacy techniques and learn about the current issues; 27 Exhibitors at the Capitol; a Press Conference; Idelio Valdes Self-Advocacy Award; and visits with legislators. Approximately 500 people from multiple organizations attended the DD Day event.

The legislative consultant was utilized to set up key meetings and educate legislators with the public policy coordinator.

During the Legislative Session, the Council and Legislative Consultant performed the following monitoring functions: tracked legislation, tracked amendments filed, attended committee
meetings, met with legislators and legislative staff, and met with other entities interested in the issue. The Council members were continuously briefed on the work of the Council and status of the issues with weekly conference calls of the Council’s Public Policy Committee. After the session, the Council and each of the task forces were briefed on the results of the session and recommendations for issues for the next session are discussed. Visits were made to legislators in their home district to more thoroughly discuss and educate them on issues individuals with developmental disabilities are facing and legislative priorities for the upcoming year.

**Target Dates**
Gathering the information needed to identify important issues and determine legislative activity is a year-round activity. While most of the legislative education and advocacy activities are conducted during session and committee weeks leading to session, these activities are also conducted in the off session months and, therefore, year-round with visits to legislators in their districts for more lengthier discussions on important developmental disabilities issues. Monitoring of state legislative activities took place June 2013 to May 2014. The Council was informed of the results of the legislative session at its May 2014 meeting and the recommendations for the next year’s Legislative Priorities were submitted to the Council at its September 2014 meeting.

**Deliverables/Products (submitted by September 30, 2014)**
- 91 state legislators educated by Council staff
- 3 congressional representatives educated
- DD Awareness Day with 27 exhibitors, a press conference and visits to the legislators
- Over 100 state legislators educated by Council sponsored DD Day participants
- 9 Capitol Updates
- 10 legislative position papers

**Evaluation/Outcomes**

Outcome 1: Inform and share the Council positions with the state legislature of five (5) issues impacting the lives of individuals with developmental disabilities.
Progress: Achieved: All state legislators were provided with the Council’s seven legislative priorities. In addition, many of the individuals participating in DD Day used the Council’s position papers for their discussions with the legislators.

Outcome 2: Key Legislators will have been educated on a minimum of five (5) issues impacting individuals with developmental disabilities and their families.
Progress: Achieved: Council staff visited and educated 91 legislators during the 2014 legislative session. Over 100 legislators were visited and educated by participants at DD Day. Key legislators were educated on 14 issues.

Outcome 3: A minimum of three issues would have been furthered in the legislative process as a result of the Council’s legislative education and advocacy.
Progress: Achieved: The Council’s legislative education and advocacy was influential in furthering four issues in the legislative process. These issues are as follows:
- Increase of $20 million including federal match for the DD/HCBS Waiver Waitlist to serve 786 individuals who have been waiting for these services;
- $2 million dollars for the Help Me Grow program which furthers the Councils efforts to implement a state wide child screening system.
- Full state funding for Vocational Rehabilitation to draw down the full federal allocation for employment services and prevent a waitlist for services.
- $500,000 was appropriated for employment internships and supported employment services for
children and young adults on the waitlist

Federal Performance Measures: Approximately 100 people attended DD Day as a result of the Council's encouragement or sponsorship, each visiting at least one legislator, and are counted in people active in systems advocacy. The 100 legislators visited by these 100 people were included in public policymakers educated, along with the 91 state legislators and 3 congressional representatives educated by Council staff and members. The additional funding for DD/HCBS Waitlist, Help Me Grow and employment initiatives improved each of these programs by expanding services provided.

Impact on Objectives and Goals: The Council achieved its objective of providing legislative education and advocacy to the state legislature on over five issues. This advocacy was successful in expanding the capacity of the service systems to support individuals with developmental disabilities to be productive, self-directed and included in the community, as is evident by the increased funding to serve more individuals in the areas of early intervention, transportation, long term supports, and employment.

**Stories of Lives Made Better**
No stories to report.

**Stories of Policy/Legislative Changes**
See Outcome 3 for the Legislative changes achieved

Performance Measures

Performance Measure 1.1 (self-advocacy/advocacy):
  
  SA01 People trained in area related to goal/objective: 0
  SA02 People trained in leadership, self-advocacy, and self-determination: 0
  SA03 People trained in systems advocacy:

Performance Measure 1.2 (self-advocacy/advocacy):
  
  SA04 People active in systems advocacy: 100
  SA05 People attained membership on public/private bodies and leadership coalitions: 0
  SA06a Other self-advocacy measure: 0
  SA06b Other self-advocacy measure: 0
  SA06c Other self-advocacy measure: 0

Performance Measure 2.1 (systems change):
  
  SC01 Programs/policies created or improved: 3
  SC02 Number of organizations involved coalitions/networks/partnerships: 0
  SC03 Organizations engaged in systems change efforts: 0
  SC04 Number of public policymakers educated: 194
  SC05 Members of the general public reached: 0
  SC06a Other systems change measure: 0
Objective 1.2:

1.2: Provide information and Council positions to the executive branch of the Florida Government on three (3) issues impacting the lives of individuals with developmental disabilities and their families.

Implementation activities:
Year 1-5
1. Gather information and data for legislative activities
2. Provide state agencies, Governor’s office, legislative education on a minimum of three policy development issues to include but not be limited to HCBW service delivery and design issues
3. Monitor state agency and Governor’s office policy development activities
4. Evaluate Policy development
5. Submit report and recommendations to Council for next steps

Activities undertaken were: ☑️ All met ☐ Partially met ☐ Not met

Timelines:
Year 1
1. 10/11 - 09/12
2. 10/11 - 09/12
3. 10/11 - 09/12
4. 06/12
5. 09/12

Year 2
1. 10/12 - 09/13
2. 10/12 - 09/13
3. 10/12 - 09/13
4. 06/13
5. 09/13

Year 3
1. 10/13 - 09/14
2. 10/13 - 09/14
3. 10/13 - 09/14
4. 06/14
5. 09/14

Year 4
1. 10/14 - 09/15
2. 10/14 - 09/15
3. 10/14 - 09/15
Year 5

1. 10/15 - 09/16
2. 10/15 - 09/16
3. 10/15 - 09/16
4. 06/16
5. 09/16

Timelines established were:  

☑️ All met  ☐ Partially met  ☐ Not met

Annual Progress Report:

**Introduction and Background**

Public policy activities of the Council include education and advocacy with the Executive Branch, which includes the state agencies and the Governor’s Office. The information and data gathered to identify the important issues impacting individuals with developmental disabilities and their families, as discussed for Objective 1.1, are also applied to the public policy work with the state agencies and Governor’s office. The Council monitors rule development, attends rule workshops and hearings, and provides comments relevant to issues identified. The Council also meets with agency staff to collaborate on ways to improve the system or issue.

**Description of Activities**

This year, the Council has attended three rule workshops and monitored three Rule issues. The workshops monitored were: budget handbook workshop, Developmental Disabilities Home and Community Based Services (DD/HCBS) waiver Rule workshops in response to federal regulations, and high school graduation requirements for individuals with disabilities. The Council provided extensive comments on the high school graduation requirements and participated fully in the DD/HCBS waiver workshops. The Council also provided information to the Office of Program Policy and Governmental Accountability (an office of the Legislature that provides research and analysis) regarding transition, post-secondary programs and Project Achieve/Vertical Training Program.

The Council worked with the state agencies on a continuous basis on issues that impact individuals with developmental disabilities. These included the following:

- Work with the Agency for Health Care Administration, the Department of Children and Families, the Department of Health, and the Agency for Persons with Disabilities on ending the placement of children with medically fragile conditions in nursing homes.
- Work with the Agency for Persons with Disabilities to create a five year plan to move individuals out of the remaining two institutions and into the community.
- Work with the Agency for Persons with Disabilities to move people off the ibudget HCBS waiver waitlist and onto the waiver.
- Work with the Department of Education on high school graduation requirements for students with developmental disabilities.
- Work with state agencies and stakeholders on Employment First Initiative.
- Work with the Department of Education and other stakeholders on reducing the number of children restrained or secluded in the school system.

The Council also worked with the Governor’s Office on Policy and Budget to advocate for their support for the funding to increase the capacity of the Early Steps, Part C/Early Intervention Program.
The Council led the effort to work with the Governors office to create an Executive Order for Employment First. The Governor’s Office has been intricately involved in the Employment First initiative, including planning and joint facilitating of the director level Employment First Coalition meetings.

**Target Dates**
Gathering the information needed to identify the important issues and determine action needed with the Executive Branch is a year-round activity. Providing the state agencies and Governor’s Office with education on policy issues and monitoring state agencies and Governor’s Office policy development activities is a year-round activity. The Council’s Public Policy and Advocacy Committee or appropriate task forces are informed of the policy related activities as they occur and regularly at their meetings, at which time the success of the Council action is discussed.

**Deliverables/Products (submitted by September 30, 2014)**
- Rule workshops and hearings attended
- Comments submitted
- Participation in workgroup and Advisory Council meetings
- Individual meetings with state agencies and Governor’s Office of Planning and Budget
- Hosted and facilitated Stakeholder Meeting regarding Restraint and Seclusion Issues
- Executive Order for Employment First

**Evaluation/Outcomes**
Outcome 1: State agencies and the Governor’s Office will have been educated on a minimum of 3 issues impacting the lives of individuals with developmental disabilities and their families.
Progress: Achieved: The state agencies were educated on ways to provide services for medically fragile children. The Governor’s Office of Planning and Budget was educated on the need for more funding for the Part C/Early Steps Program, ways to reduce the HCBS DD Waiver waitlist, and Employment First. The FLDOE was educated about high school diploma options for children with disabilities.

Outcome 2: A minimum of one issue would have been furthered via a state agency or the Governor’s Office as a result of the Council’s education.
Progress: Achieved: The movement of Employment First was furthered as a result of the Council’s work. This includes the Governor’s Employment First Executive Order, an Interagency Cooperative Agreement, collaborative planning, and joint initiatives to achieve Integrated competitive employment.

Federal Performance Measures: The 23 individuals and organizations participating in the Restraint and Seclusion stakeholder meeting were working to determine legislative action for the 2014 session and are counted as active in systems advocacy.

Impact on Objective and Goal: The Council achieved its objective of providing information to the Executive Branch on nine issues. In particular, the partnership created with the state agencies and organizations around Employment First is moving forward the capacity of these systems to support competitive integrated employment for individuals with developmental disabilities.

**Stories of Lives Made Better**
No stories to report

**Stories of Policy/Legislative Changes**
No stories to report.

Performance Measures

Performance Measure 1.1 (self-advocacy/advocacy):

- SA01 People trained in area related to goal/objective: 0
- SA02 People trained in leadership, self-advocacy, and self-determination: 0
- SA03 People trained in systems advocacy: 0

Performance Measure 1.2 (self-advocacy/advocacy):

- SA04 People active in systems advocacy: 23
- SA05 People attained membership on public/private bodies and leadership coalitions: 0
- SA06a Other self-advocacy measure: 0
- SA06b Other self-advocacy measure: 0
- SA06c Other self-advocacy measure: 0

Performance Measure 2.1 (systems change):

- SC01 Programs/policies created or improved: 0
- SC02 Number of organizations involved coalitions/networks/partnerships: 0
- SC03 Organizations engaged in systems change efforts: 0
- SC04 Number of public policymakers educated: 0
- SC05 Members of the general public reached: 0
- SC06a Other systems change measure: 0
- SC06b Other systems change measure: 0
- SC06c Other systems change measure: 0

Performance Measure 3 (resource leveraging):

- RL01 Dollars Leveraged: $0

Objective 1.3:

1.3: Provide training and technical assistance to individuals with developmental disabilities, families and stakeholders to develop their capacity to inform and influence policy makers on three (3) issues impacting the lives of individuals with developmental disabilities and their families.

Implementation activities:

Years 1-5
1. Provide training on informing and influencing policy makers to a minimum on, self-advocacy grassroots networks, and Partners in Policy Making graduates
2. Provide technical assistance on informing and influencing policy makers to a minimum on,
self-advocacy grassroots networks, and Partners in Policy Making graduates
3. Evaluate Council’s training and technical assistance activities
4. Submit report and recommendations to Council for next steps

Activities undertaken were: ☑ All met ☐ Partially met ☐ Not met

Timelines:
Year 1
1. 10/11 - 09/12
2. 10/11 - 09/12
3. 10/11 - 09/12
4. 09/12
Year 2
1. 10/12 - 09/13
2. 10/12 - 09/13
3. 10/12 - 09/13
4. 09/13
Year 3
1. 10/13 - 09/14
2. 10/13 - 09/14
3. 10/13 - 09/14
4. 09/14
Year 4
1. 10/14 - 09/15
2. 10/14 - 09/15
3. 10/14 - 09/15
4. 09/15
Year 5
1. 10/15 - 09/16
2. 10/15 - 09/16
3. 10/15 - 09/16
4. 09/16

Timelines established were: ☑ All met ☐ Partially met ☐ Not met

Annual Progress Report:
**Introduction and Background**
The Council provided grassroots advocacy training for individuals with developmental disabilities, families and stakeholders on the legislative process, current legislative issues, advocacy, building relationships with policymakers, and the importance of registering to vote and voting. Several issue specific trainings were also presented for stakeholders, self-advocates and family members.

**Description of Activities**
The Council provided grassroots advocacy training for individuals with developmental disabilities, families and stakeholders on the legislative process, current legislative issues, advocacy, building relationships with policymakers, and the importance of registering to vote and voting. This training included a power point and handouts on current legislative issues and advocacy techniques, and is geared toward self-advocates and families. The following list indicates these trainings that were performed during the reporting period;
• Orlando self-advocates group.
• Technical assistance was provided to Peoples First Self Advocacy group so that they could provide their own training.
• FL SANDS conference
• Family Café
• Consortium 2014
• DD Awareness Day Dinner

Issue Specific Advocacy Trainings were also given during the reporting period. These trainings were given to fully understand a specific issue and assist attendees in policy development and advocacy strategies. They were as follows;
• Ad Hoc Committee on Deinstitutionalization
• Restraint and Seclusion Workgroup
• NCD deinstitutionalization and managed care workshop
• Policy and advocacy workgroup around advocacy for iBudget waitlist reduction

The Council assisted with travel costs for self-advocates from the Florida SANDS grassroots network to come to Tallahassee to participate in the 2014 Consortium and 2014 DD Day. Two self-advocates participated in the Consortium. 50 self-advocates, 20 family members, and 20 community/stakeholder partners participated in the DD Day Dinner and met with approximately 600 others during DD Awareness Day.

The Council was a resource to self-advocates and other interested individuals this past year, responding to numerous telephone and email requests for information regarding legislative and public policy issues. These individuals included many Partners in Policymaking alumni. As identified, these individuals were added to the Council’s list serve so that they could be kept up to date on legislation related to developmental disabilities through the Capitol Update and legislative bulletins.

**Target Dates**
Training on informing and influencing policy makers was conducted with the self-advocacy grassroots groups and others year round. Technical assistance is also provided year-round. Recommendations for the next year’s advocacy training were presented to the Council in May 2014 (after session) as part of the funding approval process.

**Deliverables/Products (submitted by September 30, 2014)**
• 6- self-advocate and family trainings
• Consortium meeting
• 4 legislative issues/advocacy presentations
• Power point and handouts on Legislative Advocacy Tips and Legislative Update

**Evaluation/Outcomes**
Outcome 1: Individuals with developmental disabilities, families and stakeholders will have increased their capacity to inform and influence policy makers (by knowledge they have gained) on issues impacting the lives of individuals with developmental disabilities and their families. Progress: Achieved: 50 self-advocates and 20 family members participated in DD Awareness Day and utilized their legislative advocacy skills to talk with their legislators about issues impacting their lives. Some of the participants visited their local legislators in their community as well.
Outcome 2: Individuals with developmental disabilities, families and stakeholders will have knowledge gained after receiving training, technical assistance.

Progress: Achieved: 283 self-advocates received grassroots advocacy training on the legislative process, advocacy, and building relationships with legislators.

Federal Performance Measures: The 283 self-advocates who received grassroots advocacy training are counted as trained in systems advocacy. The 50 self-advocates and 20 family members who participated in DD Day, including educating legislators, are counted as active in systems advocacy.

Impact on Objective and Goal: The Council achieved its objective of providing training and technical assistance to self-advocate to develop their capacity and influence policy makers through the grassroots advocacy training provided, the legislative advocacy briefing before DD Day, and the legislative visits made by self-advocates. These actions influence the systems of support for individuals with developmental disabilities to be productive, self-directed and included in the community.

**Stories of Lives Made Better**
No stories to report.

**Stories of Policy/Legislative Changes**
No stories to report.

Performance Measures

Performance Measure 1.1 (self-advocacy/advocacy):

SA01 People trained in area related to goal/objective: 0
SA02 People trained in leadership, self-advocacy, and self-determination: 0
SA03 People trained in systems advocacy: 283

Performance Measure 1.2 (self-advocacy/advocacy):

SA04 People active in systems advocacy: 70
SA05 People attained membership on public/private bodies and leadership coalitions: 0
SA06a Other self-advocacy measure: 0
SA06b Other self-advocacy measure: 0
SA06c Other self-advocacy measure: 0

Performance Measure 2.1 (systems change):

SC01 Programs/policies created or improved: 0
SC02 Number of organizations involved coalitions/networks/partnerships: 0
SC03 Organizations engaged in systems change efforts: 0
SC04 Number of public policymakers educated: 0
SC05 Members of the general public reached: 0
SC06a Other systems change measure: 0
SC06b Other systems change measure: 0
SC06c Other systems change measure:

Performance Measure 3 (resource leveraging):
RL01 Dollars Leveraged:

Objective 1.4:

1.4: Provide technical assistance and supports to meet an emerging need of individuals with developmental disabilities and/or their community in Florida.

Implementation activities:
Years 1-5
1. Assess an emerging need or emergency, when such is identified, do the following:
2. Identify a sole source entity to provide assistance or supports
3. Provide Technical Assistance to address emerging need or emergency
4. Evaluate the assistance and supports provided
5. Report on outcomes and recommendations for next steps

Activities undertaken were: □ All met □ Partially met □ Not met

Timelines:
Year 1
1. 10/11 - 09/12
2. 10/11 - 09/12
3. 10/11 - 09/12
4. 07/12
5. 09/12
Year 2
1. 10/12 - 09/13
2. 10/12 - 09/13
3. 10/12 - 09/13
4. 07/13
5. 09/13
Year 3
1. 10/13 - 09/14
2. 10/13 - 09/14
3. 10/13 - 09/14
4. 07/14
5. 09/14
Year 4
1. 10/14 - 09/15
2. 10/14 - 09/15
3. 10/14 - 09/15
4. 07/15
5. 09/15
Year 5
Annual Progress Report:

**Introduction and Background**

The Council has allocated funds for Programmatic Reserve. The purpose of these Programmatic Reserve funds is to address an emergency or emerging need or issue that will severely impact the developmental disabilities community or an emerging need of an initiative currently being implemented that was unforeseen. This past year, these Programmatic Reserve funds were used to address the emerging need regarding information available to individuals with developmental disabilities about their choices relative to Medicaid managed care.

In 2011, the Florida Legislature created Part IV of Chapter 402, Florida Statutes, directing this state’s Medicaid agency to create the Statewide Medicaid Managed Care (SMMC) program. Individuals with developmental disabilities who receive the Developmental Disabilities/Home and Community Based Services (DD/HCBS) waiver services and those on the waitlist for the DD/HCBS waiver services began receiving letters regarding the Medicaid Managed Care program and enrollment in February 2014. These individuals may voluntarily take part in the Medicaid Managed Care program, but they are not required to enroll. The content of these letters did not make these options clear and many individuals and stakeholders were confused and uncertain about their options.

Responding to the need for clearer information about options for individuals with developmental disabilities, the Council decided to develop an easy-read publication to explain Medicaid Managed Care program and how they can voluntarily enroll. The developed publication will be in an easy read format and provide concise language and illustrations to make it accessible to individuals with a diverse range of cognition and functioning. This information will target new beneficiaries and facilitate ongoing decision-making for those who will have the opportunity to change plans during the open enrollment period.

**Description of Activities**

Crossroad Communications was selected to develop the Medicaid Managed Care Choices Information for Individuals with Developmental Disabilities. The provider organized an advisory committee comprised of individuals with developmental disabilities and representatives from state agencies and organizations, including the Agency for Persons with Disabilities, Arc of Florida, the Agency for Healthcare Administration, the Family Care Council and the Florida Association of Rehabilitation Facilities. The advisory committee met in September 2014 to discuss the Managed Care enrollment process and the information currently available to potential beneficiaries. Between November 2014 and January 2015, the information will be piloted, revised and published.

**Target Dates**

The Self Advocacy Leadership Task Force identified the need for information about Statewide Medicaid Managed Care in an easy read format in April 2014. In May 2014, the sole source provider was selected to develop the publication. Research and development of the publication
was scheduled to occur August through December 2014. The resource will be published in January 2015. The technical assistance will be evaluated through a survey included in the booklet. Outcomes and recommendations for next steps will be submitted in 2015.

**Deliverables/Products (submitted by September 30, 2014)**
Deliverables have not yet been submitted.

**Evaluation/Outcomes**
Outcome: The emerging need or emergency needs of Floridians with developmental disabilities and/or their community will have been addressed in a timely manner.
Progress: Not yet achieved: The Medicaid Managed Care Choices Information is currently being developed and has not yet been disseminated.

Federal Performance Measures: None yet to report.
Impact on Objective and Goal: None yet to report.

**Stories of Lives Made Better**
No stories to report.

**Stories of Policy/Legislative Changes**
No stories to report.

Performance Measures
Performance Measure 1.1 (self-advocacy/advocacy):
SA01 People trained in area related to goal/objective: 0
SA02 People trained in leadership, self-advocacy, and self-determination: 0
SA03 People trained in systems advocacy: 0

Performance Measure 1.2 (self-advocacy/advocacy):
SA04 People active in systems advocacy: 0
SA05 People attained membership on public/private bodies and leadership coalitions: 0
SA06a Other self-advocacy measure: 0
SA06b Other self-advocacy measure: 0
SA06c Other self-advocacy measure: 0

Performance Measure 2.1 (systems change):
SC01 Programs/policies created or improved: 0
SC02 Number of organizations involved coalitions/networks/partnerships: 0
SC03 Organizations engaged in systems change efforts: 0
SC04 Number of public policymakers educated: 0
SC05 Members of the general public reached: 0
SC06a Other systems change measure: 0
SC06b Other systems change measure: 0
SC06c Other systems change measure: 0

Performance Measure 3 (resource leveraging):
RL01 Dollars Leveraged: $0
Section III: Progress Report - Goals and Objectives

Goal 2: Communication

In partnership with individuals with developmental disabilities, their families, caregivers and stakeholders the Council will provide information on policies, laws, programs, resources and issues to enable members of the developmental disabilities community to advocate for themselves and others and to address needs important to supporting meaningful participation in all aspects of life.

<table>
<thead>
<tr>
<th>Area of Emphasis</th>
<th>Planned for this Goal</th>
<th>Areas Addressed</th>
</tr>
</thead>
<tbody>
<tr>
<td>Quality Assurance</td>
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<tr>
<td>Education and Early Intervention</td>
<td>planned</td>
<td>addressed</td>
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<tr>
<td>Child Care</td>
<td>planned</td>
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<tr>
<td>Health</td>
<td>planned</td>
<td>addressed</td>
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<tr>
<td>Employment</td>
<td>planned</td>
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<tr>
<td>Housing</td>
<td>planned</td>
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<tr>
<td>Transportation</td>
<td>planned</td>
<td>addressed</td>
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<tr>
<td>Recreation</td>
<td>planned</td>
<td></td>
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<tr>
<td>Formal and Informal Community Supports</td>
<td>planned</td>
<td>addressed</td>
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</tbody>
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<table>
<thead>
<tr>
<th>Strategies</th>
<th>Planned for this Goal</th>
<th>Strategies Used</th>
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<tbody>
<tr>
<td>Outreach</td>
<td>planned</td>
<td>used</td>
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<tr>
<td>Technical Assistance</td>
<td></td>
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<tr>
<td>Supporting and Educating Communities</td>
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<tr>
<td>Interagency Collaboration and Coordination</td>
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<td>Coordination with Related Councils, Committees and Programs</td>
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<tr>
<td>Barrier Elimination</td>
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<td>Systems Design and Redesign</td>
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<tr>
<td>Coalition Development and Citizen Participation</td>
<td>planned</td>
<td>used</td>
</tr>
<tr>
<td>Informing Policymakers</td>
<td>planned</td>
<td>used</td>
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<tr>
<td>Demonstration of New Approaches to Services and Supports</td>
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<tr>
<td>Other Activities</td>
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<thead>
<tr>
<th>Intermediaries/Collaborators</th>
<th>Planned for this Goal</th>
<th>Actual</th>
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</thead>
<tbody>
<tr>
<td>State Protection and Advocacy System</td>
<td>planned</td>
<td>used</td>
</tr>
<tr>
<td>University Center(s)</td>
<td>planned</td>
<td>used</td>
</tr>
<tr>
<td>State DD Agency</td>
<td>planned</td>
<td>used</td>
</tr>
</tbody>
</table>

Other Collaborators Planned:

Other Collaborators Actual:

Objective 2.1:

2.1: Encourage the participation in and or utilization of at least 25 Council and other DD Community resources.

Implementation activities:
Communication - Implementation Activities - Years 2-5

1. Provide information on Council and other DD Community events, initiatives and resources via media and social media avenues.

2. Introduce the work of the Council to community agencies, organizations and entities that have contact with individuals with developmental disabilities, families, caregivers and stakeholders.

3. Utilize these other community agencies, organizations and entities to reach and provide information on Council and other disability related events, initiatives and resources.

4. Conduct a survey at 6 month intervals to identify Council and other disability related events, initiatives and resources utilized.

5. Report to the Council results and recommendations for next steps.

Activities undertaken were: ☑ All met ☐ Partially met ☐ Not met

Timelines:

Year 1
1. 10/11 - 09/12
2. 10/11 - 09/12
3. 10/11 - 09/12
4. 10/11 - 09/12
5. 10/11 - 09/12

Year 2
1. 10/12 - 09/13
2. 10/12 - 09/13
3. 10/12 - 09/13
4. 10/12 - 09/13
5. 10/12 - 09/13

Year 3
1. 10/13 - 09/14
2. 10/13 - 09/14
3. 10/13 - 09/14
4. 10/13 - 09/14
5. 10/13 - 09/14

Year 4
1. 10/14 - 09/15
2. 10/14 - 09/15
3. 10/14 - 09/15
4. 10/14 - 09/15
5. 10/14 - 09/15

Year 5
1. 10/15 - 09/16
2. 10/15 - 09/16
3. 10/15 - 09/16
4. 10/15 - 09/16
5. 10/15 - 09/16

Timelines established were: ☑ All met ☐ Partially met ☐ Not met

Annual Progress Report:
**Introduction and Background**

Floridians were informed of many major issues that affect the lives of people with developmental disabilities through a variety of media and methods. By utilizing the information provided, individuals then were better prepared to advocate for themselves and others.

**Description of Activities**

The Council publicized 26 Council events and initiatives that encouraged the attendance, participation and action of individuals with developmental disabilities, their families and stakeholders. A few of these included: Creating a DD Day in Your Community, Developmental Disabilities Awareness Day at the Capitol, Idelio Award announcement, Stress and What You Can Do About It publication announcement, Disaster Ready Guidebook, Vertical Training Programs, Partners In Policy Making and Disability History and Awareness Celebration. There were 56 Non-Council disability events publicized by the Council to encourage the developmental disabilities community’s participation. A few of these included: Children’s Week at the Capitol, Statewide Developmental Disabilities Month, ARC of Florida’s Annual Conference, Statewide Developmental Disabilities Employment Awareness, Vocational Rehabilitation Public Forum, Dan Marino Foundation Walk About Expo 2014, USF Center for Inclusion Programs, FCIC Employment Webinar Series, AHCA Managed Care Program, University of South Florida Master of Science Programs, Florida Association of Rehabilitation Facilities Conference and Managed Medical Assistance and Statewide Medicaid Managed Care Programs. In all, a total of 82 events and initiatives were publicized through the Council’s Website and Facebook.

From Oct. 1, 2013-Sept. 30, 2014, the Council sent 126 announcements to the developmental disabilities community via our list serve and each announcement reached approximately 3,524 individuals for a yearly total of 444,024 receiving these announcements. In addition, most of the Council’s initiatives are undertaken via a contract and a Request for Proposals process that is widely distributed and is used to encourage applicants on the FDDC web and Facebook page.

There were a total of 55,235 visits to the FDDC Website which was only slightly higher from last year’s 53,600 visits. One thing different over last year however, is the average time viewers spent on the web. Between Oct. 1, 2013 and September 30, 2014, viewer’s spent an average of 3 minutes and 19 seconds viewing time as opposed to 1 minute and 38 seconds from last year. This is primarily due to much more information available on our web than has ever been in the past. With much more to read and information changing regularly on the homepage, people are staying longer. By counting the number of “visits” (which are individuals that have logged on and clicked various menus at the site) as opposed to “hits,” we are able to get a more accurate idea of who is actually reading our information and for how long.

There were a total of 61,850 views to the 205 posts made during the year on the FDDC Facebook page (last year’s total was 36,658). 2,188 of these viewers indicated that they liked the FDDC Facebook Page and a total of 711 viewers actually took the time to share Facebook Posts with others in their circle of friends. In addition, the FDDC helped to coordinate and monitor the PIP Graduates Facebook page with PIP instructor Lisa Miller.

A total of 10 Press Releases were issued to announce various FDDC programs which included the We Are Your Neighbors Billboard Campaign published in the Pensacola News Journal (estimated readership: 63,881), the Florida Times Union (estimated readership: 287,937), the Orlando Sentinel (estimated readership: 161,837), and the Miami Herald (estimated readership: 176,000). Total coverage for these four published articles was: 402,942. Other releases published in multiple newspapers included: DD Day at the Capitol, the 2014 Outstanding Legislator Awards, the Partners in Policymaking announcement of graduates, the Waitlist, New Webinar Series, and
Senator Geraldine Thompson’s Award of Appreciation. Only an estimate of readership from these releases could be established (based on known publications and average weekly newspaper circulations) which included The Tallahassee Democrat, Tampa Tribune, Miami Herald, Palm Beach Post and St Pete Times for a total coverage of 1,600,000+. 2 OPED Stories were also published during the year and 1 Letter to The Editor, as follows: Invest In People With Developmental Disabilities, was run in 15 local newspapers; March is Disability Awareness Month, was run in 11 local newspapers; and Employment of People with Disabilities is First Priority (letter to the editor) was published in 5 local newspapers, in the FSU & FAMU school newspapers, and in an Asheville, NC newspaper for a total of 8 publications. Total estimated coverage (based on average weekend distribution) was: 1,462,000. The overall estimated coverage for the 10 Press Releases, 2 OPED stories and 1 Letter to the Editor was: 3,464,942.

The 2013 Annual Report “Building Towards The Future,” was created in a newsletter format to highlight the council’s initiatives during the year and was sent to the 3,524 list serve viewers, was posted on the FDDC Website as well as Facebook, plus, 200 printed copies were used as handouts at various community meetings. A Palm Card, “hand sized” condensed version of the 2013 Annual Report, was also created with 200 copies printed for use at exhibit tables, during talks concerning the Council initiatives and sending to various other agencies.

Three FDDC E-Newsletters were developed during the year and sent to a total of 10,572 List Serve readers, as well as posted on the FDDC website. (NOTE: this number is included with the List Serve Total)

**Target Dates**
The Implementing Activities of this objective are year-round activities. Two surveys were sent out to evaluate public outreach efforts and Facebook shares were evaluated to determine outreach interests. These activities and results were reported to the Communications Committee.

**Deliverables/Products (completed by September 30, 2014)**

- 26 Council events and initiatives were publicized.
- 56 Non-Council disability related events publicized.
- 3,524 received the FDDC Annual Report.
- 126 announcements were sent externally through the Council list serve reaching approximately 440,500 individuals.
- 55,235 visits were made to the Council’s website.
- 10 Press Releases were sent to Florida Newspapers that reached a total of 2,002,942+ readers.
- 61,850 viewed the Council’s 205 Facebook posts with 2,188“Likes” and 711 viewers “Sharing” posts with others.
- 2 OPED Stories were published in 26 newspapers and 1 LTO was published in 8 newspapers for a total of 1,462,000 estimated viewers.
- 3 FDDC Newsletters were sent to 10,572 viewers.

**Evaluation/Outcomes**
Outcome 1: Council’s events, initiatives and resources are publicized via media and social media avenues.
Progress: Achieved: The Council publicized 26 Council events and initiatives during the year using the list serve, on the website and via Facebook.

Outcome 2: Non-Council’s resources are publicized via media and social media avenues.
Progress: Achieved: There were 56 Non-Council disability events publicized by the Council to
encourage the developmental disabilities community’s participation. These were publicized during the year using the list serve, on the website and via Facebook.

Outcome 3: Individuals participated in disability related events and initiatives because of information provided by the Council.

Progress: Achieved: Two six month surveys were sent out on the FDDC list serve, Facebook and posted on the web to get an idea if people were getting involved in DD issues. The first survey highlighted seven specific events and asked if they had participated because of information provided by the FDDC. Of the responses received, 82.85% indicated they had attended because of information from the FDDC web, Facebook and or, email blast. The second survey asked if individuals attended six specified DD related events as a result of notices sent by the FDDC. Of the responses received, 81.35% indicated that they had indeed attended because of information placed on our web, Facebook or list serve. Please note: this percentage is based on the responses to our surveys; however, many more attended the specific events than took part in the survey. For example, there were 450 who attended DD Day at the Capitol (which was calculated based on the number of registered guests for the dinner, luncheon, exhibitors and legislative activities).

Outcome 4: Individuals utilized Council and other disability related resources as a result of Council publicized Information.

Progress: Achieved: Through the two FDDC surveys, the question was asked if they had received or downloaded any of six specified FDDC publications because of publicized information from the web, Facebook or email. 57.69% answered that yes they had. Another question was asked if any information provided by the FDDC had helped them or someone else with a disability, 50% of the responses were yes.

Performance Measures: By utilizing the FDDC Website, Facebook, Press Releases, Email Blasts and the Annual Report, 4,026,051 individuals were encouraged to participate and utilize Council and other DD Community resources that affect people with developmental disabilities which has been included in general public reached.

Impact of Objective and Goal: The more Floridians read and understand the issues concerning developmental disabilities through our publications and posted information, the more likely they will become involved in the community, take action and continue to participate in other DD activities across the state. Through two surveys taken during the year, closely monitoring Facebook activity, and continued Facebook communication with our Partners In Policy Graduates, we have learned that many more individuals not only utilized resources and took action, but over 2,890 visitors shared information with others as well.

**Stories of Lives Made Better**
No stories to report

**Stories of Policy/Legislative Changes**
No stories to report

Performance Measures

Performance Measure 1.1 (self-advocacy/advocacy):

SA01 People trained in area related to goal/objective: 0
SA02 People trained in leadership, self-advocacy, and self-determination: 0
SA03 People trained in systems advocacy: 0
Performance Measure 1.2 (self-advocacy/advocacy):
SA04 People active in systems advocacy: 0
SA05 People attained membership on public/private bodies and leadership coalitions: 0
SA06a Other self-advocacy measure: 0
SA06b Other self-advocacy measure: 0
SA06c Other self-advocacy measure: 0

Performance Measure 2.1 (systems change):
SC01 Programs/policies created or improved: 0
SC02 Number of organizations involved coalitions/networks/partnerships: 0
SC03 Organizations engaged in systems change efforts: 0
SC04 Number of public policymakers educated: 0
SC05 Members of the general public reached: 4,026,051
SC06a Other systems change measure: 0
SC06b Other systems change measure: 0
SC06c Other systems change measure: 0

Performance Measure 3 (resource leveraging):
RL01 Dollars Leveraged: $0

Objective 2.2:
2.2: Inform the public and media on at least ten (10) issues that impact the lives of individuals with developmental disabilities and their families and caregivers.

Implementation activities:
Communication - Implementation Activities - Years 1-5
1. Solicit input from individuals with developmental disabilities, families and stakeholders regarding issues which should be considered by the Council
2. Identify issue for the Council to publicize
3. Post information of identified issues on Council website, Facebook and list serve
4. Post notices of opportunity for action relative to issues on Council website, Facebook and list serve
5. Produce a Public Service Announcement for radio and/or TV for one identified issue each year
6. Distribute Public Service Announcementst to radio and TV stations
7. Evaluate Public and media outreach efforts
8. Report to the Council the results and recommendations for next steps

Activities undertaken were: ☐ All met ☐ Partially met ☑ Not met

Timelines:
Year 1
1. 10/11 - 09/12
2. 10/11 - 09/12
3. 10/11 - 09/12
4. 10/11 - 09/12
5. 10/11 - 09/12

Year 2
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Year 4
1. 10/14 - 09/15
2. 10/14 - 09/15
3. 10/14 - 09/15
4. 10/14 - 09/15
5. 10/14 - 09/15

Year 5
1. 10/15 - 09/16
2. 10/15 - 09/16
3. 10/15 - 09/16
4. 10/15 - 09/16
5. 10/15 - 09/16

Timelines established were:  ☑️ All met  ☐ Partially met  ☑️ Not met

Annual Progress Report:

**Introduction and Background**
Individuals have been informed year-round of the major issues that affect the lives of people with developmental disabilities through a variety of creative publicizing, through DD Day at the Capitol, multiple Media Advisories and through Facebook shares.

**Description of Activities**
The Council informed the public and the media of numerous issues last year impacting individuals with developmental disabilities, their families and caregivers. These issues included the following: Waiver Waitlist Funding, Increasing the funding for the Developmental Disabilities Home and Community Based Services Waiver, iBudget implementation, Children with Medically Complex Conditions, Transportation, Employment First, Medicaid Expansion, Elimination of the Special Diploma, Personal Learning Scholarship Account, Full funding for Vocational Rehabilitation, Early Steps funding, Help Me Grow funding, Family Care Council composition, and Screening for Autism by specialists.

Significant media and public attention was generated around the major issues of the legislative
session as a result of Developmental Disabilities Awareness Day 2014. Working together with the ARC of Florida, Developmental Disabilities Day was held on March 18, 2014 at the state capitol. The focus of this event was the need for increased funding for developmental disabilities services, funding for the DD waitlist, transportation and education.

Approximately 450 advocates from all over the state came to show their support and meet with their legislators. DD Day at the Capitol included 26 exhibitors of developmental disabilities related programs, a press conference, a DD Day resolution, and many visits with the legislators and committee hearings. The event was publicized by sending out a media advisory and a press release, posting a notice on Lobbytools, sending a notice to the list serve, and posting notices on Facebook and the Council website. The press conference was well attended and included remarks by several legislators, representatives of disability-related groups, and state agencies. The fifth annual Idelio Valdes Leadership and Advocacy Award was also presented to Mary Jo Pirone by Senator Anitere Flores for her efforts in promoting disability awareness throughout her community and exemplary personal achievements.

A Media Advisory alerting the Capital Press Corps of DD Day activities and encouraging coverage, was sent in March 2014 as well as personal phone calls from Rick Oppenheim & Associates. A Press release about DD Day activities was also sent electronically to the Capital Press Corps and over 30 Florida Newspapers.

35 Press Kits were handed out to attending press members at DD Day activities and hand delivered to non-attending media. The media kit included folders, labels, press release, fact sheets & backgrounds, legislative priorities, list of DD Day participants, and a map of exhibitor locations.

The Council sent out 9 Capitol Update Reports during the 2014 session containing information that particularly addressed legislative issues important to individuals with developmental disabilities and their families, as well as bills filed that affect those with developmental disabilities. Each report was sent to 3,205 viewers on the Council’s list serve for a total of 28,845 to receive each issue. (NOTE: this number is recorded in Objective 2.1)

The Council implemented a new Public Service Campaign in 2013-14 to recognize that people with disabilities are a part of our daily lives and should be seen for what they offer and not for their disability. The Campaign, “We Are Your Neighbors,” included several components and media strategies that were put into action within four phases throughout the year.

• Phase One began with a partnership with the Florida Outdoor Advertising Association and included a total of 23 billboards placed in Pensacola, Jacksonville, Orlando and Miami areas between January 1, and February 28. This was an eight month campaign and all 23 billboards officially remained in place from March 1, until August 31, 2014. The Estimated Average D.E.C. (Daily Effective Circulation) Per Billboard, Per Week was 19,900 views. That’s an estimated total of 517,400+ viewers each week in Florida that actually saw and read our message “We Are Your Neighbors, Look At Our Abilities Not Our Disabilities” while in transit.
• Phase Two continued the message with a smaller version of the billboard ad and was posted daily on Facebook during the months of July, August and September. The Ad reached the following number of Facebook users each month: July-68,212 views with 341 likes and shares; August-102,596 views with 1092 likes and shares; September-65,519 views with 387 likes; for a three month campaign total of 236,327 views.
• Phase Three ran for six weeks during July and August 2014 on Google.com linking the message “We are your neighbors, look at our abilities not our disabilities, please take a closer look,” to the FDDC Website. A Total of 3,056 viewers clicked on the ad space and visited the webpage during
Phase Four consisted of partnering with Comcast Cable to recreate and air our previously released 30 second public service video announcement, “We Are Your Neighbors, look at our abilities not our disabilities,” which was originally aimed at promoting inclusion of individuals with developmental disabilities into our communities. The goal of this campaign was to not only get the message out to the public through our webpage and on YouTube, but through Comcast Cable Channels and into all areas of Florida. The campaign began in June 2014 and will run through December 2014. The spots are being run as air time is available, however July and August saw the most coverage over the June – September time frame (according to Jeanie Hernandez, Regional Director for Comcast NBC Universal). It is noted that September through December air time is normally full due to 2014 being an election year and paid campaign ads take prevalence. Comcast will be providing the data on the full campaign including where the PSA has been aired with estimated viewing numbers, once the campaign concludes in 2015. (NOTE: This will be reported with the 2014-15 PPR)

A marketing strategy that was created last year to help advertise FDDC products and/or topics of interest, continued from October 2013 – September 2014. Titled, “The Topic of the Week,” targeted one particular publication and/or area of interest during an entire week and provided shared conversations through Facebook. The program was run for 13 weeks with featured topics as shown below: Sexuality Across the Lifespan (Educators), Planning Ahead, Lighting the Way to Guardianship, Let’s Go, Housing Guide/Planning Ahead, Autism and ADHD Awareness Month, Working can support the dream to live independently, Don’t Judge a Book by Its Cover…I Have a Story to Tell—Disability Awareness Month, Epilepsy and Employment, Take Charge of Your Health Care, Employment for Individuals who are Deaf and Hard of Hearing, Equal Employment, and Breaking Barriers to Employment.

For National DD Employment Awareness Month 2014, the Council assisted in the pre-planning and participation of the Florida Abilities Works program held at Tallahassee City Hall with an exhibit table and presentation. The Council also began planning and preparing a Florida Trend project and story for 2014 (which ran in the October 2014 Issue of Florida Trend Magazine). Both of these projects will be reported in next year’s Progress Report.

**Target Dates**

The Implementing Activities for this objective are year-round activities. In lieu of producing a new PSA, the Communications Committee agreed to recreate a previous production and expanded it to include billboards with the same theme as well as a television 30 second spot through Comcast Cable, Google and Facebook ads, and an article in Florida Trend Magazine to highlight National DD Employment Month.

**Deliverables/Products: (completed by September 30, 2014)**

- 9 Capitol Updates providing information about DD legislative issues were posted on the FDDC web and sent via the FDDC list serve.
- 10 press releases were sent out and distributed to area and statewide newspapers.
- 1 press conference was held with approximately 450 attending.
- “We Are Your Neighbors, Look At Our Abilities Not Our Disabilities” was used as the theme for the 2014 Public Service Announcement and Billboard Campaign which attracted an estimated D.E.C. (Daily Effective Circulation) Per Billboard, Per Week of 19,900 views. That’s an estimated total of 517,400 viewers each week in four regions of Florida that actually saw and read this message while in transit. The total estimated number of viewers for the entire 26 week period was 13,452,400 views.
• 3,056 viewers clicked on the Council’s Google Ad space over the six week ad run.
• 236,327 viewed the Council PSA Facebook Ad with 1,820 Likes and Shares during the three month ad run.

**Evaluation/Outcome**

Outcome 1: Council’s issues are publicized via the media and social media.
Progress: Achieved: 15 Council issues were publicized through Press Releases, the Capitol Update, DD Awareness Day at the Capitol and Press Conference, as well as a four-part advertising campaign that included Billboards, Facebook Advertising, Google Advertising and Comcast Cable Public Service Announcements.

Outcome 2: Individuals took action as a result of the Council’s public information efforts.
Progress: Achieved: By maintaining a continuous schedule of events that helped to create positive disability awareness and then publicizing these all year long, people with developmental disabilities, their families and caregivers were better able to advocate for themselves and for others. Two six month surveys were sent out on the FDDC list serve, Facebook and posted on the web to get an idea if people took action in DD issues. The first survey asked if viewers took legislative action, of which 51.55% indicated they had been in contact with their legislator during the year and 50% indicated that information provided by the Council had helped them to take action and to advocate for themselves or someone else. The second survey highlighted seven specific events and asked if they had taken action because of info provided by the FDDC. Of the responses received, 67% indicated they had taken action. Another question asked was, “Did you see the PSA video and did you take any action as a result of the message?” Of those responding having seen the PSA, 70% said they had indeed taken actions.

Performance Measures: More than 13,692,233 individuals were reached through an elaborate advertising campaign called “We Are Your Neighbors – Look At Our Abilities, Not Our Disabilities” and during DD Day at the Capitol.

Impact of Objective and Goal: The Council exceeded its objective of informing the media and public of at least 10 issues impacting individuals with developmental disabilities, their families and caregivers last year. Many of these individuals undertook advocacy efforts as a result of the information provided resulting in the Communication Goal of providing information on policies, laws, issues, etc. to enable members of the developmental disabilities community to advocate for themselves or others being met.

**Stories of Lives Made Better**
No stories to report

**Stories of Policy/Legislative Changes**
No stories to report

Performance Measures

Performance Measure 1.1 (self-advocacy/advocacy):

SA01 People trained in area related to goal/objective: 0
SA02 People trained in leadership, self-advocacy, and self-determination: 0
SA03 People trained in systems advocacy: 0
Performance Measure 1.2 (self-advocacy/advocacy):

SA04 People active in systems advocacy: 0
SA05 People attained membership on public/private bodies and leadership coalitions: 0
SA06a Other self-advocacy measure: 0
SA06b Other self-advocacy measure: 0
SA06c Other self-advocacy measure: 0

Performance Measure 2.1 (systems change):

SC01 Programs/policies created or improved: 0
SC02 Number of organizations involved coalitions/networks/partnerships: 0
SC03 Organizations engaged in systems change efforts: 0
SC04 Number of public policymakers educated: 0
SC05 Members of the general public reached: 13,692,233
SC06a Other systems change measure: 0
SC06b Other systems change measure: 0
SC06c Other systems change measure: 0

Performance Measure 3 (resource leveraging):

RL01 Dollars Leveraged: $0

Objective 2.3:

2.3: Increase the presence of the Council at least five (5) disability related events across Florida.

Implementation activities:

Communication - Implementation Activities - Years 1-5
1. Staff exhibit table at conferences, workshops and other events.
2. Council members, resource members and Council staff will join non- Council committees and task forces
3. Council representatives will make presentations at various events.
4. Evaluate public and media outreach efforts
5. Report to the Council results and recommendations for next steps

Activities undertaken were: ✔ All met □ Partially met □ Not met

Timelines:

Year 1
1. 10/11 - 9/12
2. 10/11 - 9/12
3. 10/11 - 9/12
Timelines established were:  

- All met  
- Partially met  
- Not met

Annual Progress Report:  

**Introduction and Background**

The more people hear about the issues that affect the daily lives of people with developmental disabilities, the greater the chance they will become more involved in the community. In addition to media and social media avenues for reaching individuals in the DD communities, the council also strives to have a physical presence at events and on boards, committees & task forces.

**Description of Activities**

The Council has undertaken a number of activities to increase our presence across Florida, including hosting 11 exhibit tables during the year. The events at which the Council hosted an exhibit table and the estimated number of people reached are as follows:

- APD Disability Awareness Week Celebration (25)
- ARC of Florida’s Annual Conference (150)
- The SPARC Annual Conference (50)
- The Down Syndrome of Central Florida Annual Conference (50)
- Disability Awareness Day At The Capitol (400)
- Children’s Week at the Capitol (100)
- The Florida Disabled Outdoor Association’s Sportsability (100)
The estimated total number of people reached via the exhibit tables is 1,235

Council members and staff have volunteered to serve on the following 15 committees, task forces and work groups which is important for not only conveying information about the Council, but also for influencing programs based on the work of the Council and DD Act. These have included: FICCIT (FL Interagency Coordinating Council for Infants & Toddlers), Expanding Opportunities, State Secondary Transition Interagency Committee, Abilities Work Communications Sub-committee, Waitlist Strategic Plan Implementation Task Force, Florida KidCare Coordinating Council, Florida Disability & Health Program Advisory Board, Department of Education State Advisory Committee (for Exceptional Student Education) and DD Stakeholders.

On the Federal level, members and staff served on the National Association of Councils’ on Development Disabilities Public Policy Committee, Board of Directors and Strategic Communications Committee. Locally in Tallahassee, Council staff served on Employment First Communications Team, the Chamber of Commerce Diversity Task Force and Chamber LEADS Business Group.

A total of 10 presentations were given during the year by the Council reaching 370 individuals. These presentations were as follows: Sheila Gritz-Swift and Richard Bivins gave a presentation together during a Chamber of Commerce LEADS luncheon on February 29, 2014 (approximately 25 attended); Debra Dowds gave a presentation during a Chamber of Commerce Nuts & Bolts Business Breakfast on June 17 (approximately 30 attended); Margaret Hooper and Safee Braxton both gave separate presentations during Family Café on June 6, 2014 (approximately 30+ attended each presentation); and Richard Bivins gave a presentation on January 23, April 25, May 22, June 19 and July 17 during Chamber of Commerce LEADS lunch meetings (approx. 25 attending each presentation) and a presentation on August 28 at the Tallahassee Auto Museum during the Chamber of Commerce Business Luncheon (approximately 130 attended).

4 media interviews were made during the year including a television interview given by Kathy McAllister on March 18, 2014 concerning DD Awareness Day at the Capitol (Tallahassee area cir. 295,000). Richard Bivins was interviewed during a feature story by WCTV-6 on May 10 (approx. Cir. 295,000), during Sportsability held at Tallahassee Community College. DD Awareness Day was also featured and promoted by Rick Oppenheim on March 18, on WCTV-6 Tallahassee Good Morning Show (approx. Cir. 295,000). A newspaper interview was given by Richard Bivins concerning Disability Outdoor Recreation for a featured story with the Daily News of Levy, Dixie & Gilchrist Counties during the Disability Expo held at Fanning Springs State Park on May 10, 2014 (approx. Cir. 63,000).

1 Press Conference was organized and held on March 18, to announce and publicize the Developmental Disabilities Awareness Day at the Capitol. This was covered by 3 television stations, the AP Press and was attended by approximately 450 guests. (NOTE: This is reported in 2.2.)

**Target Dates**
The Implementing Activities of this objective (i.e., staff exhibit tables, joining non-council committees and task forces, and making presentations at various events) are year-round activities.
**Deliverables/Products: (completed by September 30, 2014)**
- 11 exhibit tables hosted (total attendance at these 11 events was estimated at 1,235)
- Council staff and members served on 15 committees/task forces
- 10 presentations were given during the year and 4 media interviews

**Evaluation/Outcome**

Outcome 1: Participants at five or more disability-related events will have received information on Council events and activities.
Progress: Achieved: The Council had a presence at 11 Disability Related Events during the year which included the FDDC exhibit booth. Council publications and DD related information were provided to attendee’s and a sign-up sheet was maintained as a way to add additional names to the FDDC List Serve.

Outcome 2: Through representation and other collaborative efforts, the Council will inform other disability related and non-disability related committees, boards and task forces about Council goals and efforts.
Progress: Achieved: The Council served on 15 committees and task forces during the year and gave 10 presentations to inform others of Council related goals and projects

Performance Measures: The Council utilized 11 Exhibit Tables, 10 presentations and 4 media interviews to help increase the presence of the Council throughout Florida for an estimated total of 949,605 general public reached.

Impact of Objective and Goal: With the 11 exhibit tables staffed and the 10 presentations made, the Council met its objective of increasing the presence of the Council at a minimum of 5 disability related events in Florida.

**Stories of Lives Made Better**
No stories to report.

**Stories of Policy/Legislative Changes**
No stories to report.

Performance Measures

Performance Measure 1.1 (self-advocacy/advocacy):

SA01 People trained in area related to goal/objective: 0
SA02 People trained in leadership, self-advocacy, and self-determination: 0
SA03 People trained in systems advocacy: 0

Performance Measure 1.2 (self-advocacy/advocacy):

SA04 People active in systems advocacy: 0
SA05 People attained membership on public/private bodies and leadership coalitions: 0
SA06a Other self-advocacy measure: 0
SA06b Other self-advocacy measure: 0
SA06c Other self-advocacy measure: 0
Performance Measure 2.1 (systems change):

- SC01 Programs/policies created or improved: 0
- SC02 Number of organizations involved coalitions/networks/partnerships: 0
- SC03 Organizations engaged in systems change efforts: 0
- SC04 Number of public policymakers educated: 0
- SC05 Members of the general public reached: 949,605
- SC06a Other systems change measure: 0
- SC06b Other systems change measure: 0
- SC06c Other systems change measure: 0

Performance Measure 3 (resource leveraging):

- RL01 Dollars Leveraged: $0

Objective 2.4:

2.4: Provide access to 100% of Council products to individuals with developmental disabilities, their families and stakeholders across Florida.

Implementation activities:

Communication - Implementation Activities - Years 1-5
1. Maintain the website up-to-date with publications and links to other websites.
2. Market Council products via website, Facebook, newsletters, list serve and other avenues.
3. Reprint Council publications that are high demand
4. Evaluate public and media outreach efforts.
5. Report to the Council results and recommendations for next steps.

Activities undertaken were: ☑ All met ☐ Partially met ☐ Not met

Timelines:
Year 1
1. 10/11 - 9/12
2. 10/11 - 9/12
3. 10/11 - 9/12
Year 2
1. 10/12 - 9/13
2. 10/12 - 9/13
3. 10/12 - 9/13
Year 3
1. 10/13 - 9/14
2. 10/13 - 9/14
3. 10/13 - 9/14
Year 4
1. 10/14 - 9/15
Annual Progress Report:

**Introduction and Background**

The Council has available, and produces new each year, publications that provide information on resources and issues important to the daily lives of individuals with developmental disabilities, as well as to supporting their efforts to be integrated into their community. Because of this, they will become more involved in the community, take action and continue to return to our sites for additional knowledge.

**Description of Activities**

With each new product or publication produced, an announcement is sent to the list serve and through Facebook. The product is then placed on the Council’s resource page and web-page. An announcement is also sent to other disability organizations or state agencies alerting them to the new product. This year the FDDC produced three new publications: “Stress and What Can Be Done About It”, “Housing, A Personal Assessment Guide”, and “Housing in Florida Guide”.

The Council has a large number of resources for individuals with developmental disabilities, families and stakeholders from previous years that continue to be sought after. Currently, the Council has 47 resources available and 8 special interest publications. Of these, 20 are available in hard copy and all 55 are available to download from our website or by Hyperlink. 5 of the resources are available on DVD, 8 are also available in Spanish and several of the resources are available through multiple methods.

Between October 1, 2013 and September 30, 2014 the Council distributed a total of 18,342 publications. This does not include the resources that were downloaded from our website or accessed via hyperlink, which the council has been encouraging in order to reduce our printing costs.

The marketing strategy that was created last year to help advertise FDDC products and or, topics of interest (as shown with 2.2) which was titled “The Topic of the Week” and targeted one specific publication during an entire week as well as provided shared conversation through Facebook. The program featured the following publications: “Sexuality Across the Lifespan”, “Planning Ahead”, “Lighting the Way to Guardianship”, “Let’s Go” (Transportation Guide), “Housing in Florida Guide”, and “Easing Your Stress – A Guide for Caregivers”.

**Target Dates**

Maintaining the website up-to-date with publications and links to other websites is a year-round activity. Two surveys were sent out to evaluate the value of these publications. These activities and results were reported to the Communications Committee.

**Deliverables/Products (completed by September 30, 2014)**
• 18,342 total publications were provided to the public.

**Evaluation/Outcomes**

Outcome 1: There will be an increase in the percentage of Floridians accessing Council products
Progress: Not Achieved: For 2012-13, a total of 21,568 publications were distributed and 18,342 were distributed in 2013-14.

• Historically the Council has distributed booklets in bulk at all FDDC functions which is no longer done because we are trying to encourage people to visit our website more often where downloading the publications is available. This then reduces printing costs and allows for additional information to be reviewed as well.

• Two surveys were posted during the year on our webpage, on Facebook and sent to the Council’s list serve. In the first survey the question was asked, “Have you received or downloaded any of the FDDC’s publications?” 57.69% responded that they had downloaded, which indicates more people are using materials from the web than have in the past. On the second survey, five specific publications were targeted and the questions was asked, “Did you download or receive any of these booklets?” The average response was 40% Yes.

• Three new booklets, “Housing In Florida Guide”, “Housing-A Personal Assessment Guide” and “Stress and What Can Be Done About It”, were published during the year. The Stress Guide was only made available in late August 2014, therefore did not have time to fully circulate and receive requests.

• Three publications have been approved to be re-produced in 2015.

• New strategies for advertising Council publications have recently been discussed and are now being considered by the Communications Committee including an easier to navigate resource page.

Outcome 2: There will be an increase in the ability of Floridians, especially members of the developmental disability DD community, to advocate for themselves and others and/or address a need that supported their meaningful participation in all aspects of life as a result of Council products.
Progress: Partially Achieved: Two surveys were posted during the year on our webpage, on Facebook and sent to the Council’s list serve. The first question was asked, “Did the information provided by the Council help you advocate for yourself or an individual with a developmental disability?” The response we received was 50% saying yes. On a second survey, specific publications were targeted and the questions were asked: “Did they help you to advocate for yourself?” On the average, 50% responded, Yes, they had helped. “Did they help you to better participate in your community?” On the average, 52% responded Yes.

Performance Measures: 18,342 publications were disseminated this past year and are reflected in the general public reached.

Impact of Objective and Goal: The Council achieved its objective of providing access to 100% of the Council’s products. In addition, the goal of enabling members of the developmental disabilities community to advocate for themselves or others and address a need important to inclusion through the products provided by the Council was achieved. Through two surveys taken during the year and continued communications with other agencies, on the average, 50% of individuals believe the publications have helped them to better participate in their community.

**Stories of Lives Made Better**

No stories to report
** Stories of Policy/Legislative Change**
No stories to report

Performance Measures

Performance Measure 1.1 (self-advocacy/advocacy):

- **SA01 People trained in area related to goal/objective:** 0
- **SA02 People trained in leadership, self-advocacy, and self-determination:** 0
- **SA03 People trained in systems advocacy:** 0

Performance Measure 1.2 (self-advocacy/advocacy):

- **SA04 People active in systems advocacy:** 0
- **SA05 People attained membership on public/private bodies and leadership coalitions:** 0
- **SA06a Other self-advocacy measure:** 0
- **SA06b Other self-advocacy measure:** 0
- **SA06c Other self-advocacy measure:** 0

Performance Measure 2.1 (systems change):

- **SC01 Programs/policies created or improved:** 0
- **SC02 Number of organizations involved coalitions/networks/partnerships:** 0
- **SC03 Organizations engaged in systems change efforts:** 0
- **SC04 Number of public policymakers educated:** 0
- **SC05 Members of the general public reached:** 18,342
- **SC06a Other systems change measure:** 0
- **SC06b Other systems change measure:** 0
- **SC06c Other systems change measure:** 0

Performance Measure 3 (resource leveraging):

- **RL01 Dollars Leveraged:** $0
Section III: Progress Report - Goals and Objectives

Goal 3: Self-Advocacy

In partnership with individuals with developmental disabilities, families and other community partners, the Council will provide training, technical assistance and support to build capacity of individuals with developmental disabilities for self-determination, independence and meaningful participation with their communities.

<table>
<thead>
<tr>
<th>Area of Emphasis</th>
<th>Planned for this Goal</th>
<th>Areas Addressed</th>
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</thead>
<tbody>
<tr>
<td>Quality Assurance</td>
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<tr>
<td>Education and Early Intervention</td>
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<td>Child Care</td>
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<td>Health</td>
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<td>Employment</td>
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<td>Housing</td>
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<td>Transportation</td>
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<td>Recreation</td>
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<td>Formal and Informal Community Supports</td>
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<thead>
<tr>
<th>Strategies</th>
<th>Planned for this Goal</th>
<th>Strategies Used</th>
</tr>
</thead>
<tbody>
<tr>
<td>Outreach</td>
<td>planned</td>
<td>used</td>
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<tr>
<td>Training</td>
<td>planned</td>
<td>used</td>
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<tr>
<td>Technical Assistance</td>
<td>planned</td>
<td>used</td>
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<tr>
<td>Supporting and Educating Communities</td>
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<td>Interagency Collaboration and Coordination</td>
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<td>Coordination with Related Councils, Committees and Programs</td>
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<tr>
<td>Barrier Elimination</td>
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<td>Systems Design and Redesign</td>
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<tr>
<td>Coalition Development and Citizen Participation</td>
<td>planned</td>
<td>used</td>
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<tr>
<td>Informing Policymakers</td>
<td></td>
<td>used</td>
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<tr>
<td>Demonstration of New Approaches to Services and Supports</td>
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<tr>
<td>Other Activities</td>
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<thead>
<tr>
<th>Intermediaries/Collaborators</th>
<th>Planned for this Goal</th>
<th>Actual</th>
</tr>
</thead>
<tbody>
<tr>
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<td>planned</td>
<td>used</td>
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<tr>
<td>University Center(s)</td>
<td>planned</td>
<td>used</td>
</tr>
<tr>
<td>State DD Agency</td>
<td>planned</td>
<td>used</td>
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</tbody>
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Other Collaborators Planned:
- Project 10, Centers for Autism and Related Disorders
- Nature Links for Life Long Learning
- VSA Arts of Florida
- The Motivational Edge
- National Disability Institute
- The Family Cafe
- Self-Advocates Becoming Empowered
- Department of Health
- Department Of Education
- Florida State University
- School District
- Agency for Persons with Disabilities
- Workforce Plus
- Leon County Red Cross
- Elder Care Services
- Florida Agricultural & Mechanical University
- Florida Alliance for Assistive Technology
- Tallahassee Community College
- Volunteer Florida
- Ability 1st
- Family Care Council
- Miami Dade College
- Florida International University Panther Program
- Treasure Coast Down Syndrome Awareness Group
- The United Way
- The Able Trust
- Program Design Inc.
- Arts in Action Consulting
- The University of Miami

Objective 3.1:

3.1 Provide training to forty (40) individuals with developmental disabilities and family members and/or guardians, to build their knowledge and capacity in self-determination, disabilities systems, educating and influencing public policy
makers.

Implementation activities:
Initiative 1- Years 1-5
1. Contract begins with PIP Coordinator
2. Recruit potential participants
3. Implement Partners in Policymaking training
4. Evaluate the training program
5. Evaluate the overall project
6. Develop and submit final report and recommendations for next steps

Activities undertaken were: ☑ All met □ Partially met □ Not met

Timelines:
Year 1
1. 05/12
2. 10/11
3. 06/12
4. 06/12
5. 11/12
6. 12/13
Year 2
1. 03/13
2. 10/12
3. 06/13
4. 06/13
5. 11/13
6. 12/13
Year 3
1. 03/14
2. 10/13
3. 06/14
4. 06/14
5. 11/14
6. 12/14
Year 4
1. 03/15
2. 10/14
3. 06/15
4. 06/15
5. 11/15
6. 12/15
Year 5
1. 03/16
2. 10/15
3. 06/16
4. 06/16
5. 09/16
6. 09/16
Timelines established were: ✔ All met ☐ Partially met ☐ Not met

Annual Progress Report:

**Introduction and Background**

Partners in Policymaking is an advocacy training program for individuals with developmental disabilities and parents of individuals with developmental disabilities. The program is designed to provide information, training, and skill-building so that participants may better advocate on their own behalf. The intended goal is to achieve a partnership between people needing and using services and those in a position to make policy and law. There are over 21,000 Partners graduates nationally, fostering relationships with elected public officials and other policymakers, and influencing positive systems change about state legislative issues.

Each year, advocates throughout Florida apply to the program. An Advisory Committee selects a class of approximately 30 participants. Participants attend weekend training sessions once a month for six months to learn from national experts, as well as leaders in the Florida disability community. Sessions focus on a range of topics, including: History of the Disability Movement and Self-Advocacy; Education; Assistive Technology; Emerging Federal Policy and Legislation; State Policy, Services, and Legislative Issues; and Community Organizing and Advocacy. Through education and practical training, Partners are empowered to tackle issues facing their communities.

**Description of Activities**

Council staff initiated outreach to potential participants including recruitment by Partners graduates, promotion through websites, e-mail and social media platforms, and information dissemination at statewide events. Twenty-six participants were selected for the Partners in Policymaking 2014 class. A 2009 graduate of the program provided onsite facilitation.

The six weekend sessions featured nationally recognized speakers. Session one was presented by Guy Caruso, the Western Coordinator for the Institute on Disabilities at Temple University. This class provided an introduction to Partners, perceptions of disability and People First Language. Participants engaged in “A Walk Down Memory Lane” activity and were provided tools for creating a personal action plan. The students were assigned to groups, each of which would host a breakfast roundtable discussion on a topic of their choosing in the upcoming sessions. Dr. Rebecca Hines and attorney Mark Kamleiter presented the second session, which focused on inclusive education. Dr. Hines provided numerous examples of how assistive technology can be used to achieve inclusion. Mr. Kamleiter co-presented on legal rights with Claudia Roberts, a parent advocate. The breakfast roundtable discussion included a testimonial from a self-advocate participating in the class, who spoke about his personal experience of self-determination. The third session focused on employment with presentations from Dr. Lou Brown and Dale DiLeo, who emphasized the importance of employment supports and persistence. A 2009 graduate spoke to the class on designing an advocacy project and answered questions about the process.

As the participants prepared for session five’s mock testimony component, former and current Council members attended the fourth session and shared information on the Council initiatives and guidance on public testimonies. Four members of the Florida Legislature, including the Senate President, participated in session five as part of a mock panel. The participants delivered prepared testimonies on employment, transportation, the Medicaid waiver, education and housing. The sixth and final session encompasses community organizing and graduation.

As part of their commitment to continue advocacy following graduation, each participant designs a
major advocacy project. Partners have made in their major advocacy projects during the reporting period:

• Jose “Ernie” Martinez worked to improve workforce development by addressing transportation barriers. In 2014, he was selected to represent the Miami Dade County Transportation Disadvantaged Board on the South Florida Regional Transportation Authority.
• Margaret (Margi) Hedelund launched “Responding 2 Autism” in December 2013 with the goal of establishing a training program for first responders to assist working with individuals with autism in the Broward County area.
• Gloria Durojaiye created a resource page on the Autism Foundation of Tampa Bay website.

Nine members of the 2013 class participated in the 2014 Developmental Disabilities Day at the state capitol.

**Target Dates**
The Council did not enter into a contract for coordination of the 2014 class. Coordination was done in house, with a graduate providing on-site facilitation. Recruitment of participants has been ongoing since June 2013, beginning with the dissemination of application packets at an annual statewide conference for families and self-advocates. The program commenced June 2014. Collection of speaker and session evaluations has been ongoing since June 2014. The overall evaluation will occur November 2014. The final outcomes will be reported December 2014.

**Deliverables/Products** (submitted by September 30, 2014)
• Speaker contracts
• Agendas, materials session wrap-ups
• Speaker, session and program evaluations
• Synopsis of each participant’s community project
• Twenty-three individuals participated in 2014 in six Partners in Policymaking sessions
• Nine graduates attended DD Day 2014 at the Capitol and met with legislative staff to advocate for issues

**Evaluation/Outcomes**
(Note: Since Partners classes cross fiscal years, the data reported is for the last full class, 2013)
Outcome 1: 80% of PIP graduates indicate they built their knowledge and capacity in self-determination, disabilities systems, educating and influencing public policy makers.
Progress: Achieved: Out of the 19 graduates, 19 (100%) indicated they built their knowledge and capacity in self-determination, disabilities systems, educating and influencing public policy makers.

Outcome 2: 70% of PIP graduates develop a relationship with a policy maker as a mechanism for sharing information on disabilities topics to educate and influence.
Progress: Achieved: Out of the 19 graduates, 17 (89%) have developed a relationship with their policy makers. 9 graduates participated in the 2014 DD Day.

Outcome 3: 60% of PIP graduates initiate a project for system change to positively impact individuals with developmental disabilities.
Progress: Achieved: Out of the 19 graduates, 19 (100%) have initiated a project for systems change.

Federal Performance Measures: Nineteen individuals participated in the 2013 class and are
counted under “People trained in systems advocacy”. Six Partners are counted under “people attained membership on public/private bodies and leadership coalitions.” These graduates reported joining the Family Autism Network or Florida, the Business Leadership Network, Council of Parent Attorneys and Advocates (COPAA), Broward County Special Needs Advisory Coalition (SNAC), Learning Disabilities Association and the State Advisory Committee. PIP participants engaged with policymakers on four initiatives, which are counted under “programs/policies created or improved”. They include: The Family Advisory Council for Bay Area Early Steps, FAN Library Day, an inclusive recreation club at Florida International University and the implementation of parent involvement workshops in Broward County.

Partners served as members of the Broward Exceptional Student Education Advisory Council, the Parent Teacher Association, Hillsborough Alliance for Public Schools and the State Advisory Committee for the Education of Exceptional Students and worked to improve IEP practices. Additionally, graduates working with the Weston Branch Public Library in Broward County, Florida implemented training to create inclusive story time. These five organizations are counted under organizations engaged in systems change efforts. Participation in the Family Café conference and articles published in the Parent Notebook reached 265 individuals and are counted under members of the general public reached. Fourteen policymakers have met with Partners graduates, and are counted under “Public policymakers educated”.

Impact on Objective and Goal: The objective of training 40 individuals with developmental disabilities and families to build their knowledge and capacity in self-determination, disabilities systems and influencing public policy makers is partially achieved with 19 Partners that participated in and graduated from the program in 2013. Note, the 40 is to be met with both Partners in Policymaking and Youth Leadership Forum.

**Stories of Lives Made Better**

1. Since her Partners experience, Kelly has become active in the autism community in Broward County, Florida. She joined the Board of Family Autism Network (FAN) of Florida a non-profit organization. Through her involvement with FAN over the past year, Kelly helped create inclusive sensory friendly movies, surf clinics, library programs and more. Kelly is also the Vice Chair for the Autism Committee for ESE Advisory Council of Broward County (ACE).

2. Allicia, a Parent Coordinator and Educational Advocate, works with parents and reaches out to public and private schools in Broward County to set up Parent Engagement Workshops. The workshops serve as a facilitator to schools helping parents. Allicia credits Partners in Policymaking for enhancing her advocacy skills. “After advocating for my own child, I understand how to speak the language and I know what to ask for to get each child what they need to meet their maximum potential. My goal is to teach parents the tools they need to be their child’s best advocate,” Allicia said. It is now Allicia’s mission to support and educate other families who are committed to their children’s success no matter the obstacle. She is also an active member of Coalition of Parents Attorney and Advocates (COPAA), sits on the executive board of the Florida Chapter Learning Disabilities Association (LDA), and is active in Broward County Public School’s Advisory and Parent driven committees.

3. Kelly and Margi served as founding members of the Family Autism Network of Florida (FAN) in 2013. As a result of the Partners experience, the pair helped FAN expand its existing offering of inclusive community events. FAN attained a grant from Autism Speaks to facilitate the active participation of young children with autism spectrum disorder in story time activities at the library. To accomplish this goal, FAN partnered with Broward County, Florida Public Libraries to provide to youth librarians the tools, the specialized training, and the support necessary to carry out inclusive story time activities for children with Autism Spectrum Disorder (ASD).

4. In 2014, Alex advanced her major advocacy goal of creating resources for parents of children
who are hard of hearing by joining Bay Area Early Steps as a Family Resource Specialist. In this role, she spearheaded the creation of the Family Advisory Council for Bay Area Early Steps (FAC-ESP). FAC-ESP members help ensure that care is centered on child and family needs, strengths, values and priorities.

**Stories of Policy/Legislative Changes**

No stories to report

Performance Measures

Performance Measure 1.1 (self-advocacy/advocacy):

- SA01 People trained in area related to goal/objective: 0
- SA02 People trained in leadership, self-advocacy, and self-determination: 0
- SA03 People trained in systems advocacy: 19

Performance Measure 1.2 (self-advocacy/advocacy):

- SA04 People active in systems advocacy: 0
- SA05 People attained membership on public/private bodies and leadership coalitions: 0
- SA06a Other self-advocacy measure: 0
- SA06b Other self-advocacy measure: 0
- SA06c Other self-advocacy measure: 0

Performance Measure 2.1 (systems change):

- SC01 Programs/policies created or improved: 4
- SC02 Number of organizations involved coalitions/networks/partnerships: 0
- SC03 Organizations engaged in systems change efforts: 5
- SC04 Number of public policymakers educated: 14
- SC05 Members of the general public reached: 265
- SC06a Other systems change measure: 0
- SC06b Other systems change measure: 0
- SC06c Other systems change measure: 0

Performance Measure 3 (resource leveraging):

- RL01 Dollars Leveraged: $0

Objective 3.2:

3.1: Provide training to forty (40) individuals with developmental disabilities and family members and/or guardians, to build their knowledge and capacity in self-determination, disabilities systems, educating and influencing public policy makers.
Implementation activities:
Youth Leadership Forum (YLF) - Years 1-5
1. Contract begins with the grantee (The Able Trust, Inc.)
2. Recruit participants 15 youth with developmental disabilities to participate in the Youth Leadership Forum for training on leadership skills
3. Implement Youth Leadership Forum (YLF) training
4. Evaluate the (YLF) training and overall project
5. Develop and submit final report and recommendations for next steps

Activities undertaken were:  ✓ All met  ☐ Partially met  ☐ Not met

Timelines:
Year 1
1. 05/12
2. 04/12
3. 03/12
4. 07/12
5. 01/13
Year 2
1. 03/13
2. 04/13
3. 05/13
4. 07/13
5. 01/14
Year 3
1. 03/14
2. 04/14
3. 05/14
4. 07/14
5. 01/15
Year 4
1. 03/15
2. 04/15
3. 05/15
4. 07/15
5. 01/16
Year 5
1. 03/16
2. 04/16
3. 05/16
4. 07/16
5. 09/16

Timelines established were:  ✓ All met  ☐ Partially met  ☐ Not met

Annual Progress Report:
**Introduction and Background**
The Youth Leadership Forum is an intensive four-day leadership training program for high school juniors and seniors with disabilities. Throughout this educational and motivational forum,
delegates hear from guest speakers that address topics such as disability rights laws, leadership, innovations in technology, and resources at all levels. The Forum also focuses on leadership by example, by bringing in people with disabilities to serve as speakers, mentors and volunteers.

The purpose of the Forum is to attract young people with disabilities who possess leadership potential, in hopes of honing that potential in preparation for the future. As a result, these students take leadership, citizenship, and social skills into their lives as they reach adulthood. Delegates are selected from throughout the state to cultivate leadership, citizenship and social skills.

The Forum’s primary goal is to develop a network of young adults with disabilities who realize their ability to pursue meaningful employment and societal contributions. In doing so, these individuals help break down the barriers to independence for others with disabilities.

**Description of Activities**

The Able Trust began recruitment for the 2014 Forum in October 2013 with presentations to High School High Tech sites throughout the state. Informational packets with introductory letters and event poster were sent to Exceptional Student Education coordinators in 30 rural/underrepresented Florida counties. One-hundred and sixty guidance counselors in metropolitan areas including Pensacola, Tallahassee, Jacksonville, Orlando, Tampa and Miami also received packets. Bi-weekly e-mail reminders were sent to all individuals who received informational packets and were posted in the weekly Department of Education Bureau of Exceptional Education and Student Services Newsletter.

The application review process began in January 2014, and final selections were made in February 2014.

The 2014 Youth Leadership Forum (YLF) took place July 16 – 20, 2014 in Tallahassee, Florida. In addition to informational seminars focusing on various disability resources (independent living, college/university resources, transition and internship resources) and job readiness, delegates participated in mainstay events such as etiquette training, the Day at the Capitol, and the Annual Career Fair and Mentors’ Luncheon. During the career fair, delegates had the opportunity to network with nearly 15 mentors representing STEM careers.

The group also participated in discussions on self-advocacy and civic responsibility. The delegates later had the opportunity to engage in two community service activities benefitting Gretchen Everhart School, which provides services to 200 students with disabilities. The first activity focused on secondary learning personal grooming in preparation to transition to vocational education, higher education, and the employment. Teachers typically make personal care kits for these students to reinforce what they are learning. Delegates created 50 of these kits and presented them to a representative of Gretchen Everhart. The second initiative focused on the teachers themselves, who often have to purchase their own classroom supplies (sanitizers, facial tissues, bath wipes, markers, etc.) throughout the year. Delegates created 30 care packages for the teachers of Gretchen Everhart. The event concluded with demonstrations on active lifestyles, nutrition, music empowerment and a presentation on how to develop a disability advocacy club.

The Forum empowers students to use the leadership skills learned by providing opportunities for continued engagement. Twenty-two second-year participants returned to the program as Facilitator Support Staff, Program Staff, and Facilitator volunteers. Facilitator Support Staff played a major role in assisting YLF coordinators with tasks throughout the Forum, as well as assisting with small group discussions, supporting delegates who needed assistance, and providing peer
support and friendship to delegates – many of whom were experiencing their first time being away from home. Program staff managed activities such as speaker introductions, scrapbook construction, and the power point presentation shown at Closing Ceremonies. Facilitators managed the home group discussions, served as chaperones, and provided input toward the planning of the YLF agenda throughout the year. YLF 2014 Facilitator Support Staff completed more than 1,000 hours of community service in their home cities.

Through the YLF Personal Leadership Plan, each student created a working model to prepare for the future and focus on the goals they outline throughout the Forum. 2014 delegates will be surveyed five months after attending YLF to determine their progress and learn how they used the information they learned in their everyday lives. To keep YLF alumni connected, the YLF website (www.floridaylf.org) features updates, photos, and announcements to keep alumni informed.

**Target Dates**
The Council determined that an abbreviated contract period for the 2014 Youth Leadership Forum would allow the project timeline to be restructured, more accurately reflecting the Able Trust’s planning process. Therefore, a two month continuation contract was executed in June 2014. The Youth Leadership Forum is a foundational program of the Able Trust, therefore recruitment was ongoing between October 2013 and January 2014. The original May 2014 timeline for the training implementation does not reflect the actual date of the Forum, which historically occurs in July every year. The forum is evaluated each day of the event, however participants are surveyed up to five months after YLF; partial evaluation results were gathered in July 2014. The abbreviated contract concluded in September 2014.

**Deliverables/Products (submitted by September 30, 2014)**
- Youth Leadership Forum training conducted July 2014
- Recruitment materials
- Materials for all sessions
- Evaluation materials
- 36 students with disabilities were trained in leadership
- 31 students with developmental disabilities participated in training
- Promotional presentations

**Evaluation/Outcomes**
Outcome 1: 80% of participants develop personal leadership plans to build their self-determination knowledge, to increase their self-confidence and ability to be independent, and to be involved in leadership activities at local and state levels.
Progress: Achieved: 100% of participants developed a personal leadership plan.

Outcome 2: 4-5 months after YLF, 70% of participants with developmental disabilities are actively engaged in implementing their personal leadership plan. (Note: The evaluation of the training implemented July 2014 will be completed January 2015. The data reported is for the last complete year, 2013.)
Progress: Achieved: 80% of participants are using their personal leadership plan.

Outcome 3: Five (5) previous participants will take on greater leadership responsibility at the YLF as junior staff during the program.
Progress: Achieved: Nine of the 2013 participants returned as junior staff.

Outcome 4: Three (3) previous junior staff will take on greater leadership responsibility at the YLF as co-facilitators during the program.
Progress: Achieved: Eight of the 2013 participants were advanced as co-facilitators.

Outcome 5: 4-5 months after YLF, 70 percent of participants with developmental disabilities are involved in local self-advocacy groups or other leadership activities. (Note: The evaluation of the training implemented July 2014 will be completed January 2015. The data reported is for the last complete year, 2013.)
Progress: Achieved: 9 respondents said that they are currently involved in an advocacy group in their school or community.

Additional Evaluation Information: Findings from the six-month follow up survey of 2013 participants regarding the Personal Leadership Plan:
• 100% of the survey respondents stated that they are conducting research in their fields of interest
• 23% are doing volunteer work in their fields of interest
• 7% are involved in an internship

Federal Performance Measures: The 31 students participating in YLF are counted in trained in leadership, self-advocacy and self-determination. “Number of policymakers educated” reflects involvement of 1 legislator in the Forum’s annual mock session. Newspaper circulation of 43,096 featuring an article on YLF is counted in “Members of the general public reached”. Nine students joined coalitions and are counted under “people attaining membership in public/private bodies”.

Impact on Objective and Goal: The objective of training 40 individuals with developmental disabilities and families to build their knowledge and capacity in self-determination, disabilities systems and influencing public policy makers is met with the Youth Leadership Forum and Partners in Policymaking. This initiative is advancing the goal of building the capacity of individuals with developmental disabilities.

**Stories of Lives Made Better**
YLF alumni continue to participate in several programs fostering their leadership development. These include the Florida High School High Tech (HSHT) Program, and Florida Disability Employment Awareness Month/Disability Mentoring Day (DEAM/DMD) Program. YLF alumni Renzo, Valerie, and Sarah have served as spokespersons for various Able Trust initiatives aimed at creating opportunities for successful employment for Floridians with disabilities. Several alumni are also members of the Florida Youth Council and serve on student advisory boards for their local HSHT projects. 2013 YLF delegate Jenny received the Deb Husted High School Student of the Year Award at Visions Conference in Weston, Florida this spring.

Between having fun and making new friends, A-Chai'a learned an invaluable lesson at the 2014 Youth Leadership Forum. "Disabilities are something to be proud of," the first-time YFL delegate said. "You shouldn't be ashamed of it."

Jackson, 19, has a learning disability. Participating in YLF has given him a new sense of empowerment. The four-day forum teaches high-school students with a wide-range of disabilities about career planning and leadership skills.

"I want to continue on the message," Ioana, a 17-year-old returning facilitator and YLF alum. "We
might have wheelchairs and other little things, but ultimately we can accomplish just about anything in the same way, just on a different path."

For Drew, an adult staff member and YLF alum, the skills and tools from YLF have helped him flourish in his career path. He won the YLF Young Adult of the Year Award for creating a version of YLF at his previous high-school in Tampa. Drew recently moved to Atlanta and is using his skills to pursue his goal of becoming a broadcaster at Connecticut School of Broadcasting.

"One of the major things is self advocacy," the 25-year-old said. "If you don't have self advocacy you can't speak up for yourself when you are at college."

**Stories of Policy/Legislative Changes**
No stories to report.

Performance Measures

Performance Measure 1.1 (self-advocacy/advocacy):

- SA01 People trained in area related to goal/objective: 0
- SA02 People trained in leadership, self-advocacy, and self-determination: 31
- SA03 People trained in systems advocacy: 0

Performance Measure 1.2 (self-advocacy/advocacy):

- SA04 People active in systems advocacy: 1
- SA05 People attained membership on public/private bodies and leadership coalitions: 9
- SA06a Other self-advocacy measure: 0
- SA06b Other self-advocacy measure: 0
- SA06c Other self-advocacy measure: 0

Performance Measure 2.1 (systems change):

- SC01 Programs/policies created or improved: 0
- SC02 Number of organizations involved coalitions/networks/partnerships: 0
- SC03 Organizations engaged in systems change efforts: 0
- SC04 Number of public policymakers educated: 0
- SC05 Members of the general public reached: 43,096
- SC06a Other systems change measure: 0
- SC06b Other systems change measure: 0
- SC06c Other systems change measure: 0

Performance Measure 3 (resource leveraging):

- RL01 Dollars Leveraged: $0
Objective 3.3:

3.1: Provide training to forty (40) individuals with developmental disabilities and family members and/or guardians, to build their knowledge and capacity in self-determination, disabilities systems, educating, and influencing public policy makers.

Implementation activities:
RFP 100 - Final Year
1. RFP released
2. 1 Grantee selected on a quarterly basis
3. Implementation of trainings and/or conferences on self-determination, disabilities systems, educating, and influencing public policy makers, on a quarterly basis
4. Evaluate trainings and/or conferences
5. Develop and submit final report and recommendations for next steps

Activities undertaken were: ☐ All met ☐ Partially met ☑ Not met

Timelines:
Year 1
1. 03/11
2. 05/11
3. 08/11
4. 09/11
5. 11/11

Timelines established were: ☐ All met ☐ Partially met ☑ Not met

Annual Progress Report:
Activities completed and reported in prior PPRs.

Performance Measures

Performance Measure 1.1 (self-advocacy/advocacy):

SA01 People trained in area related to goal/objective: 0
SA02 People trained in leadership, self-advocacy, and self-determination: 0
SA03 People trained in systems advocacy: 0

Performance Measure 1.2 (self-advocacy/advocacy):

SA04 People active in systems advocacy: 0
SA05 People attained membership on public/private bodies and leadership coalitions: 0
SA06a Other self-advocacy measure: 0
SA06b Other self-advocacy measure: 0
SA06c Other self-advocacy measure: 0
Performance Measure 2.1 (systems change):

- SC01 Programs/policies created or improved: 0
- SC02 Number of organizations involved coalitions/networks/partnerships: 0
- SC03 Organizations engaged in systems change efforts: 0
- SC04 Number of public policymakers educated: 0
- SC05 Members of the general public reached: 0
- SC06a Other systems change measure: 0
- SC06b Other systems change measure: 0
- SC06c Other systems change measure: 0

Performance Measure 3 (resource leveraging):

- RL01 Dollars Leveraged: $0

Objective 3.4:

3.1: Provide training to forty (40) individuals with developmental disabilities and family members and/or guardians, to build their knowledge and capacity in self-determination, disabilities systems, educating and influencing public policy makers.

Implementation activities:
Self-Advocate and Family LEAD Funds – Final Year
1. Continuation contract begins
2. Recruit participants to attend trainings and/or conferences
3. Participation in Trainings and/or conferences
4. Evaluate trainings and/or conferences
5. Develop and submit final report and recommendations for next steps

Activities undertaken were: ☑️ All met ☐ Partially met ☐ Not met

Timelines:
1. 04/11
2. 06/11
3. 09/11
4. 04/12
5. 04/12

Timelines established were: ☑️ All met ☐ Partially met ☐ Not met

Annual Progress Report:
Activities completed and reported in prior PPR.
Performance Measures

Performance Measure 1.1 (self-advocacy/advocacy):
- SA01 People trained in area related to goal/objective: 0
- SA02 People trained in leadership, self-advocacy, and self-determination: 0
- SA03 People trained in systems advocacy: 0

Performance Measure 1.2 (self-advocacy/advocacy):
- SA04 People active in systems advocacy: 0
- SA05 People attained membership on public/private bodies and leadership coalitions: 0
- SA06a Other self-advocacy measure: 0
- SA06b Other self-advocacy measure: 0
- SA06c Other self-advocacy measure: 0

Performance Measure 2.1 (systems change):
- SC01 Programs/policies created or improved: 0
- SC02 Number of organizations involved coalitions/networks/partnerships: 0
- SC03 Organizations engaged in systems change efforts: 0
- SC04 Number of public policymakers educated: 0
- SC05 Members of the general public reached: 0
- SC06a Other systems change measure: 0
- SC06b Other systems change measure: 0
- SC06c Other systems change measure: 0

Performance Measure 3 (resource leveraging):
- RL01 Dollars Leveraged: $0

Objective 3.5:

3.2: Provide technical assistance to establish a statewide developmental disability self-advocate network to build self-advocates’ capacity for advocacy and systems change.

Implementation activities:
FSSA - Year 1
1. Collaboration with the Florida Self-Advocacy Alliance (FSAA)
2. Provide Technical Assistance to build self-advocates’ capacity for advocacy and systems change
3. Evaluate technical assistance efforts
4. Develop and submit final report and recommendations for next steps
Activities undertaken were:  ☐ All met  ☐ Partially met  ☑ Not met

Timelines:
Year 1
1. 03/11
2. 04/11
3. 04/12
4. 10/12

Timelines established were:  ☐ All met  ☐ Partially met  ☑ Not met

Annual Progress Report:
Activities completed and reported in prior PPR.

Performance Measures

Performance Measure 1.1 (self-advocacy/advocacy):
  SA01 People trained in area related to goal/objective:  0
  SA02 People trained in leadership, self-advocacy, and self-determination:  0
  SA03 People trained in systems advocacy:  0

Performance Measure 1.2 (self-advocacy/advocacy):
  SA04 People active in systems advocacy:  0
  SA05 People attained membership on public/private bodies and leadership coalitions:  0
  SA06a Other self-advocacy measure:  0
  SA06b Other self-advocacy measure:  0
  SA06c Other self-advocacy measure:  0

Performance Measure 2.1 (systems change):
  SC01 Programs/policies created or improved:  0
  SC02 Number of organizations involved coalitions/networks/partnerships:  0
  SC03 Organizations engaged in systems change efforts:  0
  SC04 Number of public policymakers educated:  0
  SC05 Members of the general public reached:  0
  SC06a Other systems change measure:  0
  SC06b Other systems change measure:  0
  SC06c Other systems change measure:  0

Performance Measure 3 (resource leveraging):
  RL01 Dollars Leveraged:  $0
Objective 3.6:
3.2: Provide technical assistance to establish a statewide developmental disability self-advocate network to build self-advocates’ capacity for advocacy and systems change.

Implementation activities:
FSSA - Implementation Activities - Year 2
1. Continue collaboration with the Florida Self-Advocacy Alliance (FSAA)
2. Provide Technical Assistance to build self-advocates’ capacity for advocacy and systems change
3. Evaluate technical assistance efforts to build self-advocates’ capacity for advocacy and systems change
4. Develop and submit final report and recommendations for next steps

Activities undertaken were:  [ ] All met  [ ] Partially met  [x] Not met

Timelines:
Year 2
1. 03/12
2. 04/12
3. 04/13
4. 10/13

Timelines established were:  [ ] All met  [ ] Partially met  [x] Not met

Annual Progress Report:
Activities completed and reported in prior PPRs.

Performance Measures
Performance Measure 1.1 (self-advocacy/advocacy):
   SA01 People trained in area related to goal/objective: 0
   SA02 People trained in leadership, self-advocacy, and self-determination: 0
   SA03 People trained in systems advocacy: 0

Performance Measure 1.2 (self-advocacy/advocacy):
   SA04 People active in systems advocacy: 0
   SA05 People attained membership on public/private bodies and leadership coalitions: 0
   SA06a Other self-advocacy measure: 0
   SA06b Other self-advocacy measure: 0
   SA06c Other self-advocacy measure: 0

Performance Measure 2.1 (systems change):
   SC01 Programs/policies created or improved: 0
SC02 Number of organizations involved coalitions/networks/partnerships: 0
SC03 Organizations engaged in systems change efforts: 0
SC04 Number of public policymakers educated: 0
SC05 Members of the general public reached: 0
SC06a Other systems change measure: 0
SC06b Other systems change measure: 0
SC06c Other systems change measure: 0

Performance Measure 3 (resource leveraging):
RL01 Dollars Leveraged: $0

Objective 3.7:
3.2: Provide technical assistance to establish a statewide developmental disability self-advocate network to build self-advocates’ capacity for advocacy and systems change.

Implementation activities:
FSSA-Year 3
1. Continue collaboration with the Florida Self-Advocacy Alliance (FSAA)
2. Provide Technical Assistance to build self-advocates’ capacity for advocacy and systems change
3. Evaluate technical assistance efforts to build self-advocates’ capacity for advocacy and systems change
4. Develop and submit final report and recommendations for next steps

Activities undertaken were: ✅ All met □ Partially met □ Not met

Timelines:
Year 3
1. 03/14
2. 04/14
3. 04/15
4. 10/15

Timelines established were: ✅ All met □ Partially met □ Not met

Annual Progress Report:
**Introduction and Background**
The Florida Self Advocacy Alliance (FSAA) was founded by self-advocates to build a bridge for communication, education and action. The project emerged from the need for connection between self-advocacy organizations and individual self-advocates without membership in local groups. Self-advocates and allies representing each of the Developmental Disabilities Network
Partners joined efforts in 2011 following a regional self-advocacy summit with the primary goal of providing individuals with developmental disabilities, families and allies with a vehicle for increasing the visibility of legislative priorities and advocacy efforts. The project links groups and individuals through a communication hub that includes a website, social media, and blogs. Using these tools to share resources, talents and information, those whose interaction with local groups may be limited by transportation or the lack of a nearby chapter will have the opportunity to establish their presence within the larger self-advocacy community.

In its first year, FSAA formed a mission statement, identified an organization logo, established committees, developed By-Laws, established a Board of Directors, elected officers, and planned activities to promote the organization and recruit members.

In the second year, FSAA members continued to work on the infrastructure of a website, refining educational information on FSAA which included an updated application, welcoming letter to the organization, and an educational brochure. In April of 2013 the website was launched.

With the launching of the website, self-advocates in FSAA agreed to take lead in website administration and content creation, but execution was inconsistent. This slowed the momentum initially gained from early efforts. The allies recommended hiring a part-time administrative support to assist with such tasks. The self-advocates hired a staff assistant in April of 2013 and after a duration of two months, the staff assistant resigned in June of 2013. In August of 2013, FSAA assessed the progress of the organization and reached a consensus that additional resource and supports were needed to allow for optimal functioning of the communication hub. As a follow-up, the FSAA Chair, an Ally and a representative from a non-profit organization, Arts in Action, discussed the options for this non-profit to provide resources and supports to FSAA. Implementation activities for year three are a continuation of the project.

**Description of Activities**

In January 2014, the Council reviewed FSAA’s proposal to contract with a non-profit organization that would provide the administrative and technical underpinning of the communication hub. The Council determined that group’s efforts could be better supported by merging with the Florida Self-Advocacy Network (Florida SAND), a 300-member strong coalition of local self-advocacy groups. Rather than functioning independently with limited capacity, FSAA would be stabilized by Florida SAND’s long-established framework while helping Florida SAND increase its reach to self-advocates throughout the state. This idea was proposed to Florida SAND’s Board of Directors, which voted to partner with FSAA. A contract with Florida SAND’s technical assistance provider was executed in April 2014 to deliver training and technical assistance to support for FSAA in the advancement of a functional self-advocacy communications hub.

In support of a new dimension to the project, the provider staff worked to recruit self-advocates for employment and integration with FSAA’s goals and objectives for building an informed network. Training was developed for self-advocate journalists to learn the mechanics of using the communication hub to report regionally on self-advocacy events, legislative initiatives and success stories. In April 2014, the project team began evaluating and upgrading the website to make it more user-friendly for editors, and a handbook was created to guide self-advocates through the process of adding news and blog posts to the site. As part of the project continuation approved in May 2014, the staff developed position descriptions for the journalists. Applications were accepted through August 2014. The journalists will create content in several formats, including video. Evaluation of technical assistance efforts will be submitted with the final report, along with recommendations for next steps in June 2015.
As this project was merged with Florida SAND, the final recommendations for FSAA will be submitted in June 2015, which corresponds Florida SAND’s final report target date.

**Deliverable/Products (submitted by September 30, 2014)**
- Website accessibility assessment and improvements
- Self-Advocate Communication Hub Handbook
- Self-Advocate Journalist position descriptions

**Evaluation/Outcomes**

Outcome 1: Self-Advocates recruit 15 local and state-wide groups to join FSAA.
Progress: Not achieved: Beginning January 2014, FSAA functioned not as a membership organization but as a communication hub to disseminate information about self-advocacy.

Outcome 2: 15 self-advocates on FSAA demonstrate the capacity they have developed by advocating for systems change on behalf of FSAA by educating legislators.
Progress: Partially achieved: 2 self-advocates on FSAA educated legislators on children in nursing homes and funding for the Medicaid waiver.

Outcome 3: Self-advocates from FSAA take on leadership responsibilities within the organization.
Progress: Achieved: Four self-advocates originally involved in FSAA have taken leadership roles as FSAA has restructured.

Outcome 4: FSAA develop and maintain communication materials (e.g.; brochures, website).
Progress: Achieved: FSAA’s website and social media activity remains current.

Federal Performance Measures: The 4 allies and 3 FSAA members participating in meetings and actively engaged in planning are represented in the number of organizations involved coalitions/networks/partnerships. Two legislators met with self-advocates representing regarding children in nursing homes and funding for the Medicaid waiver and are counted as policymakers educated.

Impact on Objective and Goal: FSAA is pioneering a new form of engagement for self-advocates and contributing to building the capacity of individuals with developmental disability for self-determination, independence, and meaningful participation within their communities. The difficulties encountered in sustaining the statewide disability network through FSAA proved the need for teamwork. A State Plan amendment, which merges the objective of establishing the statewide network with the objective regarding self-advocacy groups, will be included in the 2015 State Plan.

**Stories of Lives Made Better**
No stories to report.

**Stories of Policy/Legislative Changes**
No stories to report.

Performance Measures
Performance Measure 1.1 (self-advocacy/advocacy):
SA01 People trained in area related to goal/objective: 0
SA02 People trained in leadership, self-advocacy, and self-determination: 0
SA03 People trained in systems advocacy: 0

Performance Measure 1.2 (self-advocacy/advocacy):
SA04 People active in systems advocacy: 0
SA05 People attained membership on public/private bodies and leadership coalitions: 0
SA06a Other self-advocacy measure: 0
SA06b Other self-advocacy measure: 0
SA06c Other self-advocacy measure: 0

Performance Measure 2.1 (systems change):
SC01 Programs/policies created or improved: 0
SC02 Number of organizations involved coalitions/networks/partnerships: 7
SC03 Organizations engaged in systems change efforts: 0
SC04 Number of public policymakers educated: 2
SC05 Members of the general public reached: 0
SC06a Other systems change measure: 0
SC06b Other systems change measure: 0
SC06c Other systems change measure: 0

Performance Measure 3 (resource leveraging):
RL01 Dollars Leveraged: $0

Objective 3.8:
3.2: Provide technical assistance to establish a statewide developmental disability self-advocate network to build self-advocates’ capacity for advocacy and systems change.

Implementation activities:
FSSA -Year 4
1. Continue collaboration with the Florida Self-Advocacy Alliance (FSAA)
2. Provide Technical Assistance to build self-advocates’ capacity for advocacy and systems change
3. Evaluate technical assistance efforts to build self-advocates’ capacity for advocacy and systems change
4. Develop and submit final report and recommendations for next steps

Activities undertaken were: ☑ All met ☐ Partially met ☑ Not met
Timelines:
Year 4
1. 03/16
2. 04/16
3. 07/16
4. 09/16

Timelines established were:  ☑️ Not met

Annual Progress Report:
FSAA is being merged with FL SANDS. The implementing activities are therefore being removed with the 2015 State Plan.

Performance Measures
Performance Measure 1.1 (self-advocacy/advocacy):
SA01 People trained in area related to goal/objective: 0
SA02 People trained in leadership, self-advocacy, and self-determination: 0
SA03 People trained in systems advocacy: 0

Performance Measure 1.2 (self-advocacy/advocacy):
SA04 People active in systems advocacy: 0
SA05 People attained membership on public/private bodies and leadership coalitions: 0
SA06a Other self-advocacy measure: 0
SA06b Other self-advocacy measure: 0
SA06c Other self-advocacy measure: 0

Performance Measure 2.1 (systems change):
SC01 Programs/policies created or improved: 0
SC02 Number of organizations involved coalitions/networks/partnerships: 0
SC03 Organizations engaged in systems change efforts: 0
SC04 Number of public policymakers educated: 0
SC05 Members of the general public reached: 0
SC06a Other systems change measure: 0
SC06b Other systems change measure: 0
SC06c Other systems change measure: 0

Performance Measure 3 (resource leveraging):
RL01 Dollars Leveraged: $0
Objective 3.9:
3.3: Provide training in three (3) areas of Florida, to promote self-determination to un-served and underserved individuals with developmental disabilities, families and other community stakeholders.

Implementation activities:
Promoting Self-Determination to Unserved and Underserved individuals with Developmental Disabilities -Year 1
1. Release RFP
2. Select Grantee
3. Contract begins
4. Select targeted areas for trainings to promote self-determination, focusing on Hispanic and rural unserved and underserved populations
5. Provide trainings to promote self-determination
6. Evaluate training efforts and overall project
7. Develop and submit final report and recommendations

Activities undertaken were: □ All met ☑ Partially met □ Not met

Timelines:
Year 1
1. 03/12
2. 05/12
3. 09/12
4. 11/12
5. 02/13
6. 04/13
7. 05/13

Timelines established were: □ All met ☑ Partially met □ Not met

Annual Progress Report:
**Introduction and Background**
One of the greatest challenges people with disabilities face from the current system of disability assistance is that it is mainly provider-directed and delivered. Despite advocacy initiatives and legislation in Florida that benefit individuals with developmental disabilities, leadership opportunities and self-determination have often been unattainable. The purpose of this program is the development and presentation of a cross-cultural curriculum and training on self-determination that can assist Florida residents with a developmental disability to determine what they want in their lives.

The Route to Self Determination project provides a training module for unserved and underserved Floridians with a developmental disability and their allies to promote and increase knowledge in self-determination. The curriculum is designed to be presented in three areas of the state utilizing face-to-face trainings.

**Description of Activities**
Program Design, Inc. conducted the October 2013 Route to Self Determination trainings in three
regions of the state. There were 40 total students, with nearly half of the participants representing Lake City, Live Oak, Starke, Fort White and other rural areas of the state. The classes focused on highlighting and explaining the principles of self-determination, while giving participants the opportunity to role-play situations in which they would exercise self-determination in their daily lives.

Three surveys were conducted during each class, including a pre- and post-test and a training evaluation. In addition to the training, the provider initiated work on an on-line portal to house the materials created within the project, so that they may be downloaded and utilized by interested parties. The curriculum and marketing materials were translated into Spanish. Social media is currently being used to distribute information, resources and materials that are apropos to the self-determination movement statewide and nationally. The team began developing a video module to add to the trainer curriculum to demonstrate the concepts and role-play scenarios.

**Target Dates**
The Request for Proposals was released February 2012, with the grantee being selected May 2012. The contract was executed September 2012. In July 2013, the three target locations of Miami, St. Petersburg and White Springs, Florida were identified for training implementation. The site selection occurred later than anticipated due to the need for further curriculum development. The training was implemented in October 2013. Evaluation was conducted October 2013. The final report was submitted January 2014.

**Deliverables/Products (submitted by September 30, 2014)**
• Self-determination training in three areas of the state
• Participant’s guide
• Participant resources
• 40 individuals with developmental disabilities received the training
• Training curriculum and marketing materials translated into Spanish
• Training and materials distributed statewide via social media

**Evaluation/Outcomes**

Outcome 1: 20 individuals with developmental disabilities, family members, and community stakeholders in rural areas and those who are non-English speakers who participated in the trainings will demonstrate increased knowledge in self-determination.
Progress: Partially achieved: 30 individuals overall reported an increase in knowledge in self-determination, however no distinction was made between rural and non-rural participants. All participants were English speakers.

Outcome 2: 20 individuals with developmental disabilities, family members, and community stakeholders in rural areas and/or who are non-English speakers who participated in the trainings will have applied knowledge gained by using self-determination skills in their daily lives.
Progress: Partially achieved: Specific data for this outcome is currently being captured and will be reported in 2015. However, 55.4% of self-advocate survey respondents report having more control over their lives one year after the training.

Additional Evaluation Information:
• 80% of the respondents wanted to learn more about self-determination.
• 70% reported an increase in goal setting skills from the training.

Federal Performance Measures: Forty participants were trained in leadership, self-advocacy and
self-determination. Members of the general public reached include the 379 individuals who received Route to Self-Determination marketing materials.

Impact on Objective and Goal: The project has achieved the goal of providing training in three areas of the state, promoting self-determination to un-served and underserved individuals with developmental disabilities, families and other community stakeholders.

**Stories of Lives Made Better**
No stories to report.

**Stories of Policy/Legislative Changes**
No stories to report.

Performance Measures

<table>
<thead>
<tr>
<th>Performance Measure 1.1 (self-advocacy/advocacy):</th>
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<tbody>
<tr>
<td>SA01 People trained in area related to goal/objective:</td>
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</tr>
<tr>
<td>SA02 People trained in leadership, self-advocacy, and self-determination:</td>
<td>40</td>
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<tr>
<td>SA03 People trained in systems advocacy:</td>
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<tr>
<th>Performance Measure 1.2 (self-advocacy/advocacy):</th>
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</thead>
<tbody>
<tr>
<td>SA04 People active in systems advocacy:</td>
<td>0</td>
</tr>
<tr>
<td>SA05 People attained membership on public/private bodies and leadership coalitions:</td>
<td>0</td>
</tr>
<tr>
<td>SA06a Other self-advocacy measure:</td>
<td>0</td>
</tr>
<tr>
<td>SA06b Other self-advocacy measure:</td>
<td>0</td>
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<tr>
<td>SA06c Other self-advocacy measure:</td>
<td>0</td>
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</tbody>
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<table>
<thead>
<tr>
<th>Performance Measure 2.1 (systems change):</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>SC01 Programs/policies created or improved:</td>
<td>0</td>
</tr>
<tr>
<td>SC02 Number of organizations involved coalitions/networks/partnerships:</td>
<td>0</td>
</tr>
<tr>
<td>SC03 Organizations engaged in systems change efforts:</td>
<td>0</td>
</tr>
<tr>
<td>SC04 Number of public policymakers educated:</td>
<td>0</td>
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<tr>
<td>SC05 Members of the general public reached:</td>
<td>0</td>
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<tr>
<td>SC06a Other systems change measure:</td>
<td>0</td>
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<tr>
<td>SC06b Other systems change measure:</td>
<td>0</td>
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<tr>
<td>SC06c Other systems change measure:</td>
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<thead>
<tr>
<th>Performance Measure 3 (resource leveraging):</th>
<th></th>
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</thead>
<tbody>
<tr>
<td>RL01 Dollars Leveraged:</td>
<td>$0</td>
</tr>
</tbody>
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Objective 3.10:
3.3: Provide training in three (3) areas of Florida, to promote self-determination to un-served and underserved individuals with developmental disabilities, families and other community stakeholders.

Implementation activities:
The Route to Self-Determination - Implementation Activities Years - 2-5
1. Contract continuation is approved
2. Contract begins
3. Select targeted areas for training to promote self-determination
4. Provide trainings to promote self-determination
5. Evaluate training efforts and overall project
6. Develop and submit final report and recommendations for next steps

Activities undertaken were:  ☑️ Partially met  □ Not met

Timelines:
Year 2
1. 01/13
2. 06/13
3. 07/13
4. 07/13
5. 10/13
6. 05/14
Year 3
1. 01/14
2. 06/14
3. 07/14
4. 07/14
5. 10/14
6. 05/15
Year 4
1. 01/15
2. 06/15
3. 07/15
4. 07/15
5. 10/15
6. 05/16
Year 5
1. 06/16
2. 07/16
3. 07/16
4. 09/16
5. 09/16
6. 09/16

Timelines established were:  ☑️ Partially met  □ Not met

Annual Progress Report:
**Introduction and Background**
Individuals with developmental disabilities in unserved and underserved groups and their allies often have minimal access to training, resources, and services that would assist them in cultivating self-determination skills and effectively advocating for themselves. They may experience a lack of learning opportunities because of a variety of barriers, including few experts in the field who speak Spanish, scarcity of transportation options in rural areas, and a shortage of financial assistance to attend trainings often held in bigger cities.

This project’s target audience includes individuals in rural areas, minorities, and Spanish-speaking individuals. The purpose of the Route to Self Determination is to conduct outreach activities and trainings to promote self-determination for self-advocates, families and other community stakeholders in at least three such areas of the state. The overall goal is to build capacity of individuals with developmental disabilities for self-determination, independence, and meaning participation in their communities.

In Year 1, the provider developed a Needs Assessment to determine the status of understanding and implementation of the principles of Self-Determination for persons diagnosed with a developmental disability living in the state of Florida. A one-day training and coordinated training manual and curriculum were developed to discuss, inform and instruct persons with developmental disabilities on the aspects and principles of Self-Determination.

**Description of Activities**
Advisory committee members from the project’s first year were invited to return for Year 2. An educational assessment expert was engaged to lead the project’s revisions to the trainer guide which was developed in Year 1. Based on the project team’s experience implementing the training, several substantive additions were made to the trainer’s guide to make it more effective for non-professional trainers.

The provider created the video layout and partnered with the University of South Florida to secure studio space for the Year 2 trainings. The intent of the video segments is to enhance the trainer materials by demonstrating true class interactions.

Two Spanish speaking trainers have been recruited for trainer instruction and are assisting the project team with outreach. The Route to Self Determination assessment, pre- and post-tests, and evaluation tools have also been revised.

**Target Dates**
The contract continuation was approved January 2014, and the contract with the provider was executed May 2014. Target areas were established prior to contract execution. Following the 2013 trainings, the Council recommended revising the training evaluations to improve accessibility for survey participants with intellectual disabilities. Those revisions were finalized October 2014, and the trainings will be implemented between January and April 2015. Partial evaluation results were submitted in October 2014. The 1 and 2-year follow up surveys were targeted for completion in 2015. As data collection continues, the follow-up surveys will need to be revised to capture the intended outcomes. The final report is expected May 2015.

**Deliverables/Products (submitted by September 30, 2014)**
- Revised trainer materials
- Revised training evaluation tools
- Qualified Spanish-speaking instructors

**Evaluation/Outcomes**
Outcome 1: 20 individuals with developmental disabilities, family members, and community stakeholders in rural areas and those who are non-English speakers who participated in the trainings will demonstrate increased knowledge in self-determination.
Progress: Not yet achieved: Year two training is scheduled to start in January 2015.

Outcome 2: 20 individuals with developmental disabilities, family members, and community stakeholders in rural areas and/or who are non-English speakers who participated in the trainings will have applied knowledge gained by using self-determination skills in their daily lives.
Progress: Not yet achieved: Year two training is scheduled to start in January 2015.

Outcome 3: At least 5 individuals with developmental disabilities in rural areas join self-advocacy organizations and use the self-determination skills learned.
Progress: Not yet achieved: Year two training is scheduled to start in January 2015.

Federal Performance Measures: None to report

Impact on Objective and Goal: None to report

**Stories of Lives Made Better**
No stories to report.

**Stories of Policy/Legislative Changes**
No stories to report.

No federal performance data to report.

Performance Measures

Performance Measure 1.1 (self-advocacy/advocacy):
   SA01 People trained in area related to goal/objective:        0
   SA02 People trained in leadership, self-advocacy, and self-determination:  0
   SA03 People trained in systems advocacy:                    0

Performance Measure 1.2 (self-advocacy/advocacy):
   SA04 People active in systems advocacy:                    0
   SA05 People attained membership on public/private bodies and leadership coalitions: 0
   SA06a Other self-advocacy measure:                        0
   SA06b Other self-advocacy measure:                        0
   SA06c Other self-advocacy measure:                        0

Performance Measure 2.1 (systems change):
   SC01 Programs/policies created or improved:                0
   SC02 Number of organizations involved coalitions/networks/partnerships: 0
   SC03 Organizations engaged in systems change efforts:      0
Objective 3.11:

3.4: Provide technical assistance and supports to the Florida Self-Advocacy Network (Florida S.A.N.D) and facilitate the provision of technical assistance to the local self-advocacy groups.

Implementation activities:
Florida SANDS - Implementation Activities - Year 1-5
1. Contract continuation is approved
2. Contract begins
3. Provide Technical Assistance to FL SAND
4. Evaluate the technical assistance efforts
5. Develop and submit final report and recommendations for next steps

Activities undertaken were:  ✔️ All met   ☐ Partially met   ☐ Not met

Timelines:
Year 1
1. 09/11
2. 03/12
3. 03/12
4. 11/12
5. 02/13
Year 2
1. 09/13
2. 12/13
3. 12/13
4. 07/13
5. 08/13
Year 3
1. 09/13
2. 12/13
3. 12/13
4. 07/14
5. 08/14
Year 4
**Introduction and Background**

The Florida Self-Advocates Network (Florida SAND) is comprised of thirteen local grassroots self-advocacy groups throughout Florida that have come together to form a statewide network. Florida SAND is governed by a Board consisting of one representative from each local group. The purpose of the coalition is to support local grassroots development, expand the Florida self-advocacy movement, provide a united voice for statewide issues and topics that are important to Florida’s self-advocates, create community awareness, and promote inclusion for all.

Arts in Action Consulting firm took over efforts to support the self-advocacy network in May 2013. Under Arts in Action, the second year focused primarily on educating group members and building recognition of the statewide self-advocacy movement. Florida SAND joined an eight state consortium known as the Southern Collaborative, sponsored by Self Advocates Becoming Empowered (SABE). The grant provides a stipend for participation in the project which was used to increase access to leadership activities for Florida SAND members.

**Description of Activities**

The project team worked with group members to successfully execute the Tools for Advocacy Annual Florida SAND Conference. Eighty-six attendees representing 12 self-Advocacy groups met in Orlando, Florida for two days of networking and education in December 2013. The event also hosted a semi-annual meeting of the Florida SAND Board. The conference offered both an Advisor and Self-Advocate tract for breakout sessions identified by a state-wide needs assessment given to the participating groups and their advisors. Breakout sessions included Health and Wellness, Self-Advocacy, Stress-Management and Self-Esteem, Communication and Leadership, Financial Literacy, Member Recruitment, Community Outreach and Fundraising, Grant Writing, and Legislative Advocacy. Several of the conference sessions were videotaped and later combined with footage of self-advocates being interviewed on their involvement in the movement. The final product was a professionally edited video designed to increase community outreach, fundraising and member recruitment.

Four regional meetings were held between January and June 2014. Three of the meetings were hosted by local grassroots groups. Regional meetings increased networking between local groups and provided members an opportunity to build recruiting, organization and advocacy skills.

Five grassroots groups participated in the March 2014 Developmental Disabilities Day at the state Capitol. The groups took turns staffing a shared exhibit table and meeting with legislators. Maryjo
Pirone, a Florida SAND Board Member and Abilities Venti President was awarded the 2014 Idelio Valdes Leadership and Advocacy Award in recognition of her dedication to the self-advocacy movement.

To increase the groups’ exposure to technology, Arts in Action implemented monthly Self-Advocate led Communication Training Calls, building awareness on topics including conference call etiquette, blogging and social media. One local group created its own crowdsourcing campaign to fundraise for a member’s trip to the SABE conference. Another established a YouTube page.

A spirit of collaboration infused the year’s activities. Florida SAND partnered with the Route to Self Determination project to recruit members at Self-Determination trainings, reaching out to unserved and underserved populations, such as rural communities, cultural diverse populations, and those who may require a high level of support.

The project underwent an expansion to include support for Florida Self-Advocacy Alliance (FSAA), which created opportunities for self-advocates to work with FSAA as news correspondents for the website. The annual conference was also expanded to support participation of up to 48 additional FL SAND Self-Advocate Members.

Florida SAND garnered support from partnerships with conference sponsors, the Southern Collaborative and Self-Advocates Becoming Empowered (SABE). The Southern Collaborative is a project that is meant to provide training and technical assistance to Self-Advocacy organizations in the South Eastern region of the United States. The project team has completed of 150 surveys providing information about the Self-Advocacy movement in Florida and submitted a video blog on the subject of children in nursing homes. Three Florida SAND officers represented Florida at the May 2014 Southern Collaborative meeting in Birmingham, Alabama.

Additionally, Florida’s local grassroots groups have gained national recognition, receiving a sponsorship from the Association on Intellectual and Developmental Disabilities (AAIDD) conference auction in June 2014.

Eight local groups hosted a shared exhibit and recruited self-advocates at the 2014 Family Cafe conference in Orlando, Florida. For the second year in a row, Board members gave presentations on how to start and maintain a grassroots group. Local groups are part of coalitions in their communities, including the Tampa Mayor’s Alliance, ARC of Florida, Treasure Coast Down Syndrome Awareness Group, Family Care Council, BAPS Charities and area colleges.

2013-2014 data suggests that Florida SAND has over 300 members in the local self-advocacy network enhancing the lives of people with disabilities at the local, state, and national levels and growing.

Arts in Action submitted an analysis of barriers to implementation. Group member health had an impact throughout the project. Hospitalization and loss affected membership. As group members age, health concerns become more prominent. Many groups found the Council’s My Health Passport helpful. My Health Passport will be made available at the 2014 Florida SAND conference. There will also be a discussion on coping with the loss of members and advisors. Members lost will be remembered and honored during conference activities.

** Target Dates**
The 2014 State Plan lists the same continuation and contract start target dates for both Year 2 and Year 3. The Florida SAND project became eligible for consideration by the Council for
continuation May 2014. The continuation was approved; the contract began July 2014. Technical assistance has been ongoing since October 2013. Evaluations and final recommendations of Year 2 were submitted June 2014. Since the project crosses State Plan years, the Year 3 evaluations and recommendations will be completed by June 2015.

**Deliverables/Products (submitted by September 30, 2014)**
• Annual Self Advocacy Conference
• Legislative platform
• Florida SAND promotional video
• Marketing materials
• Board strategic planning tools
• Communications/technology training for self-advocacy groups
• Updated Self-Advocacy Toolkit

**Evaluation/Outcomes**
Outcome 1: 2 members from each local group of FL SAND apply to be/join as members of cross-disability and/or culturally diverse leadership coalitions or work settings. Progress: Partially achieved: 32 local group members have been identified thus far as participating in a coalition/board/committee. Specific information on this outcome will be gathered during the December 2014 conference and reported in 2015.

Outcome 2: Collaborate with local organizations to recruit individuals with developmental disabilities for membership. Progress: Not known: This information will be gathered during the December 2014 conference and reported in 2015.

Outcome 3: Florida SAND, as the statewide leadership entity, will support the local self-advocacy groups with legislative platforms and activities to improve the lives of individuals with DD and their families. Progress: Achieved: Florida SAND produced a 2014 legislative platform that included issues regarding children with medically complex needs residing in nursing homes and support for increased funding of the Medicaid waiver.

Outcome 4: Thirteen sustainable local self-advocacy groups function in different locations in Florida, advocating for local issues, impacting lives of individuals with DD and families. Progress: Achieved: There are thirteen grassroots groups represented on FL SANDS. These members are pursuing leadership, engaging with policymakers and participating in local advocacy on the issues of transportation, bullying, healthcare, employment and voting.

Federal Performance Measures: Three hundred people were active in systems advocacy through their local networks. These members have been active in systems change by advocating for equal opportunities and participating in committees that address transportation, housing, employment and healthcare. One group was able to successfully change local transportation policy to increase options and has been counted under policies improved. Twenty policymakers were educated on children with medically complex needs in nursing homes at DD Day. $10,800 in fundraising was leveraged through donations and in-kind contributions. Members of the general public reached are the 1,358 people reached through Florida SAND’s participation in the Hartwick Symposium, Family Café, local awareness fairs and social media.

Impact on Objective and Goal: The objective to provide technical assistance and supports to
Florida SAND and the local self-advocacy groups including assisting members to participate in cross-disability and culturally diverse leadership coalitions has been achieved.

**Stories of Lives Made Better**
Arizona of New Horizons, a Tampa-area grassroots group, reports that the group raised enough funds to feed ten needy families this year. His lifelong goal has been to help people in need. Arizona's motivation to start the New Horizons Support Group years ago was to share his passion for community service with other self-advocates. As a mentor at the Lavoy Exceptional Center, Arizona works one-on-one or before whole school classrooms by showing students with disabilities what he can do with his own life.

Arizona represents New Horizons as an advisor to the Hillsborough Area Regional Transit Authority (HART), a committee that helps the local bus system better serve individuals with disabilities. During his time on the HART committee, Arizona has seen the bus system add lighting, put in more shelters at its stops, and improve its van service for individuals with disabilities. Arizona's involvement with this local coalition led to an opportunity to take the message of independence abroad. During the reporting year, Arizona traveled to Cuba under a "People to People" educational license as part of a delegation of elected officials, arts and civic leaders and business people. The trip underscored the need for public transit accommodations and the role self-advocates play in building awareness. Arizona intends to extend his advocacy work to help increase awareness of the international need for resources and expertise to accommodate individuals with disabilities. "Life waits for no one," Arizona said. "If you can just reach for the goal, put your hand out and grab it. Don't let go."

**Stories of Policy/Legislative Changes**
Stand Up for Independence (SUFI) participated in a transportation rally which resulted in Martin County Commissioner John Haddox pledging to propose an additional $100,000 in funding to expand bus routes to Palm City, Florida.

Performance Measures

Performance Measure 1.1 (self-advocacy/advocacy):

- SA01 People trained in area related to goal/objective: 0
- SA02 People trained in leadership, self-advocacy, and self-determination: 0
- SA03 People trained in systems advocacy: 0

Performance Measure 1.2 (self-advocacy/advocacy):

- SA04 People active in systems advocacy: 300
- SA05 People attained membership on public/private bodies and leadership coalitions: 0
- SA06a Other self-advocacy measure: 0
- SA06b Other self-advocacy measure: 0
- SA06c Other self-advocacy measure: 0

Performance Measure 2.1 (systems change):

- SC01 Programs/policies created or improved: 1
- SC02 Number of organizations involved coalitions/networks/partnerships: 12
- SC03 Organizations engaged in systems change efforts: 0
SC04 Number of public policymakers educated:  20
SC05 Members of the general public reached:  1,358
SC06a Other systems change measure:  0
SC06b Other systems change measure:  0
SC06c Other systems change measure:  0

Performance Measure 3 (resource leveraging):
RL01 Dollars Leveraged:  $10,800

Objective 3.12:
3.4: Provide technical assistance and supports to the Florida Self-Advocacy Network (Florida S.A.N.D) and facilitate the provision of technical assistance to the local self-advocacy groups, which includes assisting their members to participate in cross-disability and culturally diverse leadership coalitions.

Implementation activities:
Self-Advocacy Groups Year 1-2
Establish 3 additional local self-advocacy groups under Florida SAND
1. Continuation funding approved or RFP released
2. Select Grantee
3. Contract begins
4. Select areas for development of more local self-advocacy groups
5. Provide Technical Assistance to develop more local self advocacy groups
6. Evaluate technical assistance efforts
7. Develop and submit final report and recommendation

Activities undertaken were:  ☑ All met  ☐ Partially met  ☐ Not met

Timelines:
Year 1
1. 09/13
2. 01/14
3. 03/14
4. 05/14
5. 07/14
6. 09/14
7. 12/15

Year 2
1. 09/14
2. 01/15
3. 03/15
4. 05/15
5. 07/15
6. 08/15
Timelines established were:  

- [ ] All met  
- [x] Partially met  
- [ ] Not met

Annual Progress Report:

**Introduction and Background**

The purpose of this project is to establish three additional self-advocacy groups within the Florida Self Advocacy Network (Florida SAND). Florida SAND is a statewide association led by self-advocates who are united and active in speaking up for themselves, promoting rights, advocating for system change and creating community inclusion. The first Self-Advocacy group in Florida began in Miami in 1979 as People First of Dade County. Many groups continued to form throughout Florida thereafter. The network now includes thirteen grassroots groups. The focus of this initiative is to establish additional local self-advocacy groups under FL SANDs.

**Description of Activities**

The current Florida SAND technical assistance provider utilized needs assessments conducted in 2013 which identified individuals interested in belonging to or beginning a new self-advocate group in the areas of St. Petersburg, Sarasota, Naples, Gainesville/Starke, Tallahassee and White Springs, Florida. The project team evaluated the application process and began recruitment, distributing information about new group membership at outreach events throughout 2014, including Developmental Disabilities Day, the Family Café Conference, Disability Expos and the Florida Youth Council meeting.

Additionally, an announcement about the acceptance of new group applications for Florida SAND membership was disseminated through the grassroots groups’ website, social media and e-mail. The project team provided the Florida SAND Grassroots Self-Advocacy Toolkit to four interested groups in St. Petersburg, Sarasota, Starke and East Orlando. The St. Petersburg group, Project Stingray Alumni, began the application process and an interview with a project team member and a Florida SAND Board representative was scheduled for October 2014.

Arts in Action continues to work with the Council to ensure a smooth transition for new groups and involve existing Florida SAND Board Members in the selection process.

**Target Dates**

The continuation of the Florida SAND provider contract was approved May 2014. The contract began July 2014, which included funding and a directive to establish three (3) additional self-advocacy groups in Florida. The new group areas were selected based on interest from self-advocates in contact with Florida SAND between March and May 2014. Technical assistance to new groups will begin in December 2014.

**Deliverables/Products (submitted by September 30, 2014)**

- Marketing materials
- Training materials

**Evaluation/Outcomes**

Outcome 1: Group advisors use knowledge gained to advise local self-advocacy groups.

Progress: Not yet achieved: The new groups are still in the selection process.

Outcome 2: Local self-advocacy members demonstrate an increase in knowledge gained in
self-determination and self-advocacy.
Progress: Not yet achieved: The new groups are still in the selection process.

Outcome 3: Local self-advocacy members use knowledge gained to promote self-advocacy and self-determination in their daily lives.
Progress: Not yet achieved: The new groups are still in the selection process.

Federal Performance Measures: None to report
Impact on Objective and Goal: None to report

**Stories of Lives Made Better**
No stories to report.

**Stories of Policy/Legislative Changes**
No stories to report.

Performance Measures
Performance Measure 1.1 (self-advocacy/advocacy):
SA01 People trained in area related to goal/objective: 0
SA02 People trained in leadership, self-advocacy, and self-determination: 0
SA03 People trained in systems advocacy: 0

Performance Measure 1.2 (self-advocacy/advocacy):
SA04 People active in systems advocacy: 0
SA05 People attained membership on public/private bodies and leadership coalitions: 0
SA06a Other self-advocacy measure: 0
SA06b Other self-advocacy measure: 0
SA06c Other self-advocacy measure: 0

Performance Measure 2.1 (systems change):
SC01 Programs/policies created or improved: 0
SC02 Number of organizations involved coalitions/networks/partnerships: 0
SC03 Organizations engaged in systems change efforts: 0
SC04 Number of public policymakers educated: 0
SC05 Members of the general public reached: 0
SC06a Other systems change measure: 0
SC06b Other systems change measure: 0
SC06c Other systems change measure: 0

Performance Measure 3 (resource leveraging):
RL01 Dollars Leveraged: $0
Objective 3.13:

3.5: Provide technical assistance to six (6) self-advocates who are considered leaders to provide training and mentorship to individuals with developmental disabilities in self-determination disability issues and education public policy makers.

Implementation activities:

Self-Advocate Trainers on Leadership Skills Year 1
1. Release RFP
2. Select grantee
3. Contract begins
4. Conduct research to identify topics and materials for training on leadership development and mentorship for self-advocates who are considered leaders to train individuals with developmental disabilities to become leaders
5. Develop training materials for self-advocates on leadership development and mentorships skills
6. Develop leadership training materials for individuals with developmental disabilities
7. Pilot both sets of training materials with self-advocates on leadership development skills
8. Finalize both sets of training materials
9. Evaluate training efforts and overall project
10. Develop and submit final report and recommendations

Activities undertaken were: ☑ All met ☑ Partially met ☑ Not met

Timelines:

Year 1
1. 04/12
2. 05/12
3. 09/12
4. 09/12
5. 09/12
6. 11/12
7. 02/13
8. 07/13
9. 08/13
10. 08/13

Timelines established were: ☑ All met ☑ Partially met ☑ Not met

Annual Progress Report:

**Introduction and Background**

Project SALT seeks to provide the training necessary for self-advocates who are potential leaders to develop those abilities and instruct identified self-advocate leaders in the skills needed to become role models, mentors and peer trainers. Overall, the intent of the project is to produce an ever-growing cadre of individuals with the capacity for self-determination, independence and the ability to participate in their communities in meaningful ways.

**Description of Activities**

In Year 1, Project SALT assembled a 17 member Advisory Committee comprised of
self-advocates, community leaders from agencies serving the disability community and individuals from across Florida. A community needs assessment to identify the most effective topics and format for the pilot training was developed and distributed to various agencies serving individuals with intellectual and developmental disabilities. The provider utilized various formats for distribution, including in-person at the 2013 Family Café Conference, site visits, email, hard copies and electronic surveys to reach a larger portion of underserved populations. The needs assessments were distributed to the Florida International University Panther Program, Centers for Independent Living, United Cerebral Palsy, UM CARD, Abilities Venti Florida SAND group, Nature Links and Miami Dade county public schools.

A total of 57 self-advocates completed the initial needs assessment. A wide range of disabilities were represented. Based on results from the community needs assessment, research and input from the advisory committee, the following curriculum topics were selected: Disability civil rights, self-advocacy, self-determination, communication, healthy lifestyles, leadership, knowing your rights and employment.

The provider recruited applicants and received 16 completed applications through January 2014. A total of 13 students were interviewed, and 10 were selected to participate in the class. Eight students attended the course and seven students graduated.

National curriculum models were reviewed as the project team developed the class materials. Curriculum was adapted from materials from Minnesota’s Advocating Change Together (ACT), Florida SAND, Self-Advocacy Groups, Harvard’s Know Your Rights, the Center for Disease Control’s healthy lifestyles for people with disabilities, UMass Boston-Institute for Community Inclusion: Teaching Networking Skills, Paving A Way to Jobs & Careers, and the Able Trust Youth Leadership forum’s personal leadership plan.

The class was scheduled to run two to three hours weekly for eight weeks. The trainers incorporated a “plan of action form” to facilitate goal setting. Different teaching styles were incorporated through the use of guest speakers, power points presentations, audio visuals, role playing and teambuilding activities. Meeting space was donated by the United Way Center for Excellence in Miami, which was located on a public transportation route.

The training materials submitted for the Council’s approval in January 2014 for the Project SALT pilot provided an overview of aspects of personal development, human rights and legal rights, but did not address how to apply the leadership skills learned or provide education on services, program requirements and processes as was the intent of the project. The curriculum was used in the February 2014 training including some revisions incorporating the Council’s feedback. Since the pilot did not meet project requirements, provider’s contract was extended to allow them to conduct a revised needs assessment and offer a re-pilot in November 2014. In June 2014, the provider developed a revised needs assessment that was more specific to areas of leadership. 63 responses were received. There were six applicants for the re-pilot, scheduled for November 2014. The train-the-trainer component of the project will be developed in 2015.

**Target Dates**
The provider’s contract was extended through December 2014 to revise the curriculum and re-pilot the training. The Project SALT continuation was submitted for approval September 2014. The continuation will begin January 2015. The instruction for self-advocate trainers will be planned and executed in Year 2, along with the mentorship activities and evaluation.

**Deliverables/Products (submitted by September 30, 2014)**
• Project SALT Training Curriculum for emerging self-advocate leaders
• Pilot trainings
• Evaluation tools
• Marketing materials
• Revised community needs assessment

**Evaluation/Outcomes**

Outcome 1: Six self-advocates are trained each year on providing training to individuals with developmental disabilities to become trainers.
Progress: Achieved: Not yet achieved: the pilot training received by the 7 self-advocates was the self-determination training to be provided to individuals with developmental disabilities, not on providing training to become trainers. The self-advocates’ instruction on training will begin in Year 2.

Outcome 2: Leadership skills trainings provided to individuals with developmental disabilities on becoming leaders by self-advocate trainers.
Progress: Not yet achieved; the leadership trainings by self-advocates will begin in 2015.

Outcome 3: Individuals with developmental disabilities trained report an increase in their leadership knowledge and skills gained as a result of the training.
Progress: Achieved: Seven self-advocates trained reported an increase in knowledge of leadership.

Outcome 4: Individuals with developmental disabilities trained will report seeking leadership roles and responsibilities in their local community.
Progress: Partially achieved; one self-advocate who completed the training has initiated the process of forming a non-profit organization focusing on education. Two are seeking to co-train with the project team in the next phase of implementation.

Federal Performance Measures: The 7 pilot training participants are included in People trained in leadership, self-advocacy and self-determination.

Impact on Objective and Goal: The project has contributed to advancing the objective to provide technical assistance to six self-advocates who are considered leaders. Project SALT has produced mentoring tools that can be used to communicate with self-advocates in various stages of their development as leaders. Lessons learned from the results of the revised training needs assessment and pilot-testing of the first educational course—particularly with emerging school-aged leaders—will greatly contribute to the sustainability and future success of this training initiative.

**Stories of Lives Made Better**
No stories to report.

**Stories of Policy/Legislative Changes**
No stories to report.

Performance Measures
Performance Measure 1.1 (self-advocacy/advocacy):

SA01 People trained in area related to goal/objective: 0
SA02 People trained in leadership, self-advocacy, and self-determination: 7
SA03 People trained in systems advocacy: 0

Performance Measure 1.2 (self-advocacy/advocacy):
SA04 People active in systems advocacy: 0
SA05 People attained membership on public/private bodies and leadership coalitions: 0
SA06a Other self-advocacy measure: 0
SA06b Other self-advocacy measure: 0
SA06c Other self-advocacy measure: 0

Performance Measure 2.1 (systems change):
SC01 Programs/policies created or improved: 0
SC02 Number of organizations involved coalitions/networks/partnerships: 0
SC03 Organizations engaged in systems change efforts: 0
SC04 Number of public policymakers educated: 0
SC05 Members of the general public reached: 0
SC06a Other systems change measure: 0
SC06b Other systems change measure: 0
SC06c Other systems change measure: 0

Performance Measure 3 (resource leveraging):
RL01 Dollars Leveraged: $0

Objective 3.14:
3.5: Provide technical assistance to six (6) self-advocates who are considered leaders to provide training and mentorship to individuals with developmental disabilities in self-determination disability issues and education public policy makers.

Implementation activities:
Self-Advocate Trainers on Leadership Skills Years 2-5
1. Continuation contract approved
2. Contract begins
3. Recruit to self-advocates to become trainers
4. Implement training program with self advocate trainers (those who are considered leaders)
5. Select targeted areas for trainings to self-advocates to develop leadership skills
6. Self –advocate trainers provide trainings to individuals with developmental disabilities on becoming leaders
7. Self-advocate trainers provide mentoring to individuals with developmental disabilities on leadership skills
8. Evaluate training efforts, mentoring and overall project
9. Develop and submit final report and recommendations

Activities undertaken were:  
☐ All met  ☐ Partially met  ☑ Not met

Timelines:
Year 2
1. 05/13
2. 09/13
3. 09/13
4. 11/13
5. 01/14
6. 03/14
7. 05/14
8. 06/14
9. 08/14

Year 3
1. 05/14
2. 09/14
3. 09/14
4. 11/14
5. 01/15
6. 03/15
7. 05/15
8. 06/15
9. 08/15

Year 4
1. 05/15
2. 09/15
3. 09/15
4. 11/15
5. 01/16
6. 03/16
7. 05/16
8. 06/16
9. 08/16

Year 5

Timelines established were:  
☐ All met  ☐ Partially met  ☑ Not met

Annual Progress Report:
**Introduction and Background**
Project SALT seeks to provide the training necessary for self-advocates who are potential leaders to develop those abilities and instruct identified self-advocate leaders in the skills needed to become role models, mentors and peer trainers.

In Year 1, Project SALT conducted a community needs assessment to identify the most effective topics and format for the pilot training. Based on results from the community needs assessment, research and input from the advisory committee, the following curriculum topics were selected:
Disability civil rights, self-advocacy, self-determination, communication, healthy lifestyles, leadership, knowing your rights and employment. Eight self-advocates participated in the pilot training, with seven completing the course. After evaluation of the initial curriculum, it was determined that the materials were in need of revisions to focus the content on leadership and self-advocacy outcomes, such as the ability to identify and participate in decision-making opportunities. The contract was extended to allow time to initiate a second needs assessment, develop revised content, and execute a re-pilot.

**Description of Activities**
Due to the extension of the Year 1 contract, Year 2 has not yet begun. It is scheduled to begin in January 2015.

**Target Dates**
The provider’s contract was extended through December 2014 to revise the curriculum and re-pilot the training. The Project SALT continuation was submitted for approval September 2014. The continuation will begin January 2015. The instruction for self-advocate trainers will be planned and executed in Year 2, along with the mentorship activities and evaluation.

**Deliverables/Products (submitted by September 30, 2014)**
No deliverables to report.

**Evaluation/Outcomes**
Outcome 1: Six self-advocates are trained each year on providing training to individuals with developmental disabilities to become trainers.
Progress: Not yet achieved: Due to an extension of the Year 1 contract and restructuring the project, the self-advocates’ instruction on training will begin in Year 2.

Outcome 2: Leadership skills trainings provided to individuals with developmental disabilities on becoming leaders by self-advocate trainers.
Progress: Not yet achieved: The leadership trainings by self-advocates will begin in 2015.

Outcome 3: Individuals with developmental disabilities trained report an increase in their leadership knowledge and skills gained as a result of the training.
Progress: Not yet achieved: The leadership trainings by self-advocates will begin in 2015.

Outcome 4: Individuals with developmental disabilities trained will report seeking leadership roles and responsibilities in their local community.
Progress: Not yet achieved: The leadership trainings by self-advocates will begin in 2015.

Federal Performance Measures: None to report.

Impact on Objective and Goal: None to report.

**Stories of Lives Made Better**
No stories to report.

**Stories of Policy/Legislative Changes**
No stories to report.
No federal performance measures to report

Performance Measures

Performance Measure 1.1 (self-advocacy/advocacy):
- SA01 People trained in area related to goal/objective: 0
- SA02 People trained in leadership, self-advocacy, and self-determination: 0
- SA03 People trained in systems advocacy: 0

Performance Measure 1.2 (self-advocacy/advocacy):
- SA04 People active in systems advocacy: 0
- SA05 People attained membership on public/private bodies and leadership coalitions: 0
- SA06a Other self-advocacy measure: 0
- SA06b Other self-advocacy measure: 0
- SA06c Other self-advocacy measure: 0

Performance Measure 2.1 (systems change):
- SC01 Programs/policies created or improved: 0
- SC02 Number of organizations involved coalitions/networks/partnerships: 0
- SC03 Organizations engaged in systems change efforts: 0
- SC04 Number of public policymakers educated: 0
- SC05 Members of the general public reached: 0
- SC06a Other systems change measure: 0
- SC06b Other systems change measure: 0
- SC06c Other systems change measure: 0

Performance Measure 3 (resource leveraging):
- RL01 Dollars Leveraged: $0

Objective 3.15:

3.6: Provide technical assistance and training in two (2) community organizations to foster participation of individuals with developmental disabilities to engage in meaningful activities with their peers in their communities.

Implementation activities:
- Next Chapter Book Club - Final Year
  1. Continuation contract begins
  2. Implement training on program expansion
  3. Develop book clubs in two locations in Fl
  4. Start newly developed Next Chapter Book Clubs
5. Provide Technical Assistance on long term planning for sustainability
6. Evaluate the training and technical assistance
7. Develop and submit final report and recommendations

Activities undertaken were:  ☐ All met  ☐ Partially met  ☑ Not met

Timelines:
1. 04/11
2. 04/11 – 01/12
3. 07/11 - 01/12
4. 09/11 – 01/12
5. 04/11 - 01/12
6. 03/12
7. 04/12

Timelines established were:  ☐ All met  ☐ Partially met  ☑ Not met

Annual Progress Report:
Activities completed and reported in prior PPRs.

Performance Measures

Performance Measure 1.1 (self-advocacy/advocacy):
SA01 People trained in area related to goal/objective: 0
SA02 People trained in leadership, self-advocacy, and self-determination: 0
SA03 People trained in systems advocacy:

Performance Measure 1.2 (self-advocacy/advocacy):
SA04 People active in systems advocacy: 0
SA05 People attained membership on public/private bodies and leadership coalitions: 0
SA06a Other self-advocacy measure: 0
SA06b Other self-advocacy measure: 0
SA06c Other self-advocacy measure: 0

Performance Measure 2.1 (systems change):
SC01 Programs/policies created or improved: 0
SC02 Number of organizations involved coalitions/networks/partnerships: 0
SC03 Organizations engaged in systems change efforts: 0
SC04 Number of public policymakers educated: 0
SC05 Members of the general public reached: 0
SC06a Other systems change measure: 0
SC06b Other systems change measure: 0
SC06c Other systems change measure: 0
Performance Measure 3 (resource leveraging):

RL01 Dollars Leveraged: $0
Goal 4: Health Care

In partnership with individuals with developmental disabilities, their families, and stakeholders, the Council will provide training and technical assistance to health care professionals and stakeholders to assist individuals with developmental disabilities and their families to gain and maintain skills that ensure their health and safety.

<table>
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<tr>
<th>Area of Emphasis</th>
<th>Planned for this Goal</th>
<th>Areas Addressed</th>
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<td>Education and Early Intervention</td>
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<tr>
<td>Child Care</td>
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<tr>
<td>Health</td>
<td>planned</td>
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<td>Employment</td>
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<td>Housing</td>
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<td>Transportation</td>
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<td>Recreation</td>
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<td>Formal and Informal Community Supports</td>
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<tr>
<th>Strategies</th>
<th>Planned for this Goal</th>
<th>Strategies Used</th>
</tr>
</thead>
<tbody>
<tr>
<td>Outreach</td>
<td>planned</td>
<td>used</td>
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<tr>
<td>Training</td>
<td>planned</td>
<td>used</td>
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<tr>
<td>Technical Assistance</td>
<td>planned</td>
<td>used</td>
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<td>Supporting and Educating Communities</td>
<td>planned</td>
<td>used</td>
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<tr>
<td>Interagency Collaboration and Coordination</td>
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<tr>
<td>Coordination with Related Councils, Committees and Programs</td>
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<tr>
<td>Barrier Elimination</td>
<td>planned</td>
<td>used</td>
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<tr>
<td>Systems Design and Redesign</td>
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<tr>
<td>Coalition Development and Citizen Participation</td>
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<tr>
<td>Informing Policymakers</td>
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<tr>
<td>Demonstration of New Approaches to Services and Supports</td>
<td>planned</td>
<td>used</td>
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</tbody>
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<tr>
<th>Intermediaries/Collaborators</th>
<th>Planned for this Goal</th>
<th>Actual</th>
</tr>
</thead>
<tbody>
<tr>
<td>State Protection and Advocacy System</td>
<td></td>
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<tr>
<td>University Center(s)</td>
<td>planned</td>
<td>used</td>
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<tr>
<td>State DD Agency</td>
<td></td>
<td>used</td>
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</tbody>
</table>

Other Collaborators Planned:

- FL Center for Inclusive Communities, University of Miami Mailman Center for Child Development, PARC, UCF Center for Autism & Related Disabilities (CARD Conference), FL Dept of Education, FL SAND Group, FL Association of Support Coordinators, Arc of Florida, Family Care Council of FL, FL DOH Children’s Medical Services, FND, FL DOH Office on Disability & Health, FDLRS, Self-Advocate, Rollins College, Arc of Jacksonville, UF Institute for Child Health Policy, Syracuse University, Brandon Sports & Aquatic Center, Lynn University, St. Andrews Bay Center, Quest Inc., Gulfstream Goodwill Industries, Goodwill Industries Suncoast, Special Olympics Healthy Communities, Palm Beach County Public Library, Verdes Tropicana Bowling Lanes, American Cancer Society, American Red Cross, Alert Home Healthcare

Objective 4.1:

4.1: Support the development and dissemination of at least two (2) resources to be utilized throughout Florida in trainings and technical assistance, provided by other stakeholders, to facilitate overall health.
Implementation activities:
Ease your Stress: A guide for Caregivers - Year 1
1. Release RFP
2. Select grantee to develop resources
3. Contract begins
4. Identify and gather pertinent information
5. Obtain input from stakeholders
6. Identify entities that will use this resource in trainings
7. Develop resources
8. Pilot test the resources
9. Evaluate the impact of the resources developed
10. Submit annual report and recommendations to the Council

Activities undertaken were:  □ All met  □ Partially met  ✔️ Not met

Timelines:
Year 1
1. 02/11
2. 05/11
3. 08/11
4. 10/11
5. 11/11
6. 03/12
7. 01/12
8. 04/12
9. 09/12
10. 09/12

Timelines established were:  □ All met  □ Partially met  ✔️ Not met

Annual Progress Report:
Activities completed and reported in prior PPRs.

Performance Measures
Performance Measure 1.1 (self-advocacy/advocacy):
  SA01 People trained in area related to goal/objective:   0
  SA02 People trained in leadership, self-advocacy, and self-determination:  0
  SA03 People trained in systems advocacy:   0

Performance Measure 1.2 (self-advocacy/advocacy):
  SA04 People active in systems advocacy:  0
  SA05 People attained membership on public/private bodies and leadership coalitions:  0
  SA06a Other self-advocacy measure:  0
  SA06b Other self-advocacy measure:  0
  SA06c Other self-advocacy measure:  0
Performance Measure 2.1 (systems change):
SC01 Programs/policies created or improved: 0
SC02 Number of organizations involved coalitions/networks/partnerships: 0
SC03 Organizations engaged in systems change efforts: 0
SC04 Number of public policymakers educated: 0
SC05 Members of the general public reached: 0
SC06a Other systems change measure: 0
SC06b Other systems change measure: 0
SC06c Other systems change measure: 0

Performance Measure 3 (resource leveraging):
RL01 Dollars Leveraged: $0

Objective 4.2:
4.1: Support the development and dissemination of at least two (2) resources to be utilized throughout Florida in trainings and technical assistance, provided by other stakeholders, to facilitate overall health.

Implementation activities:
Ease your Stress Guide for Caregivers - Year 2-5
1. Staff will identify trainings, technical assistance or dissemination activities to promote resources for caregivers about coping with stress
2. Staff will monitor resources used in trainings or other activities throughout Florida
3. Staff will evaluate the impact of resources
4. Develop annual report and recommendations to the Council for next steps

Activities undertaken were: ☑ All met ☐ Partially met ☐ Not met

Timelines:
Year 2
1. 10/12
2. 11/12
3. 03/13
4. 08/13
Year 3
1. 10/13
2. 11/13
3. 03/14
4. 08/14
Year 4
1. 10/14
2. 11/14
Annual Progress Report:

**Introduction and Background**

Easing Your Stress – Information for Caregivers of Individuals with Developmental Disabilities was published by the Council in 2012. This colorful and attractive booklet describes the causes and impact of stress and effective coping strategies and resources. Easing Your Stress is available in English and in Spanish. In its 20 pages, caregivers learn:

• How the mind-body connect affects their response to stress
• How stress affects children,
• How other caregivers have learned to ease their stress,
• What resources are available, and
• How to identify approaches that will work for them

**Description of Activities**

Council staff identified trainings, technical assistance, and dissemination activities to make caregivers and other stakeholders aware of the publication and distribute it at conferences, trainings, and other events. Easing Your Stress was strategically disseminated to major family and caregiver organizations and disability organizations throughout the state. Council staff personally reached out to each organization to make them aware of Easing Your Stress and to offer copies of the publication and marketing language they could use to promote this publication to the caregivers they support.

A copy of Easing Your Stress was placed in each of the 1,000 participant bags at the 2014 CARD (Center for Autism and Related Disabilities) statewide conference and at the University of South Florida CARD Health and Wellness Symposium. Copies of Easing Your Stress were disseminated to the Florida Diagnostic and Learning Resource System (FDLRS), which is funded by IDEA Part B, for dissemination to parents who receive their services. In turn, FDLRS disseminated this publication at training events for their Parent Liaisons.

Copies of Easing Your Stress were also given to the Family Care Council (an organization that supports families who receive HCBS waiver services) representatives, the Agency for Persons with Disabilities, Florida's two UCEDDs, the Florida Office on Disability and Health, the Family Network on Disabilities (a parent support and resource network), and several schools. Numerous other organizations sent notices about Easing Your Stress to their email list servs or posted about it on social media sites.

Easing Your Stress was also available on the Council’s website to order online or as a downloadable PDF.
A satisfaction survey was developed for Easing Your Stress and dissemination via email and a QR code on the publication to all individuals and entities that had received the publication. Council staff used the results and feedback to evaluate the impact of this resource.

**Target Dates**


**Deliverables/Products (submitted by September 30, 2014)**
- Results of stakeholder satisfaction survey

**Evaluation Outcomes**

Outcome 1: The Easing Your Stress: A Guide for Caregivers resource will be utilized in trainings and technical assistance activities throughout Florida.
Progress: Partially Achieved. The resource has been disseminated throughout Florida. A state plan amendment has been submitted that revises this outcome to read “Easing Your Stress: A Guide for Caregivers will be disseminated as an educational resource to caregivers throughout Florida” to reflect that it is an educational resource since it emphasizes personal stress. 10 statewide and location organizations and agencies have disseminated this publication.

Outcome 2: Caregivers will report using the strategies identified in the resource to ease stress.
Progress: Achieved. 28% of survey respondents strongly agree and 42% agree with the statement “I have used the stress-reducing approaches” identified in this publication”

Performance Measures: 2310 copies of the publication were distributed by Council staff. 3282 copies of the publication (2420 in English and 862 in Spanish) were ordered from the Council’s website. This totals 5592 members of the general public reached.

Impact on Objective and Goal: Easing Your Stress is the most requested Council publication. It is a valuable resource for family and professional caregivers. This facilitates the progress on Goal 4 to provide technical assistance to stakeholders to assist individuals with developmental disabilities and their families to gain and maintain skills (in the area of reducing personal stress) that ensure their health and safety. This publication provides families and caregivers with relevant information and specific techniques they can use to ease their personal stress, which contributes to their overall health and to the health of their families and the individuals they serve.

**Stories of lives made better**

“Practical suggestions were very helpful and easy to read”
“Like the recognition that family members need to take care of themselves too”
“It gave me a feeling that someone UNDERSTANDS what I am going through and I’m not just being a baby”

**Stories of policy/legislative changes**

No stories to report
Performance Measures

Performance Measure 1.1 (self-advocacy/advocacy):

SA01 People trained in area related to goal/objective: 0
SA02 People trained in leadership, self-advocacy, and self-determination: 0
SA03 People trained in systems advocacy: 0

Performance Measure 1.2 (self-advocacy/advocacy):

SA04 People active in systems advocacy: 0
SA05 People attained membership on public/private bodies and leadership coalitions: 0
SA06a Other self-advocacy measure: 0
SA06b Other self-advocacy measure: 0
SA06c Other self-advocacy measure: 0

Performance Measure 2.1 (systems change):

SC01 Programs/policies created or improved: 0
SC02 Number of organizations involved coalitions/networks/partnerships: 0
SC03 Organizations engaged in systems change efforts: 0
SC04 Number of public policymakers educated: 0
SC05 Members of the general public reached: 5,592
SC06a Other systems change measure: 0
SC06b Other systems change measure: 0
SC06c Other systems change measure: 0

Performance Measure 3 (resource leveraging):

RL01 Dollars Leveraged: $0

Objective 4.3:

4.1: Support the development and dissemination of at least two (2) resources to be utilized throughout Florida in trainings and technical assistance, provided by other stakeholders, to facilitate overall health.

Implementation activities:
Reducing My Stress- Information for individuals with Developmental Disabilities-Implementation Activities- Year 1
1. Release RFP
2. Select grantee to develop resources
3. Contract begins
4. Identify and gather pertinent information
5. Obtain input from stakeholders
6. Identify entities that will use this resource in trainings
7. Develop resources
8. Pilot test the resources
9. Evaluate the impact of the resources developed
10. Submit annual report & recommendations to the Council

Activities undertaken were: ✔ All met ☐ Partially met ☐ Not met

Timelines:
Year 1
1. 10/12
2. 02/13
3. 06/13
4. 06/13
5. 07/13
6. 08/13
7. 08/13
8. 10/13
9. 06/14
10. 06/14

Timelines established were: ✔ All met ☐ Partially met ☐ Not met

Annual Progress Report:
**Introduction and Background**

The publication “Coping with Disability Related Stress” was first published by FDDC in 1995 and was reprinted in 1998 and 2000. The original publication provides general information about stress, tips for preventing and managing stress, and a listing of state and national resources. A revised publication was needed to update the listed resources and to modernize the terminology used in the booklet. The Council’s Health Care and Prevention Task Force decided to develop two separate publications about stress and stress management – one for caregivers and one for individuals with intellectual disabilities.

The publication for caregivers “Easing Your Stress – Information for Caregivers of Individuals with Developmental Disabilities” was created and published in 2012.

The Council recognized that individuals with developmental disabilities are at risk of psychological stress (Bramston, 1993), which can be caused by many factors that impact an individual’s life such as their health, living situation, and relationships with others. Individuals with developmental disabilities may perceive stress in a more frequent, intense, and sustained manner than the general population due to a lack of developed coping skills (Lovallo, 1997). Many events which appear not to be stressful for those without developmental disabilities are stressful for individuals with developmental disabilities, including stress from negatively perceived interpersonal relationships with peers and others (Bramston, 1993 and Chaney, 1996).

The Council wanted to create a publication written at a level that individuals with intellectual disabilities could read and comprehend with graphics and visual supports to teach and demonstrate stress reduction techniques.
**Description of Activities**

The Council released the RFP to develop the publication and Crossroads Communications was selected as the provider. A clinical psychologist with professional knowledge of stress and stress management was identified to serve as a content expert.

The provider established an 8 member advisory committee comprised of disability professionals, family members, stakeholders, and 4 members with developmental disabilities. The advisory committee held 4 meetings provided guidance on the development of the publication.

The provider conducted research on stress and individuals with developmental disabilities and prepared a background research report. The information in the report came from surveys, interviews with individuals with developmental disabilities, and peer-reviewed literature. The report covers information about the definitions of stress, the way it can be identified in individuals with developmental disabilities, possible stressors individuals with developmental disabilities can face and suggestions on how to recognize stress and manage it. This report served as the foundation for the publication’s focus, content, layout, and design.

Once the background research report was completed, the provider consulted with the Council and the advisory committee to recommend the content for the publication. The content of the publication included a real-world understanding of what stress is and what it might feel like, a reassurance that not all stress is bad and “good” stress is vital to an individual’s peak performance; signs and symptoms that a person is experiencing stress; an evaluation method to determine the level of stress and action that needs to be taken; tips and suggestions on how to manage identified stress; and recommendations and resources for additional supports on stress and stress management.

As stress is personal and varies in its effect and response from person to person, the Council felt that there should not be any over explanation on how stress affects individuals with developmental disabilities. There should be no separation of what stress is, how it could be recognized and how it could be managed between people with and without disabilities as all people encounter stress. There should be, however, proper emphasis onto the possible stressors that are more common among individuals with developmental disabilities due to the frequency of occurrence, unique circumstances and/or possible implications of the disability (i.e., increased doctor visits, monitored living environments, employment restrictions, etc.). The Stop, Think, and Relax model (Chapman, Shedlack, and France) technique is one of the stress reducing strategies identified in the research that was shown to be effective for individuals with developmental disabilities:

- STOP – The first thing to do when you feel stress is to stop. Think of a stop sign or a red light. Stop what you are doing when you feel stress
- THINK – Say to yourself “It’s time to relax”. Think about things you can do to help yourself relax and stay calm. Choose one of those things to do.
- RELAX – You can relax your muscles. You can count to ten and take deep breaths. You can do something you enjoy or think about a place you like to go.

Once the content areas were determined, detailed English and Spanish outlines of the publication were developed. These outlines were approved by the Council and the text of the publication was written. Careful attention was paid to the reading level of the publication to ensure that the words were easy to understand for readers with disabilities. The reading level of the publication is grade 2.5. The provider also developed colorful custom graphic images for the publications. Some graphics are illustrations while some are visual guides that provide step by step directions on how
to perform stress-reduction activities like relaxing muscles, deep breathing, and using the Stop, Think, Relax technique.

The title of the initiative was “Reducing My Stress” which was used as working title for the publication. Through discussions with the advisory committee and pilot testers it was decided that an appropriate title for the publication would be “Stress and What You Can Do About It” to reflect the easy to read language in the booklet.

After the English publication was complete, it was translated into Spanish. The Spanish translation was verified to ensure it remained at an easy-read level and was culturally appropriate.

The publication was pilot tested with 9 individuals with developmental disabilities. The pilot testing was done via online surveys and phone interviews. The pilot tester group suggested edits to the text, wording, and visual guides which were incorporated into the final draft of the publication. Results from the pilot test indicated that the testers found the publication helpful, easy to read, easy to understand and appreciated the visual elements and illustrations in the publication. Pilot testers indicated that they learned ways to calm down when they feel stress, and that they will use strategies in the publication when they feel stress.

The Council and provider identified potential entities that would use the publication as a resource for training and reference. The Council will promote the publication to these entities to make them aware of this publication and offer it as an educational resource.

The provider printed 3000 English and 1000 Spanish copies of the publication. Overall project activities were evaluated and a final report with recommendations was submitted to the Council.

**Target Dates**

The RFP for this initiative was released in October 2012 and the proposal from Crossroads Communications was selected in February 2013. The contract began in June 2013. The provider began to gather pertinent information and obtain input from stakeholders in June 2013. The provider began to identify entities that will use the resource in September 2013. The development of the resource began in September 2013. Pilot testing began in May 2014 and evaluation and final reports were submitted to the Council in August 2014. There was some delay in producing the final publication because it took longer than expected to complete the pilot test.

**Deliverables/Products (submitted by September 30, 2014)**

- Background research report
- Detailed outlines of English and Spanish versions of publication
- Report with results of pilot test
- Print and electronic copies of the publication in English and Spanish
- List of potential entities that will use the publication in trainings and technical assistance and plans to include their feedback in the development of the publication.

**Evaluation Outcomes**

Outcome 1: One (1) resource for individuals with developmental disabilities about reducing stress will be produced and distributed.

Progress: Achieved.: “Stress and What You Can Do About It” was produced and disseminated in
August 2014.

Outcome 2: One (1) resource for individuals with developmental disabilities about reducing stress will be incorporated into trainings for individuals with disabilities, families, caregivers, and other stakeholders. Progress: Not achieved. The Council has submitted a State Plan Amendment to change this outcome to read: “Stress and What You Can Do About It – Information for Individuals with Developmental Disabilities will be disseminated to individuals with developmental disabilities and stakeholders throughout Florida”. This was done in order to reflect that this is a publication an individual can read and use the strategies described in it, instead of being used as a training or technical assistance resource. However, Council staff is actively promoting this publication to self-advocacy organizations and other disability stakeholders in Florida.

Outcome 3: Individuals with developmental disabilities will report using the strategies identified in the resource to reduce their stress.
Progress: Achieved. Pilot testers indicated that they learned ways to calm down when they feel stress, and that they will use strategies in the publication when they feel stress The Council has submitted a State Plan amendment to change this outcome to read: “Individuals with developmental disabilities will report using the strategies identified in the resource to manage their stress” as manage is a more appropriate term.

Performance Measures – The advisory committee was comprised of 8 members, including 4 members with developmental disabilities. 9 individuals with developmental disabilities served as pilot testers. 1602 English and 217 Spanish copies of “Stress and What You Can Do About It” were disseminated as of 9/30/14. This represents 1836 members of the general public that were reached by Council activities.

Impact on Objective and Goal - The Council has developed a publication specifically for individuals with developmental disabilities about stress and stress management. This facilitates the progress on Goal 4 to provide technical assistance to stakeholders to assist individuals with developmental disabilities and their families to gain and maintain skills (in the area of reducing stress). Managing personal stress is an effective way to ensure personal health and safety.

**Stories of lives made better**

“As a person with a disability, I am very impressed with the publication ‘Stress and What You Can Do About It.’ To have a publication targeted at the individual experiencing stress rather than solely caregivers I feel is a tremendous step toward recognizing the personal feelings and emotional well-being of people with disabilities.” -- Leslie B.

**Stories of policy/legislative changes**

No Stories to report

Performance Measures

Performance Measure 1.1 (self-advocacy/advocacy):

SA01 People trained in area related to goal/objective: 0
SA02 People trained in leadership, self-advocacy, and self-determination: 0
SA03 People trained in systems advocacy: 0
Performance Measure 1.2 (self-advocacy/advocacy):

- SA04 People active in systems advocacy: 0
- SA05 People attained membership on public/private bodies and leadership coalitions: 0
- SA06a Other self-advocacy measure: 0
- SA06b Other self-advocacy measure: 0
- SA06c Other self-advocacy measure: 0

Performance Measure 2.1 (systems change):

- SC01 Programs/policies created or improved: 0
- SC02 Number of organizations involved coalitions/networks/partnerships: 0
- SC03 Organizations engaged in systems change efforts: 0
- SC04 Number of public policymakers educated: 0
- SC05 Members of the general public reached: 1,836
- SC06a Other systems change measure: 0
- SC06b Other systems change measure: 0
- SC06c Other systems change measure: 0

Performance Measure 3 (resource leveraging):

- RL01 Dollars Leveraged: $0

Objective 4.4:

4.1: Support the development and dissemination of at least two (2) resources to be utilized throughout Florida in trainings and technical assistance, provided by other stakeholders, to facilitate overall health.

Implementation activities:

Reducing My Stress-Information for individuals with Developmental Disabilities- Implementation Activities-Year 2-4
1. Staff will monitor trainings, technical assistance or dissemination activities to promote resources for caregivers about easing stress
2. Staff will evaluate the impact of resources used
3. Develop annual report and recommendations to the Council for next steps

Activities undertaken were: ☑️ All met ☐ Partially met ☐ Not met

Timelines:
Year 2
1. 06/14
2. 04/15
3. 05/15
Year 3
1. 06/15
2. 04/15
3. 05/16
Year 4
1. 06/16
2. 04/17
3. 05/17

Timelines established were: ☐ All met ☐ Partially met ☒ Not met

Annual Progress Report:
No work on this objective this year.

Performance Measures

Performance Measure 1.1 (self-advocacy/advocacy):
SA01 People trained in area related to goal/objective: 0
SA02 People trained in leadership, self-advocacy, and self-determination: 0
SA03 People trained in systems advocacy: 0

Performance Measure 1.2 (self-advocacy/advocacy):
SA04 People active in systems advocacy: 0
SA05 People attained membership on public/private bodies and leadership coalitions: 0
SA06a Other self-advocacy measure: 0
SA06b Other self-advocacy measure: 0
SA06c Other self-advocacy measure: 0

Performance Measure 2.1 (systems change):
SC01 Programs/policies created or improved: 0
SC02 Number of organizations involved coalitions/networks/partnerships: 0
SC03 Organizations engaged in systems change efforts: 0
SC04 Number of public policymakers educated: 0
SC05 Members of the general public reached: 0
SC06a Other systems change measure: 0
SC06b Other systems change measure: 0
SC06c Other systems change measure: 0

Performance Measure 3 (resource leveraging):
RL01 Dollars Leveraged: $0
Objective 4.5:

4.2: Conduct research and provide training in eight (8) areas of Florida to health care stakeholders to enable individuals with developmental disabilities and their families to effectively communicate with health care professionals and advocate for their health needs.

Implementation activities:

My Health Care - Year 1
1. Continuation proposal approved or RFP released
2. Select grantee
3. Contract begins
4. Conduct research to identify pertinent information needed for trainings
5. Develop training teams to include self-advocate, caregiver, health care practitioner
6. Develop training materials for individuals with developmental disabilities, caregivers and other stakeholders
7. Identify training sites
8. Recruit training participants to include individuals with developmental disabilities, caregivers and other stakeholders
9. Implement Trainings with stakeholders in 3 areas of Florida
10. Evaluate the trainings
11. Develop annual report and recommendations to the Council for next steps

Activities undertaken were:  ☑️ All met  ☐ Partially met  ☑️ Not met

Timelines:

Year 1
1. 09/10
2. 09/10
3. 01/11
4. 02/11
5. 08/11
6. 07/11
7. 08/11
8. 09/11
9. 09/11
10. 11/11
11. 12/11

Timelines established were:  ☑️ All met  ☐ Partially met  ☑️ Not met

Annual Progress Report:
Activities completed and reported in prior PPRs.

Performance Measures

Performance Measure 1.1 (self-advocacy/advocacy):

SA01 People trained in area related to goal/objective: 0
SA02 People trained in leadership, self-advocacy, and self-determination: 0
Objective 4.6:

**4.2: Conduct research and provide training in eight (8) areas of Florida to health care stakeholders to enable individuals with developmental disabilities and their families to effectively communicate with health care professionals and advocate for their health needs.**

Implementation activities:

My Health Care - Year 2

1. Continuation proposal approved
2. Contract begins
3. Identify Training sites in 2 areas of Florida
4. Recruit training participants to include individuals with developmental disabilities, caregivers and other stakeholders
5. Implement Trainings with stakeholders in 3 areas of Florida
6. Develop Sustainability Plan for trainings
7. Develop report and recommendations to the Council for next steps

Activities undertaken were: ☐ All met ☐ Partially met ☐ Not met
Timelines:
Year 2
1. 01/12
2. 03/12
3. 03/12
4. 04/12
5. 09/12
6. 11/12
7. 12/12
8. 01/13

Timelines established were: ☐ All met ☐ Partially met ☑ Not met

Annual Progress Report:
Activities completed and reported in prior PPR.

Performance Measures
Performance Measure 1.1 (self-advocacy/advocacy):
   SA01 People trained in area related to goal/objective: 0
   SA02 People trained in leadership, self-advocacy, and self-determination: 0
   SA03 People trained in systems advocacy: 0

Performance Measure 1.2 (self-advocacy/advocacy):
   SA04 People active in systems advocacy: 0
   SA05 People attained membership on public/private bodies and leadership coalitions: 0
   SA06a Other self-advocacy measure: 0
   SA06b Other self-advocacy measure: 0
   SA06c Other self-advocacy measure: 0

Performance Measure 2.1 (systems change):
   SC01 Programs/policies created or improved: 0
   SC02 Number of organizations involved coalitions/networks/partnerships: 0
   SC03 Organizations engaged in systems change efforts: 0
   SC04 Number of public policymakers educated: 0
   SC05 Members of the general public reached: 0
   SC06a Other systems change measure: 0
   SC06b Other systems change measure: 0
   SC06c Other systems change measure: 0

Performance Measure 3 (resource leveraging):
   RL01 Dollars Leveraged: $0
Objective 4.7:

4.2: Conduct research and provide training in eight (8) areas of Florida to health care stakeholders to enable individuals with developmental disabilities and their families to effectively communicate with health care professionals and advocate for their health needs.

Implementation activities:

My Health Care - Implementation Activities - Year 3
1. Continuation proposal approved
2. Contract begins
3. Identify Training sites in 3 areas of Florida
4. Recruit training participants to include individuals with developmental disabilities, caregivers and other stakeholders
5. Implement Trainings with targeted stakeholders in 3 areas of Florida
6. Develop sustainability plan for training program
7. Evaluate trainings
8. Develop annual report and recommendations to the Council for next steps

Activities undertaken were: ✔ All met ☐ Partially met ☐ Not met

Timelines:

Year 3
1. 01/13
2. 03/13
3. 03/13
4. 04/13
5. 09/13
6. 11/13
7. 12/13
8. 01/14

Timelines established were: ☐ All met ✔ Partially met ☐ Not met

Annual Progress Report:

**Introduction and Background**

My Health Care is a training program intended to educate individuals with developmental disabilities on how to communicate with health care professionals and to identify and advocate for their own health care needs. The goal of this initiative was to support, through skill building and the use of adaptive tools, individuals with developmental disabilities as primary participants in all matters related to their health care and healthy living. In this training program, adults with developmental disabilities have a role as primary participants in learning and in mentoring peers about healthy living and managing acute or chronic illness. Each instructor training team includes one person with a developmental disability who is a full member of the training team and shares responsibility for facilitating and delivering content throughout the training session. Using the GLADD model (Give Listen Ask Decide Do) developed at University of Florida’s Institute for Child Health Policy (UF/ICHP), the curriculum encompasses the following components in an interactive, multi-media format:
• Being prepared with questions and issues to discuss at office visits
• Providing a health summary to the physician
• Being assertive when communicating
• Paying attention to body language
• Using rating scales and visual aids to communicate health issues
• Learning negotiating skills; providing feedback to the physician
• Utilizing caregivers to assist with communication
• Recording communication with physician to enhance information recall and comprehension
• Utilizing technology to improve health care communication and self-management

**Description of Activities**
The My Health Care curriculum was refined and reformatted to create 9 separate modules, to be implemented over 9 weeks in weekly 2-2.5 hour classes. The instructor’s guide was revised along with all of the modules. Seven new videos that are a part of the curriculum were developed or modified based on feedback from Year 2 of the project. These videos simplified the medical jargon that was in previous videos and demonstrated listening and other communication skills. Three new sites were identified that implemented My Health Care in September 2013: St. Andrews Bay Center in Panama City, Lynn University Transition Program in Boca Raton, and QUEST in Orlando. The two sites that offered My Health Care in Year 2, Arc of Jacksonville and Team TRIDENT continued to offer My Health Care for new individuals and provide support for individuals who completed My Health Care in Year 2. New individuals have entered these programs who would like to learn the skills taught in My Health Care and some individuals who completed the program last year and wanted to return to refresh their skills.

There were a total of 98 individuals with developmental disabilities in eight learning groups, with 82 new individuals and 16 returning individuals from continuation sites. Six 3-person instructor teams facilitated learning, for a total of 18 instructors. Most instructors were already employed at their respective programs and were well acquainted with the participants; many individuals with developmental disabilities who served on the instructor team were current or former program participants. Instructors attended a half-day videoconference training session led by project team members approximately one week prior to curriculum start. The project team continued to provide technical assistance and support throughout the implementation period via weekly teleconference calls with instructors.

The pre-test was administered to all participants prior to the beginning of the program and My Health Care was implemented over 9 weeks. The post-test was administered 30 days after the end of instructors

Due to participant absences and scheduling difficulties, several participants were unable to fully complete both pre- and post-tests, and several questionnaires were not useable, (substantial missing data, multiple responses to questions, etc.). Among 65 completed pre-tests and 52 completed post-tests, there were 44 matched, useable pairs.

The results of the evaluation suggest a positive impact on knowledge and self-efficacy, as well as a high level of satisfaction with the curriculum. Data show a statistically significant increase in health-related knowledge and self-efficacy after participation in the curriculum. Among these individuals, knowledge scores increased 14% and confidence scores increased 18%. While individuals said they were least confident in using technology to communicate with providers, that activity showed the largest gain from pre- to post-test. Other self-efficacy items that showed considerable gains were making a list of questions before appointments, communicating without help, getting information from web sites and other resources, and using strategies to remember
In focus groups, individuals said the curriculum taught them important information. They reported that the most important lessons were learning about taking medications, using the mnemonics GLADD and SLANT to remember communication skills, and My Health Passport (a health advocacy document an individual completes to describe their unique supports and preferences). Several participants said they already used My Health Passport in physician visits during the implementation period. All participants said they would recommend it to other individuals, and the majority of new participants said they would like to take the class again.

Among 21 individuals who participated in Year 2 of My Health Care (in 2012), survey results show the majority of individuals used the skills they learned from the curriculum at a physician visit in the previous 12 months. Among 10 activities/skills listed in the survey, only one item - used technology or equipment to communicate with doctor – was used by less than 50% of participants. When asked about specific technology used, two respondents said phone and iPad. Other curriculum skills or information that participants reported using were: take notes, ask questions, Ask Me 3, Handy High 5, portfolio, and notebooks.

**Target Dates**
The continuation proposal for the University of South Florida was approved in January 2013 and the contract began in April 2013. The 3 training sites were identified in April 2013 and the recruitment of training participants began in August 2013. The training was implemented in September 2013. A sustainability plan was developed in January 2014. Evaluation of My Health Care began in December 2013 and a report with recommendations was completed in May 2014.

**Deliverables/Products (submitted by September 30, 2014)**
- Revised My Health Care training curriculum, including presentation slides, an instructor guide, pre and post-tests, demonstration videos, participant handouts, and comprehensive lesson plans
- My Health Care Sustainability Plan
- Report with Evaluation Results
- My Health Care Training classes held in 5 areas of Florida

**Evaluation Outcomes**

Outcome 1: The “My Health Care” training will be implemented in 3 areas of Florida over a 9 week period.
Progress: Achieved. The training began in September 2013 in 5 areas (3 new and 2 areas where My Health Care was previously implemented) of the state and was completed in November 2013.

Outcome 2: Individuals with developmental disabilities will demonstrate an increase in knowledge in advocating for their health care needs.
Progress: Achieved. Knowledge increased by 14% and confidence increased by 18%.

Outcome 3: Individuals with developmental disabilities report using the knowledge and skills gained from the trainings in advocating for their health care needs.
Progress: Achieved. The majority of previous participants used the skills they learned from the curriculum at a physician visit in the previous 12 months

Performance Measures: There were a total of 98 people trained in systems advocacy – 98
individuals with developmental disabilities in eight learning groups, with 82 new individuals and 16 returning individuals from continuation sites. Six 3-person instructor teams were trained to deliver My Health Care. 1 program was created or improved (My Health Care) as a result of lessons learned from initial implementation.

Impact on Objective and Goal: Individuals with developmental disabilities gained valuable communication skills to ensure their health and safety. This facilitates the progress this objective to enable individuals with developmental disabilities and their families to effectively communicate with health care professionals and advocate for their health needs and gain and maintain skills that ensure their health and safety.

**Stories of lives made better**
- Jessica: I learned a lot about take care of myself. I learned how to communicate with my dentist and doctor. I actually made my own dentist appointment.
- Joe: I learned how to talk to my chiropractor. I made my own appointment.
- Sam: I learned that you have to be clear and be honest about how you feel.
- Andre: I enjoyed the class. It was fun. I liked role playing.
- Alexis: I liked it. I liked learning communication.
- Becky: I learned it is important to take my medicine everyday
- Vera: I learned it is important to ask questions and use eye contact
- Shawn: I have learned to always ask questions and make my appointment
- Paul: I have learned to be at the doctor on time and who, what, where, when, why, and how
- Jana: I remember to do my part and ask questions
- Michael: After the health care class last year, I started having more say of say so at my doctor’s appointments and asking more questions
- Rose Mary: I ask more questions at my doctor’s appointment
- Irene: I am washing my hands more because I am aware of germs

**Stories of policy/legislative changes**
No stories to report

Performance Measures

Performance Measure 1.1 (self-advocacy/advocacy):  
SA01 People trained in area related to goal/objective: 18
SA02 People trained in leadership, self-advocacy, and self-determination: 0
SA03 People trained in systems advocacy: 98

Performance Measure 1.2 (self-advocacy/advocacy):  
SA04 People active in systems advocacy: 0
SA05 People attained membership on public/private bodies and leadership coalitions: 0
SA06a Other self-advocacy measure: 0
SA06b Other self-advocacy measure: 0
SA06c Other self-advocacy measure: 0

Performance Measure 2.1 (systems change):
SC01 Programs/policies created or improved: 1
SC02 Number of organizations involved coalitions/networks/partnerships: 0
SC03 Organizations engaged in systems change efforts: 0
SC04 Number of public policymakers educated: 0
SC05 Members of the general public reached: 0
SC06a Other systems change measure: 0
SC06b Other systems change measure: 0
SC06c Other systems change measure: 0

Performance Measure 3 (resource leveraging):
RL01 Dollars Leveraged: $0

Objective 4.8:
4.3: Assess the needs of individuals with developmental disabilities, their families and community stakeholders, in two (2) rural and two (2) urban areas of Florida, to order to identify and/or expand their opportunities to access and participate in health and wellness activities in their community.

Implementation activities:
Community Wellness Needs Assessment - Year 1
1. RFP released
2. Grantee selected
3. Contract begins
4. Conduct research to identify pertinent information needed for needs assessment
5. Develop Needs Assessment instrument
6. Identify 2 rural and 2 urban areas in Florida to conduct needs assessment
7. Recruit community wellness entities, self advocates’ families & stakeholders for needs assessment
8. Conduct needs assessment with community wellness entities, self advocates and families in 4 areas of Florida
9. Evaluate the needs assessment and overall project
10. Develop annual report and recommendations to the Council for next Steps

Activities undertaken were: □ All met □ Partially met ☑ Not met

Timelines:
Year 1
1. 04/11
2. 07/11
3. 09/11
4. 10/11
5. 10/11
6. 02/12
Timelines established were:  
☐ All met  
☐ Partially met  
☑ Not met

Annual Progress Report:
Activities completed and reported in prior PPRs.

Performance Measures

Performance Measure 1.1 (self-advocacy/advocacy):
- SA01 People trained in area related to goal/objective: 0
- SA02 People trained in leadership, self-advocacy, and self-determination: 0
- SA03 People trained in systems advocacy: 0

Performance Measure 1.2 (self-advocacy/advocacy):
- SA04 People active in systems advocacy: 0
- SA05 People attained membership on public/private bodies and leadership coalitions: 0
- SA06a Other self-advocacy measure: 0
- SA06b Other self-advocacy measure: 0
- SA06c Other self-advocacy measure: 0

Performance Measure 2.1 (systems change):
- SC01 Programs/policies created or improved: 0
- SC02 Number of organizations involved coalitions/networks/partnerships: 0
- SC03 Organizations engaged in systems change efforts: 0
- SC04 Number of public policymakers educated: 0
- SC05 Members of the general public reached: 0
- SC06a Other systems change measure: 0
- SC06b Other systems change measure: 0
- SC06c Other systems change measure: 0

Performance Measure 3 (resource leveraging):
- RL01 Dollars Leveraged: $0

Objective 4.9:

4.4: Provide technical assistance to key staff of health and wellness entities and
stakeholders, in two (2) rural and two (2) urban areas in Florida, to increase opportunities for individuals with developmental disabilities and their families to access and participate in community health and wellness activities to improve their overall health.

Implementation activities:
Gulfstream Goodwill Fit Club - Year 2-5
1. Continue collaboration with Goodwill Industries to monitor Fit Club Activities
2. Evaluate the technical assistance efforts.
3. Develop report and recommendations to the Council for next steps.

Activities undertaken were: ✔️ All met ⬜ Partially met ⬜ Not met

Timelines:
Year 2
1. 09/12
2. 12/12
3. 08/13
Year 3
1. 09/13
2. 12/13
3. 08/14
Year 4
1. 09/14
2. 12/14
3. 08/15
Year 5
1. 09/15
2. 12/15
3. 08/16

Timelines established were: ✔️ All met ⬜ Partially met ⬜ Not met

Annual Progress Report:
The CDC, in the Healthy People 2010 Progress Report, conducted a comparative analysis for behavioral risk factors among people with and without disabilities. The results revealed that people with disabilities are more likely to be obese and engage in exercise (and other healthy behaviors) less frequently than people without disabilities. The report found that 45% of males and 56% of females with developmental disabilities were overweight. These figures are substantially higher than those for the general population and should be of great concern to health care professionals and caregivers.

The Council sought to develop a program that would successfully include individuals with developmental disabilities in activities that promote good health and reduce secondary health conditions like heart disease and diabetes.

In 2009, with support from FDDC, Gulfstream Goodwill Industries created a wellness program, titled The Fit Club, with their West Palm Beach Adult Day Training program. During 2012, the wellness program was expanded to Goodwill Industries – Suncoast. The Fit Club operated in four
12 week rotations. Physical activities were offered such as Tai Chi, yoga, meditation, Nintendo Wii, physical exercise, game activities, walking groups, workouts with a personal trainer, cycling group, Zumba, chair dancing, and basketball. The participants visited local beaches and parks for recreation and volunteering opportunities. Participants also visited the farmer’s market to purchase and prepare fresh fruits and vegetables. Health education classes were also offered on topics like self-esteem, mental health and mental illness education, human anatomy and human sexuality, women's and men’s health and hygiene, and food and nutrition and how it affects the body. Participants attended weekly community Weight Watchers meetings and participated in weekly nutrition and cooking classes.

**Description of activities**

In 2013-2014, the Council continued its collaboration with Goodwill Industries to monitor Fit Club activities. A total of 228 adults with developmental disabilities participated in the Fit Club.

Both Gulfstream Goodwill (West Palm Beach, Treasure Coast, Vero) and Suncoast Goodwill (Pinellas Park and Gandy) have continued to operate the Fit Club and facilitate health and wellness activities. Additional activities that have been incorporated include a “Biggest Loser” competition, bowling in the community, paddle boarding, and basketball. The Wii dance and exercise games continue to be very popular.

Gulfstream Goodwill Industries held a walk-a-thon for participants in the West Palm Beach program. Participants trained for 4 months to build endurance and prepare for the walk-a-thon which encouraged healthy exercise among participants.

Looking at data from Gulfstream Goodwill’s West Palm Beach Fit Club program over the past four years, of the 26 individuals who participated in the program for two or more years, 17 (65%) have shown improvement in at least one of the identified outcome indicators of weight, BMI, or blood pressure. Ten (38%) have shown improvement in two or more areas. Not all participants were willing or able to have their weight, blood pressure, or BMI measured.

At Suncoast Goodwill, 37 individuals (56%) who have participated in the program for two or more years have shown improvement in at least one of the identified outcome areas. Twenty eight (50%) have shown improvement in two or more areas.

Several individuals who had had significant weight loss during the initial fitness program gained weight in 2013. In 2014 with a new commitment to their programs, a total of 336 pounds were lost by 34 individuals for an average 9.8 pounds per person.

**Target Dates**

The Council continued collaboration with Goodwill Industries to monitor Fit Club activities in September 2013. The evaluation of technical assistance efforts has been ongoing since December 2013. An annual report of Fit Club activities and recommendations was developed and submitted to the Council in October 2014.

**Deliverables/Products (submitted by September 30, 2014)*

• Annual Report (including pictures of participants engaged in Fit Club activities)

**Evaluation/Outcomes**
Outcome 1: An increase in the number of adults participating in health and wellness activities. Progress: Achieved: There were 168 participants in 2012-2013 and 228 participants in 2013-2014.

Outcome 2: Participants will show improvement in at least 1 health indicator. Progress: Achieved: 17 individuals showed improvement in at least 1 health indicator and 10 individuals have shown improvement in 2 or more areas.

Outcome 3: Fit Club staff will indicate benefitting from the Increasing Wellness and Reducing Secondary Health Conditions for Individuals with Developmental Disabilities Replication Guide. Progress: Achieved. Staff at all Fit Club locations used the replication guide to implement the program.

Performance Measures: - Organizations engaged in systems change efforts include 9 community organizations that collaborated with Fit Club activities and 17 individuals had improved health as demonstrated by improvement in at least 1 health indicator (weight, blood pressure, or BMI). There were 228 total participants in the program, 211 of whom represent members of the general public reached (228 – 17 individuals counted in engaged in systems change = 211).

Impact on Objective and Goal - 228 individuals with developmental disabilities participated in health and wellness activities to improve their health which facilitates progress on Goal 4 to provide technical assistance to stakeholders to assist individuals with developmental disabilities and their families to gain and maintain skills (in the area of pursuing health and wellness activities) that ensure their health and safety.

**Stories of lives made better**

Keith C. has been a participant of Gulfstream Goodwill’s ADT program since April 2007. During the 2013-2014 year, he has enjoyed such activities as the 2013 walk-a-thon, the 2014 Biggest Loser competition, as well as a nutrition program implemented by Special Olympics Healthy Community. (His team actually won the Biggest Loser competition.) On a more personal level, Keith has completed goals to work out with the personal trainer at least once per week and attend healthy meal prep classes two times per month. He has also attended numerous health and wellness classes throughout the year. He participated in walks around the building, workout videos, and Wii dancing and games. By getting more active and focused within the program; Keith lost a total of 15 pounds this past year alone.

Epiphany H. started with Gulfstream Goodwill’s ADT program in October of 2011. During the 2013-2014 year, she has participated in work out sessions with the personal trainer three times a week, healthy meals preps, life skills classes, and social skills classes. Her total for the 2013-2014 year was a loss of 38 pounds. What’s been amazing about her progress has been the collaborative effort of her support team. ADT staff members, as well as her counselors, behavior analyst, parents, doctors, and Waiver Support Coordinator have all supported Epiphany towards her goal of losing weight. She has undergone a total lifestyle transformation and is now often observed drinking water, exercising, and eating much healthier food.

JP has lost 21 pounds over the year by changing his eating habits and bringing in healthier lunches and snacks. The loss of weight also decreased his blood pressure significantly and while his Diabetes has not disappeared he has increased his ability to walk and participate in outside activities.
**Stories of policy/ legislative changes**

No stories to report.

Performance Measures

Performance Measure 1.1 (self-advocacy/advocacy):
- SA01 People trained in area related to goal/objective: 0
- SA02 People trained in leadership, self-advocacy, and self-determination: 0
- SA03 People trained in systems advocacy: 0

Performance Measure 1.2 (self-advocacy/advocacy):
- SA04 People active in systems advocacy: 0
- SA05 People attained membership on public/private bodies and leadership coalitions: 0
- SA06a Other self-advocacy measure: 0
- SA06b Other self-advocacy measure: 0
- SA06c Other self-advocacy measure: 0

Performance Measure 2.1 (systems change):
- SC01 Programs/policies created or improved: 0
- SC02 Number of organizations involved coalitions/networks/partnerships: 0
- SC03 Organizations engaged in systems change efforts: 26
- SC04 Number of public policymakers educated: 0
- SC05 Members of the general public reached: 211
- SC06a Other systems change measure: 0
- SC06b Other systems change measure: 0
- SC06c Other systems change measure: 0

Performance Measure 3 (resource leveraging):
- RL01 Dollars Leveraged: 0

Objective 4.10:

4.4: Provide technical assistance to key staff of health and wellness entities and stakeholders, in two (2) rural and two (2) urban areas in Florida, to increase opportunities for individuals with developmental disabilities and their families to access and participate in community health and wellness activities to improve their overall health.

Implementation activities:

Community Health and Wellness Year 1
1. RFP released
2. Grantee selected
3. Contract begins
4. Develop a technical assistance plan (based on previously conducted needs assessment)
5. Implement technical assistance activities in 2 areas of Florida
6. Evaluate the needs assessment and overall project
7. Develop annual report and recommendations to the Council for next Steps

Activities undertaken were:  ☑️ All met  ☐ Partially met  ☑️ Not met

Timelines:
Year 1
1. 11/13
2. 02/14
3. 05/14
4. 05/14
5. 08/14
6. 04/15
7. 04/15

Timelines established were:  ☑️ All met  ☐ Partially met  ☑️ Not met

Annual Progress Report:
**Introduction and Background**

In 2012, the Council sought to understand the needs and interests of individuals with developmental disabilities and barriers they encounter in accessing health and wellness activities in their communities.

A Community Wellness Needs Assessment was conducted in two urban (Jacksonville and Fort Lauderdale) and two rural (Bradford and Okeechobee Counties) areas. The recommendations from the assessment included:

• Provide funding targeted for the purchase of healthy foods and exercise equipment or fitness center memberships
• Provide appropriate literature on health and nutrition for individuals with developmental disabilities to increase their knowledge of these issues
• Increase access to physical exercise equipment such as exercise bicycles, free weights, and possibly interactive video games like the Nintendo Wii and the Kinect for Xbox 360 system.
• Improve environmental access to health and wellness facilities including fitness centers and swimming pools and enforce ADA guidelines where deficiencies are evident.
• Assist individuals with developmental disabilities on how to prepare and cook healthy meals as a means to increase self-determination.
• Improve access to public transportation for individuals with developmental disabilities to improve their abilities to access public fitness centers.
• Increase the public’s awareness of the capabilities of individuals with developmental disabilities to participate in health and wellness activities outside of activities like Special Olympics.
• Address concerns about lack of adequate staffing to support individual with developmental disabilities at health and wellness entities.
**Description of activities**

For the past two years the Health Care and Prevention Task Force has considered various approaches to use the results of the Community Wellness Needs Assessment with the intent to improve access to inclusive and meaningful health and wellness programs for adults with developmental disabilities. The Council collaborated with the Agency for Persons with Disabilities and other state agencies (Florida Department of Agriculture, Florida Park Service) but these collaborations did not result in any partnerships that would meet the Task Force’s intent.

After numerous discussions and after considering many options, the Task Force developed a proposal for an initiative which was approved by the Council in September 2014. A RFP will be released in January 2015. The targeted audience for this RFP would be community organizations such as County or City Parks and Recreation Departments, YMCA organizations, and other health and wellness entities that would promote inclusive health and wellness activities for adults with developmental disabilities. The group of individuals who would be served would be adults over the age of 22 on the DD HCBS Waiver waitlist and reside in the counties with the highest number of individuals on the wait list.

The community organizations will submit with their responses to the RFP a detailed technical assistance plan on how they will build a meaningful, sustainable program in their community in partnership with developmental disability service organizations. Potential participants would not be required to purchase a membership or sign a contract.

**Target Dates**

None of the target dates have been met due to the delay in implementing these activities. These activities will begin in January 2015.

**Deliverables/Products (submitted by September 30, 2014)**

No deliverables or products submitted.

**Evaluation Outcomes**

Outcome 1: Increase in the knowledge of the needs of community health and wellness entities and stakeholders for individuals with developmental disabilities to have access and participate in community health and wellness activities.
Progress: Not achieved as activities have not begun

Outcome 2: Increase in the number of individuals with developmental disabilities participating in community health and wellness activities.
Progress: Not achieved as activities have not begun

Performance Measures:
No Performance Measures to report as activities have not begun

Impact on Objective and Goal:
No impact on goal to report this year

**Stories of lives made better**
No stories to report

**Stories of policy/legislative changes**

No stories to report

Performance Measures

Performance Measure 1.1 (self-advocacy/advocacy):
- SA01 People trained in area related to goal/objective: 0
- SA02 People trained in leadership, self-advocacy, and self-determination: 0
- SA03 People trained in systems advocacy: 0

Performance Measure 1.2 (self-advocacy/advocacy):
- SA04 People active in systems advocacy: 0
- SA05 People attained membership on public/private bodies and leadership coalitions: 0
- SA06a Other self-advocacy measure: 0
- SA06b Other self-advocacy measure: 0
- SA06c Other self-advocacy measure: 0

Performance Measure 2.1 (systems change):
- SC01 Programs/policies created or improved: 0
- SC02 Number of organizations involved coalitions/networks/partnerships: 0
- SC03 Organizations engaged in systems change efforts: 0
- SC04 Number of public policymakers educated: 0
- SC05 Members of the general public reached: 0
- SC06a Other systems change measure: 0
- SC06b Other systems change measure: 0
- SC06c Other systems change measure: 0

Performance Measure 3 (resource leveraging):
- RL01 Dollars Leveraged: $0

Objective 4.11:

4.4: Provide technical assistance to key staff of health and wellness entities and stakeholders, in two (2) rural and two (2) urban areas in Florida, to increase opportunities for individuals with developmental disabilities and their families to access and participate in community health and wellness activities to improve their overall health.
Implementation activities:
Community Health and Wellness Year 2
1. Continuation contract approved
2. Contract begins
3. Develop a technical assistance plan (based on previously conducted needs assessment)
4. Implement technical assistance activities in 2 areas of Florida
5. Evaluate the needs assessment and overall project
6. Develop annual report and recommendations to the Council for next steps

Activities undertaken were: ☑ All met ☐ Partially met ☑ Not met

Timelines:
Year 2
1. 01/15
2. 02/15
3. 03/15
4. 06/15
5. 01/16
6. 02/16

Timelines established were: ☑ All met ☐ Partially met ☑ Not met

Annual Progress Report:
No work on this objective this year.

Performance Measures
Performance Measure 1.1 (self-advocacy/advocacy):
SA01 People trained in area related to goal/objective: 0
SA02 People trained in leadership, self-advocacy, and self-determination: 0
SA03 People trained in systems advocacy: 0

Performance Measure 1.2 (self-advocacy/advocacy):
SA04 People active in systems advocacy: 0
SA05 People attained membership on public/private bodies and leadership coalitions: 0
SA06a Other self-advocacy measure: 0
SA06b Other self-advocacy measure: 0
SA06c Other self-advocacy measure: 0

Performance Measure 2.1 (systems change):
SC01 Programs/policies created or improved: 0
SC02 Number of organizations involved coalitions/networks/partnerships: 0
SC03 Organizations engaged in systems change efforts: 0
SC04 Number of public policymakers educated: 0
Objective 4.12:

4.1: Support the development and dissemination of at least two (2) resources to be utilized throughout Florida in trainings and technical assistance, provided by other stakeholders, to facilitate overall health.

Implementation activities:
Oral Health Care Training for Caregivers - Year 2
1. Continuation proposal approved on RFP released
2. Select grantee
3. Contract begins
4. Identify trainings or dissemination activities to promote resources for Oral Care for individuals w/ DD
5. Training is implemented & resources are used in trainings or other activities throughout Florida
6. Evaluate the impact of resource
7. Develop annual report & recommendations to the Council for next steps

Activities undertaken were:  ✔️ All met  ☐ Partially met  ☐ Not met

Timelines:
Year 2
1. 06/12; 08/12 (RFP released & re-released)
2. 11/12-12/12
3. 12/12-03/13
4. 01/13-04/13
5. 03/13-07/13
6. 09/13-01/14
7. 11/13-02/14

Timelines established were:  ☐ All met  ✔️ Partially met  ☐ Not met

Annual Progress Report:
**Introduction and Background**

Access to and the availability of adequate dental care for individuals with developmental disabilities has been identified as a critical need in Florida. Caregivers play an important role in
completing the oral hygiene of the individual they care for, but oral hygiene is often viewed as a grooming function rather than an essential component of overall health. There are a variety of materials available for dental professionals on how to accommodate and provide treatment for individuals with developmental disabilities, but caregivers have not traditionally been targeted to receive training on how to provide effective care in a home setting.

In 2009-2010 the Council developed training materials that teach caregivers how to provide daily oral care to individuals with developmental disabilities. The training materials were developed by the Nova Southeastern University College of Dental Medicine as part of the Council’s previous Dental Information Training project. This training program includes information about the importance of oral health for people with developmental disabilities, how to recognize normal and abnormal oral conditions that may require a visit to a dentist, specific instructions and demonstrations on how to brush the teeth and tongue, floss, and care for dentures, and how to prepare for a dental visit and establish a Dental Home.

The training program contains presentation slides (with trainer notes), video clips, and handouts to illustrate concepts and present the information. The presentation slides and handouts are available in English and Spanish.

**Description of Activities**

Using the training materials, the Council held face to face training sessions in four areas of Florida (Broward County, Pinellas County, Duval County, and Escambia County). The training sessions were available in English and in Spanish. There were no registered participants for the Spanish training sessions, although the trainer, who was fluent in English and Spanish, did provide additional explanations to Spanish-speaking participants as requested. Professional caregivers (HCBS waiver providers) and family members were recruited through English and Spanish email list serv and social media announcements to attend training sessions. Targeted announcements about training sessions were sent via the Arc of Florida, Florida Association of Rehabilitation Facilities, Family Care Council of Florida, the Agency for Persons with Disabilities, and other stakeholders.

Each training session was three hours long and qualified waiver providers received three hours of in-service credit for their participation. Prior to each session training participants completed a pre-test to assess their current knowledge of oral hygiene and considerations for people with developmental disabilities. At the conclusion of each session each training participant completed a post-test and a stakeholder satisfaction survey.

A live webinar was held in order to deliver the training program to participants throughout the state. The webinar was advertised through email list serv and social media announcements disability organizations throughout Florida. A recording of that webinar was placed on YouTube and is linked from the Council’s website.

There were a total of 175 participants in all of the face to face training sessions and 63 participants for the webinar for a total of 238 participants. 42 follow up surveys were administered and completed 30 days after a training session for all face to face training participants (24% response rate). There was an 11% response rate for the follow up surveys for the webinar.

The provider reached out to each training participant via a telephone or web-based survey (to the extent that was possible with the limited contact information provided by trainees) 30 days after their participation in a training session to administer a follow up evaluation that assessed if they
used the strategies taught in the training program to provide oral hygiene to individuals with developmental disabilities.

The evaluation results showed that 96% of the participants would recommend this training to others and that caregivers used the techniques demonstrated in the training to provide oral hygiene to the person they care for. Caregivers also showed improvement in their scores on the pre and posttests that were administered before and after each training session.

A sustainability plan for the training program was developed in Year 1 and is being implemented in Year 2.

**Target Dates**

The Request for Proposals for Year 2 Oral Care for Individuals with Developmental Disabilities was originally released June 1, 2012 and proposals were due July 23, 2012. No proposals were received. A targeted solicitation list was developed and this proposal was re-released August 24, 2012 and proposals were due September 24, 2012. Two proposals were received, and the University of Miami, Mailman Center was selected on October 12, 2012. Due to lengthy contract negotiation, the contract was not executed until March 2013. The training was implemented beginning July 2013. Evaluation activities began in August 2013 and a final report was submitted in May 2014. Not all target dates were met due to delays in scheduling training sessions and obtaining evaluation information from participants.

**Deliverables/Products (submitted by September 30, 2014)**

- Marketing plan and materials for the training program
- Evaluation plan and post-survey for the training program
- Schedule of training sessions and webinars
- List of local Medicaid and HCBS Medicaid Waiver dental providers for each APD regional area
- Report with results of training evaluation
- Recordings of English and Spanish webinars
- 4 face to face training sessions conducted
- One webinar training conducted
- Recording of webinar training placed on YouTube and link available to caregivers and providers on the Council’s website

**Evaluation Outcomes**

Outcome 1: The oral care training program will be utilized in trainings and technical assistance throughout Florida.
Progress: Achieved. Four face to face training sessions and 1 webinar were held.

Outcome 2: Caregivers will apply strategies identified in the resource to provide oral care for individuals with developmental disabilities.
Progress: Achieved. Evaluation activities (survey) indicated that caregivers did use the strategies in the training to provide oral hygiene to the individual that they cared for. Specific strategies included having individual sit at a table and standing behind him to brush, leaning the individual on the floor or a mat, using adaptive toothbrushes shown in the training, using the “Tell, Show, Do” technique taught in the training, and using tools to keep the individual’s mouth open.

Performance Measures: There were a total of 175 participants in all of the face to face training sessions and reported as people trained in area related to goal/objective. There were 63
participants for the webinar and 12 members of the advisory committee which reflect 75 members of the general public reached by Council activities.

Impact on Objective and Goal: The Council trained caregivers on how to provide essential oral hygiene in a home setting to enhance the health of individuals with developmental disabilities. This facilitates the progress on Goal 4 to provide technical assistance to stakeholders to assist individuals with developmental disabilities and their families to gain and maintain skills that ensure their health and safety. Good oral hygiene is crucial to maintain the integrity of the teeth and gums which are necessary for eating (thus ensuring adequate nutrition), speaking, and preventing infection.

**Stories of lives made better**

“I thought the training was informative and the information about tongue cleaning was very helpful. I have really put emphasis on clean tongues in my group home” – Sandy

**Stories of policy/legislative changes**

No stories to report

Performance Measures

Performance Measure 1.1 (self-advocacy/advocacy):

- SA01 People trained in area related to goal/objective: 175
- SA02 People trained in leadership, self-advocacy, and self-determination: 0
- SA03 People trained in systems advocacy: 0

Performance Measure 1.2 (self-advocacy/advocacy):

- SA04 People active in systems advocacy: 0
- SA05 People attained membership on public/private bodies and leadership coalitions: 0
- SA06a Other self-advocacy measure: 0
- SA06b Other self-advocacy measure: 0
- SA06c Other self-advocacy measure: 0

Performance Measure 2.1 (systems change):

- SC01 Programs/policies created or improved: 0
- SC02 Number of organizations involved coalitions/networks/partnerships: 0
- SC03 Organizations engaged in systems change efforts: 0
- SC04 Number of public policymakers educated: 0
- SC05 Members of the general public reached: 75
- SC06a Other systems change measure: 0
- SC06b Other systems change measure: 0
- SC06c Other systems change measure: 0
Objective 4.13:
4.4: Provide technical assistance to key staff of health and wellness entities and stakeholders, in two (2) rural and two (2) urban areas in Florida, to increase opportunities for individuals with developmental disabilities and their families to access and participate in community health and wellness activities to improve their overall health.

Implementation activities:
Gulfstream Goodwill Fit Club - Year 1
1. Continuation proposal approved
2. Contract begins
3. Identify 1 facility for wellness program
4. Implement Fit Club wellness program in 1 facility
5. Use Fit Club replication guide in 1 facility
6. Evaluate the wellness training programs
7. Develop annual report and recommendations to the Council for next steps

Activities undertaken were: ☑ All met ☐ Partially met ☑ Not met

Timelines:
Year 1
1. 06/11
2. 08/11
3. 08/11
4. 08/11
5. 08/11
6. 07/12
7. 08/12

Timelines established were: ☑ All met ☐ Partially met ☑ Not met

Annual Progress Report:
Activities completed and reported in prior PPRs.

Performance Measures
Performance Measure 1.1 (self-advocacy/advocacy):

SA01 People trained in area related to goal/objective: 0
SA02 People trained in leadership, self-advocacy, and self-determination: 0
SA03 People trained in systems advocacy: 0
Performance Measure 1.2 (self-advocacy/advocacy):
SA04 People active in systems advocacy: 0
SA05 People attained membership on public/private bodies and leadership coalitions: 0
SA06a Other self-advocacy measure: 0
SA06b Other self-advocacy measure: 0
SA06c Other self-advocacy measure: 0

Performance Measure 2.1 (systems change):
SC01 Programs/policies created or improved: 0
SC02 Number of organizations involved coalitions/networks/partnerships: 0
SC03 Organizations engaged in systems change efforts: 0
SC04 Number of public policymakers educated: 0
SC05 Members of the general public reached: 0
SC06a Other systems change measure: 0
SC06b Other systems change measure: 0
SC06c Other systems change measure: 0

Performance Measure 3 (resource leveraging):
RL01 Dollars Leveraged: $0

Objective 4.14:
4.1: Support the development and dissemination of at least two (2) resources to be utilized throughout Florida in trainings and technical assistance, provided by other stakeholders, to facilitate overall health.

Implementation activities:
Oral Care for Individuals with Developmental Disabilities - Implementation Activities - Year 3
1. Continuation proposal approved or RFP released
2. Select grantee
3. Contract begins
4. Identify trainings or dissemination activities to promote resources for Oral Care for individuals
5. Training is implemented and resources are used in trainings or other activities throughout Florida
6. Develop sustainability plan for training program
7. Implement Sustainability Activities for training program
8. Evaluate the impact of resource
9. Develop annual report and recommendation to the Council for next steps

Activities undertaken were: ☐ All met ☐ Partially met ☑ Not met
Timelines:
Year 3
1. 01/14
2. 01/14
3. 05/14
4. 05/14
5. 08/14
6. 09/14
7. 01/15
8. 05/15
9. 05/15

Timelines established were: ☑ All met ☐ Partially met ☑ Not met

Annual Progress Report:
**Introduction and Background**
Access to and the availability of adequate dental care for individuals with developmental disabilities has been identified as a critical need in Florida. Caregivers play an important role in completing the oral hygiene of the individual they care for, but oral hygiene is often viewed as a grooming function rather than an essential component of overall health. There are a variety of materials available for dental professionals on how to accommodate and provide treatment for individuals with developmental disabilities, but caregivers have not traditionally been targeted to receive training on how to provide effective care in a home setting. In 2013-2014, the Council presented “Oral Health Care for Caregivers” to 175 caregivers (family members and direct support staff) in face to face training sessions in Florida.

**Description of Activities**
Year 3 of the Oral Health Care Training initiative will continue to provide training to families and professional caregivers of individuals with developmental disabilities on how to perform daily oral hygiene in a home setting using the materials developed by the Council. The provider will utilize these training materials to conduct four (4) face-to-face training sessions in Florida in 2015. The sessions will be held in geographically diverse areas of Florida (not the same locations as Year 2) and conducted in English and Spanish.

The provider will also conduct one (1) training session via a live online event with real-time video of the presenter.

In addition, the provider will continue to promote the face-to-face training sessions and webinars to organizations that train and support family and professional caregivers (including HCBS Medicaid Waiver providers).

**Target Dates**
The Continuation proposal was approved by the Council in May 2014, which is also when grantee selected occurred. The contract began October 1, 2014. The delay was caused by lengthy negotiations between the Council and the provider. The identification of trainings and dissemination activities began in October 2014. Training will be implemented in January 2015. A sustainability plan was developed in Year 2 and implementation of that plan will begin in
November 2014. Evaluation of the training will begin in September 2015 and an annual report with recommendations will be submitted in October 2015.

**Deliverables/Products (submitted by September 30, 2014)**
No new deliverables or products created. The contract began October 1, 2014.

**Evaluation Outcomes**

Outcome 1: The oral care training program will be utilized in trainings and technical assistance throughout Florida.
Progress: Not yet achieved. Four face to face training sessions and 1 live online event will be held.

Outcome 2: Caregivers will apply strategies identified in the resource to provide oral care for individuals with developmental disabilities.
Progress: Not yet achieved. Evaluation activities will be conducted after training sessions.

Outcome 3: The training program will be incorporated into existing training activities for caregivers.
Progress: Not yet achieved, however several meaningful discussions have been held with APD to determine how to best integrate this program into required pre-service training for direct support providers.

Performance Measures: None to report

Impact on Objective and Goal:
None to report yet.

**Stories of lives made better**
No stories to report

**Stories of policy/legislative changes**
No stories to report

Performance Measures
Performance Measure 1.1 (self-advocacy/advocacy):
   SA01 People trained in area related to goal/objective: 0
   SA02 People trained in leadership, self-advocacy, and self-determination: 0
   SA03 People trained in systems advocacy: 0

Performance Measure 1.2 (self-advocacy/advocacy):
   SA04 People active in systems advocacy: 0
   SA05 People attained membership on public/private bodies and leadership coalitions: 0
   SA06a Other self-advocacy measure: 0
   SA06b Other self-advocacy measure: 0

OMB 0985-0033     2014 DD Suite PPR : Florida Developmental Disabilities Council
Objective 4.15:

4.2: Conduct research and provide training in eight (8) areas of Florida to health care stakeholders to enable individuals with developmental disabilities and their families to effectively communicate with health care professionals and advocate for their health needs.

Implementation activities:
My Health Care - Implementation Activities - Year 4
1. Continuation proposal approved
2. Contract begins
3. Identify Training sites in 3 areas of Florida
4. Recruit training participants to include individuals with developmental disabilities, caregivers and other stakeholders
5. Implement Trainings with targeted stakeholders in 3 areas of Florida
6. Implement sustainability activities for training program
7. Evaluate trainings
8. Develop annual report and recommendations to the Council for next steps

Activities undertaken were:  □ All met  ✔ Partially met  □ Not met

Timelines:
Year 4
1. 01/14
2. 03/14
3. 03/14
4. 04/14
5. 09/14
**Introduction and Background**

This initiative will continue to disseminate My Health Care, a curriculum to educate individuals with developmental disabilities on how to communicate with health care professionals and to identify and advocate for their own health care needs. The provider and project team will continue to refine, disseminate and evaluate a curriculum designed to empower adolescents and adults with developmental disabilities to better meet their own wellness and health care needs through improved communication skills. Individuals with developmental disabilities will have a role as primary participants in learning and in mentoring peers about healthy living and managing acute or chronic illness.

**Description of activities**

The “My Health Care” curriculum has been implemented by the Council for the past three years. Training sites have been identified in 6 areas of Florida. In the fourth and final year, the program will be implemented in 11 classes made up of 6 new and 5 continuing groups, 5 Adult Day Training (ADT) classes, 4 young adult transition classes (3 are university-based), 1 high school class, and 1 community-based class (for adults who are not currently in a day program because they are at work, in school, or are not available during the day).

The recruitment of training participants took place between July and September of 2014. As of September 30, 2014, there are 155 individuals with developmental disabilities participating in My Health Care. 130 individuals are new to My Health Care and 25 are returning individuals. All 24 instructors participated in training to deliver the program and the My Health Care program began the week of September 8, 2014. The curriculum will be implemented over 9 weeks, with the final weekly module completed by November 14, 2014. The post-test will be administered during the week in December 2014, approximately 30 days after end of instruction. The provider will conduct an evaluation using a combination of qualitative and quantitative measures and revisions will be made to the curriculum if needed. The individuals participating in My Health Care will be counted in the 2015 PPR, not the 2014 PPR.

The provider developed a Sustainability Plan in Year 3, which will be implemented by the Council. The Council will ensure that My Health Care is easily accessible and user-friendly, leverage existing partnerships and models to reach a broad range of Floridians with developmental disabilities, and to support partners integrating My Health Care as part of their program offering. The Council will have free printed copies of the My Health Care curriculum available for potential sites to use and is also working with the Agency for Persons with Disabilities to explore ways that HCBS providers can provide this training to the individuals they serve.

**Target Dates**

The continuation proposal for the University of South Florida was approved in May 2014 and the contract began in June 2014. The 3 training sites were identified in July 2014 and the recruitment
of training participants began in July 2014. The training was implemented in September 2014. A Sustainability Plan was developed in Year 3. Evaluation activities will begin in December 2014 and a report with recommendations will be completed in June 2015.

**Deliverables/Products (submitted by September 30, 2014)**
- Revised My Health Care training curriculum, including presentation slides, an instructor guide, and an instructor training video, demonstration videos, participant handouts, and comprehensive lesson plans.
- Copies of subcontracts from training sites.
- Training of My Health Care instructors

**Evaluation/Outcomes**

Outcome 1: The “My Health Care” training will be implemented in 3 areas of Florida.
Progress: Partially achieved. The training began in September 2014 in 6 areas of the state and will be completed in November 2014.

Outcome 2: Individuals with developmental disabilities will demonstrate an increase in knowledge in advocating for their health care needs.
Progress: Not yet achieved. This outcome for year 4 participants will be completed by the conclusion of the contract.

Outcome 3: Individuals with developmental disabilities report using the knowledge and skills gained from the trainings in advocating for their health care needs.
Progress: Not yet achieved. This outcome for year 4 participants will be completed by the conclusion of the contract.

Performance Measures: 24 instructors were trained to deliver My Health Care and counted as individuals trained in related goal and objective.

Impact on Objective and Goal: 155 individuals with developmental disabilities will be gaining valuable communication skills to ensure their health and safety which facilitates the progress this objective to enable individuals with developmental disabilities and their families to effectively communicate with health care professionals and advocate for their health needs and gain and maintain skills that ensure their health and safety.

**Stories of lives made better**

No stories to report

**Stories of policy/ legislative changes**

No stories to report

Performance Measures

Performance Measure 1.1 (self-advocacy/advocacy):

- SA01 People trained in area related to goal/objective: 24
- SA02 People trained in leadership, self-advocacy, and self-determination: 0
- SA03 People trained in systems advocacy: 0
Performance Measure 1.2 (self-advocacy/advocacy):
  - SA04 People active in systems advocacy: 0
  - SA05 People attained membership on public/private bodies and leadership coalitions: 0
  - SA06a Other self-advocacy measure: 0
  - SA06b Other self-advocacy measure: 0
  - SA06c Other self-advocacy measure: 0

Performance Measure 2.1 (systems change):
  - SC01 Programs/policies created or improved: 0
  - SC02 Number of organizations involved coalitions/networks/partnerships: 0
  - SC03 Organizations engaged in systems change efforts: 0
  - SC04 Number of public policymakers educated: 0
  - SC05 Members of the general public reached: 0
  - SC06a Other systems change measure: 0
  - SC06b Other systems change measure: 0
  - SC06c Other systems change measure: 0

Performance Measure 3 (resource leveraging):
  - RL01 Dollars Leveraged: $0
Goal 5: Health Care/Education

In partnership with individuals with developmental disabilities, their families, providers and policymakers, the Council will provide technical assistance, research best practices, train professionals and advocate for policy changes which will result in accessible health care and early intervention systems.

<table>
<thead>
<tr>
<th>Area of Emphasis</th>
<th>Planned for this Goal</th>
<th>Areas Addressed</th>
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</thead>
<tbody>
<tr>
<td>Quality Assurance</td>
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<tr>
<td>Education and Early Intervention</td>
<td>planned</td>
<td>addressed</td>
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<tr>
<td>Child Care</td>
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<tr>
<td>Health</td>
<td>planned</td>
<td>addressed</td>
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<td>Employment</td>
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<td>Housing</td>
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<td>Transportation</td>
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<td>Recreation</td>
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<tr>
<td>Formal and Informal Community Supports</td>
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<table>
<thead>
<tr>
<th>Strategies</th>
<th>Planned for this Goal</th>
<th>Strategies Used</th>
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</thead>
<tbody>
<tr>
<td>Outreach</td>
<td></td>
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<tr>
<td>Training</td>
<td>planned</td>
<td>used</td>
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<tr>
<td>Technical Assistance</td>
<td>planned</td>
<td>used</td>
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<tr>
<td>Supporting and Educating Communities</td>
<td></td>
<td></td>
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<tr>
<td>Interagency Collaboration and Coordination</td>
<td></td>
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<tr>
<td>Coordination with Related Councils, Committees and Programs</td>
<td>planned</td>
<td>used</td>
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<tr>
<td>Barrier Elimination</td>
<td>planned</td>
<td>used</td>
</tr>
<tr>
<td>Systems Design and Redesign</td>
<td>planned</td>
<td>used</td>
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<tr>
<td>Coalition Development and Citizen Participation</td>
<td></td>
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<tr>
<td>Informing Policymakers</td>
<td>planned</td>
<td>used</td>
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<tr>
<td>Demonstration of New Approaches to Services and Supports</td>
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<tr>
<td>Other Activities</td>
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<thead>
<tr>
<th>Intermediaries/Collaborators</th>
<th>Planned for this Goal</th>
<th>Actual</th>
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</thead>
<tbody>
<tr>
<td>State Protection and Advocacy System</td>
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<td></td>
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<tr>
<td>University Center(s)</td>
<td>planned</td>
<td>used</td>
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<tr>
<td>State DD Agency</td>
<td>planned</td>
<td>used</td>
</tr>
</tbody>
</table>

Other Collaborators Planned:

FL Dept of Health Children’s Medical Services, FL Dept of Health Early Steps State Office, FL Dept of Ed BEESS, FL Interagency Coordinating Council for Infants & Toddlers (FICCI), Children’s Diagnostic & Treatment Center, 15 Local Early Step Offices, Easter Seals of Orlando, Health Planning Council, SW FL, Herbert Wertheim College of Medicine-FIU, FSU College of Medicine, FL Academy of Family Physicians, Help Me Grow FL, The Children's Trust of Miami, The Children's Movement of FL, FL Assoc of Community Health Centers, FL Office of Early Learning, Healthy Start Coalition of NE FL, Rollins College Child Development Center, FL Head Start, FSU Center for Prevention & Early Intervention Policy, Children's Board of Hillsborough County, FL Children’s Council, FL Children's Forum/Central Directory, Early Learning Coalition of Duval, Early Childhood Council of Hillsborough, Broward, FL Pediatric Society, Healthy Start FL, FL HATS, Batya Eibaum University of Miami School of Education

Objective 5.1:

5.1: Provide technical assistance to Early Steps (Part C) to implement sustainability measures to enhance the service delivery system.
Implementation activities:
Early Steps Fund Development – Year 1
1. Release RFP
2. Select Grantee
3. Contract begins
4. Identify sustainability measures for technical assistance
5. Research options on viable fund development activities
6. Implement technical assistance to establish additional Early Intervention funding opportunities
7. Evaluate the technical assistance activities and overall project
8. Develop annual report and recommendations to the Council for next Steps

Activities undertaken were: □ All met ☑ Partially met □ Not met

Timelines:
Year 1
1. 02/12 & 09/12 (RFP was released & re-released)
2. 12/12
3. 03/13
4. 04/13
5. 04/13
6. 08/13
7. 02/14
8. 03/14

Timelines established were: □ All met ☑ Partially met □ Not met

Annual Progress Report:
**Introduction and Background**
Ensuring sufficient program funding for the IDEA Part C early intervention program Early Steps, which is administered by Children’s Medical Services (CMS), has been a challenge in recent years. The costs to administer the program have risen, but the funds to provide early intervention services have not. In 2010 the Council produced the Early Steps Strategic Plan for Sustainability which outlines specific strategies to enhance the service delivery system and to sustain the program itself. One of the Tier 1 strategies from the Plan for Sustainability is to “Provide support for local creative partnerships for resource development, e.g., fundraising.” The Council sought to implement that strategy and create a strategic plan for fund development for the Early Steps program.

**Description of Activities**
The Council contracted with the Nonprofit Leadership Center of Tampa Bay, Inc. and their professional fund development staff to develop a strategic plan for fund development for the Early Steps program.

The provider met with many Early Steps stakeholders to conduct focus groups, surveys, and interviews to solicit feedback on the potential for fund development and to determine what, if any, fund development activities could be done by Early Steps providers and supporters. Several themes emerged from the responses to the survey, focus groups, and interviews.
Many respondents stated that fundraising for Early Steps would present a conflict of interest.
- Early Steps is an entitlement program. Donors will not support a government program.
- Time and money should be dedicated to obtaining a proper level of funding from the government for Early Steps.
- We (Early Steps providers) don't have time with our already overburdened positions.
- If there is any fundraising to be done, it should be a coordinated statewide effort, not uncoordinated community efforts.

A meeting was held with the Early Steps Staff Office staff and recently appointed Bureau Chief. The purpose of this meeting was to discuss this initiative and to determine what fund development activities were allowable for the Early Steps program. The guidelines for fund development that were established by the Early Steps State Office based on their legal office directive were:
- A statewide vs. local approach to fund development is preferred by all stakeholders
- Local Early Steps staff cannot do fund development activities because their positions are all federally funded.
- Any funds raised cannot be used for direct services (therapies, service coordination, etc.) This is due to federal and state regulations.
- Any funds raised could be used to purchase assistive technology (hearing aids, walkers, wheelchairs, tablet computers for service providers).

This directive that any funds raised could not be used to for direct services due to federal and state regulations was a serious concern. It also contradicted the intent of the initiative and guidance from previous Early Steps Bureau Chief and CMS leadership. The intent was to create fund development opportunities for Early Steps programs so they could create outside funding to support the early intervention services they provide. Therefore, the creation of a fund development strategic plan for the Early Steps program was determined to not be feasible at this time.

The provider created a final report that summarized all project activities with an analysis of the future potential for fund development activities for the Early Steps program.

The Council sought to understand what changes to laws or policies would have to take place at the state and federal level to allow Early Steps and other Part C programs to raise and use funds to sustain their programs and provide direct services. The Early Steps Procedural Handbook Policy Guide (PHOG) and Florida Statutes 391 and 393 were reviewed in order to clarify the role and impact of fundraising on the Early Steps program.

Section 1.2.22B of PHOG, October 2013, states: Early Steps may perform fundraising activities to support program expenses, provided that no Part C funds are used to support the cost of fundraising activities. The following guidelines must be followed:
- Funds may not be solicited, collected or tabulated by Early Steps staff members during work hours or using Part C-funded equipment, facilities, or supplies during Early Steps hours of operation.
- Early Steps resources may be used on an occasional basis during a time the Early Steps program is closed. An LES, for example, could use their office building to host a fundraising event on a weekend or in the evening.
- Fundraising activities conducted under the auspices of Early Steps should be related to generating revenue for the benefit of the Early Steps children and families.
- Any funds generated from fundraising must be treated as program income. The Florida Legislature makes a specific annual appropriation for Early Steps. Early Steps legislative...
appropriations include state funding for the program and budget authority for spending federal
grant funds. Local funds will be accessed by LES.

A review of Florida Statutes Chapter 391 (Children's Medical Services) and Chapter 393
(Developmental Disabilities) did not provide any additional clarification on the matter of Early
Steps and fundraising. In the absence of any further clarification, it is possible to conclude that
fund development activities are not precluded overall. However, no process exists to conduct
these activities specifically by and for Early Steps.

The Council has requested a letter from the Department of Health legal staff to provide the state
and federal regulatory basis for these guidelines, which has not been received.

In order for there to be a centralized fundraising effort for the Early Steps program several criteria
would have to be met:
- An entity such as the Council, another nonprofit, or an individual would have to commit funding
to hire a qualified individual to lead the effort. In order to allow time for the effort to succeed, a
funding commitment should be for at least three years.
- An entity would have to be identified that could house the effort on behalf of the entire Early
Steps program and supervised the dedicated staff. The entity should not be an all-volunteer
driven entity as continuity of talent and attention would not be possible.
- A committee comprised of a small group of reasonable and informed stakeholders would work
with the Early Steps State Office or the appropriate parties to develop an allocation methodology
for funds raised. To be clear, the funds raised would not be state dollars. They would be private
dollars raised to support vital services that the government also funds. The state should not
expect to be in a position to insist on any one allocation methodology.

Because this would essentially be a private effort, no policy changes would be necessary within
the Early Steps program.

**Target Dates**
The Request for Proposals for this initiative was originally released February 10, 2012 and
proposals were due April 2, 2012. One proposal was received. A selection committee met on
June 1, 2012. The proposal that was received did not receive a final score which matched the
Council’s minimum qualifications for award.

The statement of work for this RFP was revised to clarify the responsibilities of the potential
provider. A targeted solicitation list was developed and this proposal was re-released September
14, 2012 and proposals were due November 19, 2012. One proposal received, and was selected
on December 17, 2012. The contract was executed March 11, 2013. Research on sustainability
measures and viable fund development activities began in April 2013. Technical assistance
activities were not implemented because specific fund development opportunities were not
pursued. The provider will begin to evaluate the overall project in October 2013 and submitted a
report and recommendations to the Council in January 2014.

**Deliverables/Products (submitted by September 30, 2014) **
• Survey, interview, and focus group questions for Early Steps stakeholders
• A report with survey, interview, and focus group results
• A Final Report that summarized all activities of the project, information obtained, decisions made
  based on the information obtained, any analysis of future fund development activities for the Early
  Steps program
An Executive Summary of the Final Report

**Evaluation/Outcomes**

Outcome 1: Develop a strategic plan for Early Steps funds development. Progress: Progress - Not Achieved: A fund development strategic plan was not developed. Fund development activities to sustain the Early Steps program outside of state funding cannot be conducted due to legal restrictions

Performance Measures:
Reported in 2013 PPR

Impact on Objective and Goal: This aligns with our goal to provide technical assistance to promote accessible early intervention systems. Even though a fund development plan was not feasible, we have learned a great deal from this work about the role of Early Steps stakeholders in promoting sustainability of the program

**Stories of lives made better**

No stories to report

**Stories of policy/legislative changes**

No stories to report

Performance Measures

Performance Measure 1.1 (self-advocacy/advocacy):

SA01 People trained in area related to goal/objective: 0
SA02 People trained in leadership, self-advocacy, and self-determination: 0
SA03 People trained in systems advocacy: 0

Performance Measure 1.2 (self-advocacy/advocacy):

SA04 People active in systems advocacy: 0
SA05 People attained membership on public/private bodies and leadership coalitions: 0
SA06a Other self-advocacy measure: 0
SA06b Other self-advocacy measure: 0
SA06c Other self-advocacy measure: 0

Performance Measure 2.1 (systems change):

SC01 Programs/policies created or improved: 0
SC02 Number of organizations involved coalitions/networks/partnerships: 0
SC03 Organizations engaged in systems change efforts: 0
SC04 Number of public policymakers educated: 0
SC05 Members of the general public reached: 0
SC06a Other systems change measure: 0
Objective 5.2:

5.1: Provide technical assistance to Early Steps (Part C) to implement sustainability measures to enhance the service delivery system.

Implementation activities:
Early Steps Fund Development Opportunities – Years 2 & 3
1. Continuation proposal approved
2. Contract begins
3. Implement technical assistance to establish Early Steps funding opportunities
4. Evaluate the technical assistance activities and overall project
5. Develop annual report and recommendations to the Council for next steps

Activities undertaken were: □ All met □ Partially met ☑ Not met

Timelines:
Year 2
1. 05/14
2. 06/14
3. 07/14
4. 03/15
5. 04/15
Year 3
1. 05/15
2. 06/15
3. 07/15
4. 03/16
5. 04/16

Timelines established were: □ All met □ Partially met ☑ Not met

Annual Progress Report:
To be removed with 2015 State Plan.

Performance Measures
Performance Measure 1.1 (self-advocacy/advocacy):
SA01 People trained in area related to goal/objective: 0
SA02 People trained in leadership, self-advocacy, and self-determination: 0
SA03 People trained in systems advocacy: 0

Performance Measure 1.2 (self-advocacy/advocacy):
SA04 People active in systems advocacy: 0
SA05 People attained membership on public/private bodies and leadership coalitions: 0
SA06a Other self-advocacy measure: 0
SA06b Other self-advocacy measure: 0
SA06c Other self-advocacy measure: 0

Performance Measure 2.1 (systems change):
SC01 Programs/policies created or improved: 0
SC02 Number of organizations involved coalitions/networks/partnerships: 0
SC03 Organizations engaged in systems change efforts: 0
SC04 Number of public policymakers educated: 0
SC05 Members of the general public reached: 0
SC06a Other systems change measure: 0
SC06b Other systems change measure: 0
SC06c Other systems change measure: 0

Performance Measure 3 (resource leveraging):
RL01 Dollars Leveraged: $0

Objective 5.3:
5.1: Provide technical assistance to Early Steps (Part C) to implement sustainability measures to enhance the service delivery system.

Implementation activities:
Credentialing of Early Intervention Evaluators – Yr 1
1. Release RFP
2. Select Grantee
3. Contract begins
4. Identify statewide Early Intervention evaluator credentials
5. Provide technical assistance to have Early Intervention evaluator credentialing adopted as statewide requirement
6. Develop materials to train Early Intervention evaluators on Credentialing process
7. Recruit training participants
8. Provide training to Early Intervention evaluators on credentialing process
9. Evaluate the technical assistance and training activities and overall project
10. Develop annual report and recommendations to the Council for next steps
Activities undertaken were:  ☑ Partially met  ☐ Not met

Timelines:
Year 1
1. 06/13
2. 08/13
3. 09/13
4. 10/13
5. 11/13
6. 12/13
7. 01/14
8. 10/14
9. 11/14
10. 11/14

Timelines established were:  ☑ Partially met  ☐ Not met

Annual Progress Report:

**Introduction and Background**
Studies show that children who receive Early Intervention services experience an improvement in general health, improved functioning and decreased need for special education services. However, for children to receive early intervention services, they must be found eligible. Being found eligible is a process that includes screening, assessment, and evaluation. Screening includes activities that detect children for further evaluation of a developmental issue. Assessment is the process of data collection that includes, in this case, information on specific categories of developmental information including physical, cognitive, gross & fine motor skills, communication, social/emotional, and adaptive development. Assessment processes that are standardized provide the critical information needed for evaluation that determines whether a developmental delay or disability exists with the highest certainty possible, resulting in needed service provision. It is easy to see that a breakdown at any point of the evaluation process leads to increased false positives or false negatives. A credentialing program is needed to establish a standard of knowledge, skills, and understandings that evaluators should universally share in order to accurately and consistently identify students who need Early Intervention services.

This project will develop a credentialing process for the state of Florida. Credentialing requires consensus from important stakeholder groups and an acceptance by those that will now be required to be credentialed. The establishment of a credentialing program for Early Steps evaluators will help to ensure that children across the state are receiving assessments that equitable and that children who need early intervention are being consistently identified.

**Description of Activities**
The provider, Complex Systems Innovations, has collected and shared an abundance of quality information with the Advisory Group. In turn, the Advisory Group has been engaged, responsive, and has responded with multiple useful suggestions. A synthesis of information related specifically to the credential, training needs, curriculum, guidebook/training manual, and evaluating skills in specific competencies is in progress. Project activities and products to date have been designed primarily to obtain and synthesize information on credentialing, training, predetermined competencies (19 content areas), and additional content areas that have emerged. Focus groups were also used to further refine 19 competencies. Examples of the
content areas include the following: typical and atypical development in children ages zero to three; infant mental health; and the effects of cultural, socio-environmental, and economic factors on the family. An outline of training has been developed and evaluators will begin receiving the training later in this project. Stakeholders have been consulted with and have been mobilized to participate in the credential development. Multiple stakeholders have been invited to share input, including Early Steps Staff and parents through surveys, focus groups, and Advisory Group membership.

**Target Dates**
The Request for Proposals was released in August 2013. The contract was executed in January 2014 and work immediately began to identify other Early Intervention evaluator credentialing programs. Also beginning immediately and continuing through September 2014, is the collaboration with Early Steps administration and staff. The process of developing training began in February 2014 and Extensive research has been conducted between February 2014 and September 2014. The first five Early Steps programs to participate in training were identified in April 2014. The completion of the training materials, training, evaluation of the training, evaluation of the entire project, and recommended further steps will be completed in the latter half of the contract period for this project.

**Deliverables/Products (submitted by 9/30/14)**

- A report on the benefits and purpose of credentialing.
- A report detailing cooperation and support from Early Steps State Office (ESSO) and Local Early Steps (LES’s).
- An initial online survey and follow-up interviews were completed with Advisory Group members to address ten (10) opening questions/areas of concern regarding the evaluation process and related factors.
- Follow-up interviews were completed with additional content area experts identified by the Advisory Group.
- A comprehensive, finalized literature review was completed with samples of additional material for training in multiple appendices.
- Two major methods to gather additional information needed to prioritize the content areas for importance to evaluation have been completed or partially completed as follows: three online surveys were developed, administered, analyzed and reported (i.e., an LES Manager survey, an Evaluator survey and a Parent survey); and multiple focus groups are in the process of being completed around the state (Seven (7) focus groups have been completed at the Treasure Coast and Gold Coast Early Steps locations).
- An outline of the curriculum and training plans.

**Evaluation/Outcomes**

Outcome 1: The State Office for Early Steps will approve Early Intervention Evaluator credentialing, in order for a statewide consistent and comprehensive evaluation process for determining eligibility for Early Intervention services.

Progress: Partially Achieved: Through collaborative efforts among numerous stakeholders in Early Intervention services the project is underway. The State Office for Early Steps is not only an integral part of this process, but the provider ensures their support at all decision points in the process.

Federal Performance Measures: The Early Steps State Office and other stakeholders such as, University partners, regional Early Steps offices, and additional agencies and organizations with a
vested interest in the effectiveness of Early Intervention are deeply engaged in the design of the
evaluator credential project. They are collaborating to exchange information, share expertise, and
engage in the improvement of Early Intervention services. This input and expertise helps to shape
the design of the credential. The research into the credential process also shines light onto
procedures, routines, and general practices in the Early Steps program. Advisory Group
discussions sometimes result in the identification of practices that may need to be revised in light
of the information being collected and analyzed. These 26 stakeholders are reflected in
organizations engaged in systems change efforts.

Impact on Objective and Goal: Much of the groundwork for achieving this objective and goal has
been completed. Necessary steps such as an extensive review of the literature and evaluator
credentialing programs in other states; gathering feedback from multiple stakeholders; and
identifying 19 required competencies have been completed. Once the evaluator credential is
designed and in place, the Early Steps program will be able to accurately and consistently identify
children who need Early Intervention services. Children from birth to three will likewise benefit
from accurate and consistent identification of those who need services.

**Stories of Lives Made Better**
None at this time.

**Stories of Policy/Legislative Changes**
None at this time.

Performance Measures

Performance Measure 1.1 (self-advocacy/advocacy):

- SA01 People trained in area related to goal/objective: 0
- SA02 People trained in leadership, self-advocacy, and self-determination: 0
- SA03 People trained in systems advocacy: 0

Performance Measure 1.2 (self-advocacy/advocacy):

- SA04 People active in systems advocacy: 0
- SA05 People attained membership on public/private bodies and leadership coalitions: 0
- SA06a Other self-advocacy measure: 0
- SA06b Other self-advocacy measure: 0
- SA06c Other self-advocacy measure: 0

Performance Measure 2.1 (systems change):

- SC01 Programs/policies created or improved: 0
- SC02 Number of organizations involved coalitions/networks/partnerships: 0
- SC03 Organizations engaged in systems change efforts: 26
- SC04 Number of public policymakers educated: 0
- SC05 Members of the general public reached: 0
- SC06a Other systems change measure: 0
- SC06b Other systems change measure: 0
Objective 5.4:
5.1: Provide technical assistance to Early Steps (Part C) to implement sustainability measures to enhance the service delivery system

Implementation activities:
Credentialing of Early Intervention Evaluators – Yr 3
1. Continue collaboration w/ the State Office for Early Steps on project activities
2. Monitor the use of the online training modules for the Early Intervention Evaluator Credentialing Process
3. Follow up w/training participants to gather feedback on the online training modules, the use of knowledge learned & outcomes as a result of the trainings
4. Develop report & recommendations to the Council on next steps

Activities undertaken were:  ☑ All met  ☐ Partially met  ☑ Not met

Timelines:
Year 3
1. 10/15-09/16
2. 10/15-09/16
3. 08/16-09/16
4. 09/16

Timelines established were:  ☑ All met  ☐ Partially met  ☑ Not met

Annual Progress Report:
No work on this objective this year.

Performance Measures

Performance Measure 1.1 (self-advocacy/advocacy):
SA01 People trained in area related to goal/objective:  0
SA02 People trained in leadership, self-advocacy, and self-determination:  0
SA03 People trained in systems advocacy:  0

Performance Measure 1.2 (self-advocacy/advocacy):
SA04 People active in systems advocacy:  0
SA05 People attained membership on public/private bodies and leadership coalitions:  0
Objective 5.5:

5.2: Advocate for and provide technical assistance to develop three (3) system design specifications for Medicaid service delivery that contributes to policy change to create and maintain a more effective system for individuals with developmental disabilities.

Implementation activities:

Medicaid Managed Care Analysis & Recommendations - Year 1
1. Sole Source procurement approved
2. Contract begins
3. Research and develop report with purchasing standards for state plan Medicaid for Individuals with Developmental Disabilities
4. Advocate with AHCA to include purchasing standards in the competitive bidding and selection process
5. Evaluate the technical assistance and advocacy activities
6. Develop annual report and recommendations to the Council for next steps

Activities undertaken were: [ ] All met  [ ] Partially met  [✓] Not met

Timelines:
Year 1
1. 06/10
2. 09/10
3. 10/10
4. TBD
5. 12/11
6. 12/11

Timelines established were: □ All met □ Partially met ☑ Not met

Annual Progress Report:
Activities completed and reported in the prior PPRs.

Performance Measures

Performance Measure 1.1 (self-advocacy/advocacy):
- SA01 People trained in area related to goal/objective: 0
- SA02 People trained in leadership, self-advocacy, and self-determination: 0
- SA03 People trained in systems advocacy: 0

Performance Measure 1.2 (self-advocacy/advocacy):
- SA04 People active in systems advocacy: 0
- SA05 People attained membership on public/private bodies and leadership coalitions: 0
- SA06a Other self-advocacy measure: 0
- SA06b Other self-advocacy measure: 0
- SA06c Other self-advocacy measure: 0

Performance Measure 2.1 (systems change):
- SC01 Programs/policies created or improved: 0
- SC02 Number of organizations involved coalitions/networks/partnerships: 0
- SC03 Organizations engaged in systems change efforts: 0
- SC04 Number of public policymakers educated: 0
- SC05 Members of the general public reached: 0
- SC06a Other systems change measure: 0
- SC06b Other systems change measure: 0
- SC06c Other systems change measure: 0

Performance Measure 3 (resource leveraging):
- RL01 Dollars Leveraged: $0

Objective 5.6:

5.2: Advocate for and provide technical assistance to develop three (3) system design specifications for Medicaid service delivery that contributes to policy
Change to create and maintain a more effective system for individuals with developmental disabilities.

Implementation activities:
Medicaid Managed Care Analysis & Recommendations - Years 2-3
1. Continue with technical assistance to monitor the implementation of the State Plan Managed Care contract
2. Advocate and educate legislature and appropriate state agencies on the implementation of the State Plan Managed Care
3. Evaluate the technical assistance and advocacy activities
4. Develop annual report and recommendations to the Council for next steps

Activities undertaken were:  ☑ All met  ☒ Partially met  ☐ Not met

Timelines:
Year 2
1. 02/12
2. TBD
3. 01/13
4. 01/13
Year 3
1. 02/13
2. TBD
3. 01/14
4. 01/14

Timelines established were:  ☑ All met  ☒ Partially met  ☐ Not met

Annual Progress Report:
**Introduction and Background**

The Florida Medicaid program has undergone significant changes in recent years. In 2005, the Florida Legislature authorized the Agency for Health Care Administration (AHCA) to reform the state Medicaid program with the intent of improving health outcomes for beneficiaries and achieving budget predictability. In 2011, the Florida Legislature created Part IV of Chapter 409, Florida Statutes, directing AHCA to create the Statewide Medicaid Managed Care (SMMC) program.

The SMMC program has two key components: the Managed Medical Assistance program and the Long-term Care Managed Care program. Managed care includes nearly all those served under Medicaid.

In 2011, the Council developed a Specialty Health Care Plan for Individuals with Developmental Disabilities. This plan reflects best practices and national guidelines and emphasizes the need for an adequate provider network that has the expertise to treat and manage care for individuals with developmental disabilities and have the specialty care network available that individuals with developmental disabilities need.

**Description of activities**
The Medicaid Managed Care Analysis and Recommendations Year 4 Implementing Activities focused on monitoring of the state’s implementation of the Medicaid State Plan managed care program for individuals with developmental disabilities and inclusion of the purchasing standards and requirements. The state of Florida has not yet required that individuals with developmental disabilities be served through the managed care system and the Council is not recommending or advocating placing individuals with developmental disabilities into this managed care system. Instead the goal has been to be proactive and have specific standards and requirements ready to advocate for if a move to managed care is required.

AHCA is aware of the Specialty Health Care Plan for IDD. In the past the Council has advocated for the inclusion of some of the provisions in the state’s managed care plans for the general population. Inclusion of these provisions in the general population managed care plans is important because there are individuals with developmental disabilities who either have voluntarily enrolled in the managed care plan and or who are not officially exempt from enrollment (only individuals receiving or on the waitlist for Developmental Disabilities Home and Community Based Services are exempt from required enrollment).

The Managed Medical Assistance program was fully implemented for most Medicaid recipients in August 2014. The Council continues to closely monitor the implementation of the Managed Medical Assistance and the potential impact to individuals with developmental disabilities.

Individuals with developmental disabilities who receive DD/HCBS services and those on the waiting list for DD/HCBS waiver services began receiving letters regarding SMMC enrollment in February 2014. These individuals may voluntarily take part in the MMA program, but they are not required to enroll. The content of these letters did not make these options clear and many individuals and stakeholders were confused and uncertain about their options. Responding to the need for clearer information about options for individuals with developmental disabilities, the Council is developing an easy-read publication to explain the MMA program and how they can voluntary enroll. The developed publication will be in an easy read format and provide concise language and illustrations to make it accessible to individuals with a diverse range of cognition and functioning.

**Target Dates**

The Council has continued to monitor the Florida’s implementation of managed care, particularly as it pertains to individuals with developmental disabilities. Technical assistance to monitor the implementation of the State Plan Managed Care contract is done via the Council’s participation on the AHCA Medical Care Advisory Committee. The Specialty Health Care Plan was incorporated into our monitoring with the completion of the purchasing standards in December 2011. The Council has not advocated or educated legislators and state agencies on the implementation of managed care because individuals with developmental disabilities are not required to be placed in managed care. Legislative advocacy has focused on opposing efforts to move individuals with developmental disabilities into managed care. An evaluation of the advocacy activities was not conducted. The Council’s Health Care Task Force received a verbal report on the activities undertaken.

**Deliverables/Products (submitted by September 30, 2014) **

No new deliverables or products have been created

**Evaluation/Outcomes**
Outcome 1: If AHCA proceeds with including individuals with DD in the Medicaid Reform sites, AHCA will incorporate an accountability measure for the implementation of the purchasing standards.
Progress: Not achieved as AHCA has not included individuals with developmental disabilities in the Medicaid Reform sites. A state plan amendment has been submitted to change "Medicaid Reform sites" to Statewide Medicaid Managed Care to reflect the correct term for the program.

Outcome 2: Efforts will be made to include components of the purchasing standards into existing managed care plans to improve the quality of care for individuals with developmental disabilities.
Progress: Not achieved as individuals with developmental disabilities are not mandatory enrollees in MMC.

Performance Measures:
None to report for these activities

Impact on Objective and Goal:
None to report for these activities

**Stories of lives made better**
No stories to report as the Specialty Health Care Plan has not been unitized

**Stories of policy/legislative changes**
No stories to report

Performance Measures

Performance Measure 1.1 (self-advocacy/advocacy):
- SA01 People trained in area related to goal/objective: 0
- SA02 People trained in leadership, self-advocacy, and self-determination: 0
- SA03 People trained in systems advocacy: 0

Performance Measure 1.2 (self-advocacy/advocacy):
- SA04 People active in systems advocacy: 0
- SA05 People attained membership on public/private bodies and leadership coalitions: 0
- SA06a Other self-advocacy measure: 0
- SA06b Other self-advocacy measure: 0
- SA06c Other self-advocacy measure: 0

Performance Measure 2.1 (systems change):
- SC01 Programs/policies created or improved: 0
- SC02 Number of organizations involved coalitions/networks/partnerships: 0
- SC03 Organizations engaged in systems change efforts: 0
- SC04 Number of public policymakers educated: 0
- SC05 Members of the general public reached: 0
Objective 5.7:

5.2: Advocate for and provide technical assistance to develop three (3) system design specifications for Medicaid service delivery that contributes to policy change to create and maintain a more effective system for individuals with developmental disabilities.

Implementation activities:
Medicaid Service Delivery design - Year 1
1. Release RFP
2. Select Grantee
3. Contract begins
4. Conduct research of models used in other states for effectively combining Medicaid State Plan and Waiver services
5. Develop a plan to combine Medicaid State Plan and Waiver Services
6. Advocate with legislative and state agency for implementation of plan
7. Monitor implementation of Medicaid State Plan & Waiver Services
8. Evaluate the advocacy efforts and overall project activities
9. Develop annual report and recommendations to the Council for next steps

Activities undertaken were: □ All met ✔ Partially met □ Not met

Timelines:
Year 1
1. 12/12
2. 04/13
3. 07/13
4. 08/13
5. 09/13
6. 10/13
7. 10/13
8. 06/14
9. 06/14

Timelines established were: □ All met ✔ Partially met □ Not met
**Introduction and Background**

In addition to the changes that are taking place with the Florida Medicaid program, the service delivery system for the Developmental Disabilities Home and Community Based Services (DD HCBS) Waiver has undergone significant changes as well. The Agency for Persons with Disabilities (APD) has implemented an individualized budget system (known as iBudget) for all waiver services, which is intended to give recipients control and flexibility to choose their waiver supports and services within their allocated funds.

Currently, the Medicaid State Plan acute health care services are delivered through a completely different system than the DD HCBS Waiver long term system of services. Some of the concerns raised by stakeholders regarding the Medicaid State Plan and DD HCBS services include that both programs offer some of the same services, but with varying and often confusing eligibility and documentation requirements. There is little coordination between these service systems, and these programs often have different service providers. These circumstances promote administrative and fiscal inefficiencies that may subtract from the overall quality of care afforded Medicaid beneficiaries.

The effectiveness of the service systems serving individuals with developmental disabilities could potentially be improved if the Medicaid State Plan acute health care services were delivered in an integrated manner with the DD HCBS Waiver long term supports and services.

**Description of Activities**

The purpose of this initiative was to conduct comprehensive research and develop a report that presented the advantages, disadvantages and feasibility of integrating the Medicaid State Plan and Developmental Disabilities Home and Community-Based Services (DD HCBS) waiver services in a way that would benefit individuals with IDD in Florida. If the analysis indicated that the type of integration proposed was feasible, the contracted entity (Human Services Research Institute) would develop a high-level implementation plan to integrate Medicaid State Plan services and the DD HCBS waiver program, both under the current iBudget framework and if Florida moves the DD HCBS Waiver and Medicaid State Plan services into managed care. However, integration was not deemed feasible and the initiative was terminated prematurely.

An 18 member Stakeholder Work Group, which included one individual with developmental disabilities, was formed to evaluate the research and recommend feasible integration strategies. The work group held two meetings (1 conference call, 1 face to face meeting).

The provider completed background research on service models in other states (such as North Carolina, Oregon, and Colorado) that incorporate medical and long-term services and supports. A meeting of the Stakeholder Work group was held February 6, 2014. The general consensus of the work group was that integration of Medicaid State Plan and HCBS DD Waiver services was not recommended but that recommendations for better coordination between agencies and programs that administer Medicaid and HCBS waiver services should be developed.

It was realized that with a focus on coordination between two agencies and their programs, a stronger knowledge base of these agencies’ specific policies and procedures was needed than existed with the contractor for this initiative. This contract was therefore terminate and Implementation Activities 5-8 were not completed due to the decision not to pursue an integration of the administration of State Plan Medicaid and DD HCBS Waiver services.
The Council plans to use the stakeholder work group’s recommendations to develop a plan that focuses on improved coordination (instead of integration) of the developmental disability service system and has submitted a state plan amendment to reflect this change in activities.

**Target Dates**

The Council released the Request for Proposal for this initiative in December 2012. The proposal from HSRI was selected in April 2013 and the contract was effective July 2013. Research of models used in other states was conducted in August 2013. Activities 5-8 were not completed. A final deliverable was submitted to the Council in May 2014.

**Deliverables/Products (submitted prior to September 30, 2014)**

- Literature review on the service models of other states that incorporate medical and long-term services and supports
- A report with case studies on integrated medical care and long term services and supports
- Summaries from both stakeholder work group meetings

**Evaluation/Outcomes**

Outcome 1: Identification of different models/options or system design specifications for sustaining the future developmental disability service system that incorporate the Waiver. Progress: Not achieved as system design specifications for Florida were not developed.

Outcome 2: A plan that effectively combines Medicaid State Plan and the Waiver will be implemented. Progress: Not achieved as it was recommended by the stakeholder work group not to combine Medicaid State Plan and the Waiver.

Outcome 3: Legislative and state agency approval for implementation of the plan. Progress: Not achieved as the plan was not developed.

Performance Measures - There were 18 members of the stakeholder work group including one member with developmental disabilities. This represents members of the general public reached by Council activities.

Impact on Objective and Goal - Although the Council did not achieve the intended outcomes, the recommendations from the stakeholder work group were used to adjust the Council’s approach to service delivery design. This aligns with our goal to advocate for policy changes that will result in accessible health care systems.

**Stories of lives made better**

No stories to report

**Stories of policy/legislative changes**

No stories to report

Performance Measures

Performance Measure 1.1 (self-advocacy/advocacy):
SA01 People trained in area related to goal/objective: 0
SA02 People trained in leadership, self-advocacy, and self-determination: 0
SA03 People trained in systems advocacy: 0

Performance Measure 1.2 (self-advocacy/advocacy):
SA04 People active in systems advocacy: 0
SA05 People attained membership on public/private bodies and leadership coalitions: 0
SA06a Other self-advocacy measure: 0
SA06b Other self-advocacy measure: 0
SA06c Other self-advocacy measure: 0

Performance Measure 2.1 (systems change):
SC01 Programs/policies created or improved: 0
SC02 Number of organizations involved coalitions/networks/partnerships: 0
SC03 Organizations engaged in systems change efforts: 0
SC04 Number of public policymakers educated: 0
SC05 Members of the general public reached: 18
SC06a Other systems change measure: 0
SC06b Other systems change measure: 0
SC06c Other systems change measure: 0

Performance Measure 3 (resource leveraging):
RL01 Dollars Leveraged: $0

Objective 5.8:
5.2: Advocate for and provide technical assistance to develop three (3) system design specifications for Medicaid service delivery that contributes to policy change to create and maintain a more effective system for individuals with developmental disabilities.

Implementation activities:
Medicaid Service Delivery design- Years 2-3
1. Continuation contract approved
2. Contract begins
3. Advocate with legislative and state agency for implementation of Plan
4. Monitor implementation of Medicaid State Plan & Waiver Services
5. Provide technical assistance to explore system designs for sustaining the future of the DD service system that incorporates the waiver
6. Evaluate the advocacy efforts and overall project activities
7. Develop annual report and recommendations to the Council for next steps
Activities undertaken were:  

Timelines:
Year 2
1. 05/14
2. 06/14
3. 06/15
4. 06/15
5. 06/15
6. 02/15
7. 04/15
Year 3
1. 05/15
2. 06/15
3. 06/15
4. 06/15
5. 06/15
6. 02/16
7. 04/16

Timelines established were:  

Annual Progress Report:
No work on this objective this year.

Performance Measures
Performance Measure 1.1 (self-advocacy/advocacy):
SA01 People trained in area related to goal/objective:  
0
SA02 People trained in leadership, self-advocacy, and self-determination:  
0
SA03 People trained in systems advocacy:  
0

Performance Measure 1.2 (self-advocacy/advocacy):
SA04 People active in systems advocacy:  
0
SA05 People attained membership on public/private bodies and leadership coalitions: 
0
SA06a Other self-advocacy measure: 
0
SA06b Other self-advocacy measure: 
0
SA06c Other self-advocacy measure: 
0

Performance Measure 2.1 (systems change):
SC01 Programs/policies created or improved: 
0
SC02 Number of organizations involved coalitions/networks/partnerships: 
0
SC03 Organizations engaged in systems change efforts: 
0
SC04 Number of public policymakers educated: 
0
Objective 5.9:
5.3: Provide technical assistance to support the development of two (2) training programs that lead to increasing the number of health care providers serving individuals with developmental disabilities.

Implementation activities:
Training for Health Care providers of Adults with DD - Year 1
1. Release RFP
2. Select Grantee
3. Contract begins
4. Identify the training program
5. Identify and/or develop training materials
6. Conduct pilot testing of training materials
7. Finalize training materials
8. Evaluate the technical assistance activities and overall project
9. Develop annual report and recommendations to the Council for next steps

Activities undertaken were: ☑️ All met ☐ Partially met ☑️ Not met

Timelines:
Year 1
1. 04/11
2. 08/11
3. 11/11
4. 11/11
5. 02/12
6. 07/12
7. 07/12
8. 10/12
9. 10/12

Timelines established were: ☑️ All met ☐ Partially met ☑️ Not met

Annual Progress Report:
Activities completed and reported in the prior PPRs.
Performance Measures

Performance Measure 1.1 (self-advocacy/advocacy):
   SA01 People trained in area related to goal/objective: 0
   SA02 People trained in leadership, self-advocacy, and self-determination: 0
   SA03 People trained in systems advocacy: 0

Performance Measure 1.2 (self-advocacy/advocacy):
   SA04 People active in systems advocacy: 0
   SA05 People attained membership on public/private bodies and leadership coalitions: 0
   SA06a Other self-advocacy measure: 0
   SA06b Other self-advocacy measure: 0
   SA06c Other self-advocacy measure: 0

Performance Measure 2.1 (systems change):
   SC01 Programs/policies created or improved: 0
   SC02 Number of organizations involved coalitions/networks/partnerships: 7
   SC03 Organizations engaged in systems change efforts: 0
   SC04 Number of public policymakers educated: 0
   SC05 Members of the general public reached: 0
   SC06a Other systems change measure: 0
   SC06b Other systems change measure: 0
   SC06c Other systems change measure: 0

Performance Measure 3 (resource leveraging):
   RL01 Dollars Leveraged: $0

Objective 5.10:

5.3: Provide technical assistance to support the development of two (2) training programs that lead to increasing the number of health care providers serving individuals with developmental disabilities.

Implementation activities:
Training for Health Care providers of Adults with DD - Year 2
1. Continuation Contract approved
2. Contract begins
3. Implement training programs for health care providers caring for adults with DD
4. Evaluate the training activities and overall project
5. Develop annual report and recommendations to the Council for next steps
Activities undertaken were:  ✔ All met  ☐ Partially met  ☐ Not met

Timelines:
Year 2
1. 01/13
2. 04/13
3. 05/13
4. 07/14
5. 08/14

Timelines established were:  ✔ All met  ☐ Partially met  ☐ Not met

Annual Progress Report:

**Introduction and Background**

In 2012 The Council created the Physician Education in Developmental Disabilities (PEDD) webinar series, a 12-hour accredited training program for primary care physicians about the medical care of adults with developmental disabilities. This training was delivered live over 12 webinar events. The training program was free for all participants and continuing education credit was offered. The training program was accredited through the American Academy of Family Physicians and the accreditation is available through December of 2014.

It was the desire of the Council to encourage the continuing education of physicians but also integrate the topics from the continuing education webinar series into physician residency programs in Florida.

**Description of Activities**

The Family Medicine Residency Inclusion and Engagement of Patients with Neurodevelopmental Disabilities (FRIEND) program was established by the provider, the American Academy of Developmental Medicine and Dentistry, and was implemented at the University of Florida Internal Medicine Residency Program and the Florida International University Family Medicine Residency Program. Each program was provided technical assistance with respect to integration of curriculum goals and objectives. The provider gave each program a suggested “toolbox” of teaching materials (which includes the previously developed PEDD webinar series). Physician resident participants were given a pre-test. Residents then completed the modified curriculum established by the residency program.

Each program took a different approach. The University of Florida Internal Medicine program utilized the PEDD webinar series in a one-month long rotation focused on developmental disabilities, and created a clinic (the Program for Adults with Developmental Disabilities, otherwise known as the PAIDD clinic) specifically for adults with intellectual and developmental disabilities to complement the work already being done at their health care transition program. The Family Medicine program at Florida International University (FIU) in Miami partnered with group homes and trained people with developmental disabilities to educate physician residents. The physician residents also studied the PEDD webinar series and provided clinical care to adults with developmental disabilities. In addition to training physician residents, FIU also utilized the program to train more than 60 medical students and 50 nursing students. It is estimated that more than 100 patients with developmental disabilities were seen in these residency programs because
After the training was completed, the residents were administered a post-test. A total of 10 physician residents completed the FRIEND program. There was a 9.6% improvement in the pre and post test scores from University of Florida program and a 16.3% improvement in pre and post test scores from the Florida International University program. Not only did residents demonstrate a significant improvement in their knowledge base, but the program also improved their attitudes toward providing care to patients with developmental disabilities.

Seven meetings of the Florida Physician Education in Developmental Disabilities Consortium (FL PEDD) also continued. There were 13 members.

The provider promoted the PEDD webinar series for practicing physicians. There were 682 webinar views and 137 certificates issued from April 2013 – August 2014.

This initiative demonstrates that implementing curriculum change in residency programs is not only possible, but also effective in better preparing physicians to understand and treat patients with developmental disabilities. Additional, the FRIEND program has been made a permanent part of the University of Florida Internal Medicine residency program and the Florida International University Family Medicine Residency Program.

**Target Dates**

The continuation proposal from ADDMD was approved in January 2013 and the contract began in April 2013. The implementation of the FRIEND program began and the continued promotion of the webinar services began in July 2013. The evaluation of the FRIEND program was conducted in July 2014 and the annual report with recommendations was submitted in August 2014.

**Deliverables/Products (submitted by September 30, 2014) **

•Hard copies and electronic copies of all residency teaching “toolbox" materials
•An Implementation Plan for each residency program that describes how the curriculum topics will be integrated into their respective programs.
•Memorandums of Understanding from each residency program confirming their commitment to implement the FRIEND program
•Report with results of evaluation activities and suggested best practices
•The PEDD webinar series was made available and viewed 682 times resulting in 137 certificates issued.
•FRIEND program was utilized by 2 physician residency programs resulting in reaching 10 residents, 60, medical students, and 50 nursing students.

**Evaluation Outcomes**

Outcome 1: The training program will be administered to practicing physicians.
Progress: Achieved: The PEDD webinar series continues to be promoted and has been administered to 682 participants with 137 certificates issued.

Outcome 2: The training program will be integrated into at least 1 postgraduate medical curriculum. Progress: Achieved: 2 residency programs have made the FRIEND program a permanent part of their residency programs.

Outcome 3: Increased knowledge of training participants in the best care for adults with developmental disabilities.
Progress: Achieved: Evaluation results demonstrate a significant improvement in resident knowledge base, but the program also improved their attitudes toward providing care to patients with developmental disabilities.

Performance Measures: 10 physician residents were trained on how to provide medical care to adults with developmental disabilities in 2 physician residency programs that implemented the FRIEND program. In addition, the FRIEND program was used to train 60 medical students and 50 nursing students, and 137 certificates were issued from the on-line modules for a total of 257 people trained. 10 organizations and 1 self-advocate participated in the PEDD consortium and were counted in the number of organizations involved in coalitions. Dollars leveraged are $50,000 from another grant was used to establish 3 additional FRIEND sites in Boston, MA, White Plains, NY, and Cleveland, OH.

Impact on Objective and Goal - The PEDD training program the Council developed continues to be implemented and has been integrated into the training of future physicians. Training physicians and incorporating the training into physician residency programs so that new physicians will enter their profession with a greater understanding of developmental disabilities gives more health care providers the knowledge they need to serve individuals with developmental disabilities. Other health professionals have benefited from the training program. This aligns with our goal to provide training to professionals that will result in accessible health care systems.

**Stories of lives made better**

Testimonial from participant:
Daniel – Daniel is a resident of Miami, who currently lives in a group home in the area. He gave us permission to use his name in this report. As part of the FIU University portion of this project, Daniel was trained in speaking to medical residents about his experience with the healthcare system. Daniel was happy to share his experience with the Council. His comments are summarized below:

“It was a great experience. I have no complaints. I learned how to be more patient with doctors. I once had a bad experience with an endocrinologist who told me that I was going to die. I didn’t like the way he said it to me, but now I know that he was trying to make me better and make sure that I take my medications. But I still won’t go back to him, I found a better doctor. I think that the medical residents that I talked to will be better doctors because I taught them how to talk to people like me. They all paid attention when I spoke and asked me a lot of questions. I’d be willing to do it again.”

Testimonials from physician residents:

“Getting to participate in the management of patients with developmental disabilities is an important, and often overlooked, component in the training of a complete physician. These patients are sometimes underserved simply by virtue of the fact that they suffer from communication difficulties, or they are cared for by facilities that are incapable of recognizing medical problems early. It was a great privilege to learn about the care these patients require in the PAIDD Clinic, and it is a boon to the Internal Medicine residency program here at UF College of Medicine, Jacksonville.” William Palfrey, MD PGY2

“PAIDD clinic has definitely increased and improved my competency in the care of adults with intellectual and developmental disability. It is an exceptional pilot program with a highly developed patient-centered medical home model. As a resident physician training in the internal medicine
program, rotation through the PAIDD clinic has been a very enriching experience for me and I recommend this rotation for all residents who are interested in learning about this very vulnerable patient population.” Khurram Tariq, MD PGY2

“People with Intellectual Disabilities often exhibit several deficits and have severe cognitive impairment. Despite their limitations, all their needs and concerns, their smallest gestures are clearly understood by the family/caretaker taking care of them. Even without any said word, communication is ceaseless. During my residency, I realized that caring for the people with IDD involves caring for their family/caretaker as well. Their unconditional dedication, their commitment and optimism rekindles in me a new joy for what I do. It also brought out to me the individualistic personalities of people with IDD past their outwardly behaviors and idiosyncrasies.” Ena Gupta, MD MPH PGY2

“The experience through the PEDD webinars and New Horizons has been both enlightening and rewarding. As someone who has worked with children with disabilities I am keenly aware of the importance of patience and dedication one must provide when caring for individual with disabilities. The webinars provided a foundational understanding from health policy to providing concrete examples of environmental adaptation to address the physical and emotional needs of the consumer. Although the webinars were insightful it was through the experience at New Horizon’s that we can appreciate that each consumer may have very specific needs and as a provider it is important to maintain flexibility in addressing individual needs. Trust building in the “consumer”–provider relationship is probably the most important skill. As training physicians in primary care we are fortunate to have the opportunity to care for individual with disabilities across the life span. Receiving direct clinical training through PEDD FRIEND project and New Horizon’s will only continue to enhance our clinical skills in providing appropriate care for individual with disabilities.” Michelle DeFreitas, M.D., M.P.H., PGY2

“During my time at Fay Clark’s New Horizon (group home), I learned the importance of respecting the autonomy of individuals with intellectual disabilities. I saw the importance of involving them as much as possible in their care and taking the time and making the effort to ensure that their voices were heard. I came to appreciate the approach at Faye Clark’s New Horizon’s homes: autonomy, respecting the clients’ choices (whether they personally agreed with the choices or not).” Abrill Jones, M.D., PGY1

**Stories of policy/legislative changes**
No stories

Performance Measures

Performance Measure 1.1 (self-advocacy/advocacy):

<table>
<thead>
<tr>
<th>Measure</th>
<th>Count</th>
</tr>
</thead>
<tbody>
<tr>
<td>SA01 People trained in area related to goal/objective:</td>
<td>257</td>
</tr>
<tr>
<td>SA02 People trained in leadership, self-advocacy, and self-determination:</td>
<td>0</td>
</tr>
<tr>
<td>SA03 People trained in systems advocacy:</td>
<td>0</td>
</tr>
</tbody>
</table>

Performance Measure 1.2 (self-advocacy/advocacy):

<table>
<thead>
<tr>
<th>Measure</th>
<th>Count</th>
</tr>
</thead>
<tbody>
<tr>
<td>SA04 People active in systems advocacy:</td>
<td>0</td>
</tr>
<tr>
<td>SA05 People attained membership on public/private bodies and leadership coalitions:</td>
<td>0</td>
</tr>
<tr>
<td>SA06a Other self-advocacy measure:</td>
<td>0</td>
</tr>
<tr>
<td>SA06b Other self-advocacy measure:</td>
<td>0</td>
</tr>
</tbody>
</table>
Objective 5.11:

5.3: Provide technical assistance to support the development of two (2) training programs that lead to increasing the number of health care providers serving individuals with developmental disabilities.

Implementation activities:
Training for mid-level Health Care providers of Adults with DD - Year 1
1. Release RFP
2. Select Grantee
3. Contract begins
4. Identify the training programs for Advanced Registered Nurse Practioners
5. Identify and/or develop training materials
6. Conduct pilot testing of training materials
7. Finalize training materials
8. Evaluate the technical assistance activities and overall project
9. Develop annual report and recommendations to the Council for next steps

Activities undertaken were:  ☐ All met  ✔ Partially met  ☐ Not met

Timelines:
Year 1
1. 11/13
2. 01/14
3. 02/14
4. 03/14
5. 03/14
6. 08/14
Timelines established were:  
☐ All met  ☑ Partially met  ☐ Not met

Annual Progress Report:

**Introduction and Background**
In 2012, the Council successfully developed and implemented a continuing education program for physicians about how to provide medical care to adults with developmental disabilities. However, the Council recognizes that other primary care practitioners (such as nurse practitioners) often provide medical care to adults with developmental disabilities. In Florida, Nurse Practitioners (NPs) are licensed as Advanced Registered Nurse Practitioners (ARNPs) who assess patients, order and interpret diagnostic tests, make diagnoses, initiate and manage treatment plans, and prescribe medications. There are currently over 17,000 ARNPs in the state of Florida (Florida Department of Health) and 20% of Medicaid primary care providers in the state are nurse practitioners (Florida Association of Nurse Practitioners). This number is expected to expand due to the implementation of the Affordable Care Act. Therefore, it is important to provide training about adults with developmental disabilities to nurse practitioners and students, so that they may be prepared to provide appropriate care to their patients with developmental disabilities.

**Description of Activities**
This project will develop a training program for nurse practitioners in Florida about how to provide effective and appropriate care to adults with developmental disabilities. This training will be approved for continuing nursing education credit and offered at no cost to nurse practitioners. The training program will be appropriate for a diverse nurse practitioner audience (such as acute care, adult, family, gerontologic, and psychiatric nurse practitioners). The training program will be six one hour modules available online. Because the Council has an interest in current and future nurse practitioners, the provider will initiate contact with at least two nurse practitioner education programs in Florida that have the interest and ability to incorporate the training program into their curriculums. In Year 2 and the provider will work with the selected programs to develop a draft plan for integrating the topics of the training program into their standard curriculum. The provider has established the Florida Nurse Practitioner Education in Developmental Disabilities Consortium (NPEDD) of educational, professional, and advocacy organizations. This group includes an individual with developmental disabilities and several Florida-based nurse practitioners.

The provider conducted a survey of nurse practitioner educational programs in Florida to assess their training needs and what (if any) education on developmental disabilities they provide to their students. Of the 17 nurse practitioner educational programs in Florida, 11 programs responded.

Seven programs responded that they do provide clinical experience in developmental disabilities to nurse practitioner students but only two programs indicated that that their current curriculum and training for developmental disabilities was ample preparation for practice and only one program indicated that they had faculty with developmental disabilities experience. The barriers to implementing didactic and clinical training to their students included lack of access to specific clinical sites where adults have developmental disabilities, lack of faculty with experience, time constraints and lack of space available to add new topics to existing curriculum, and challenges in finding clinical sites and preceptors (nurses practicing in clinic settings with specific expertise).
**Target Dates**

The RFP for this initiative was released November 2013. The grantee, American Academy of Developmental Medicine and Dentistry, was selected March 2014 and the contract began July 2014. The identification of training materials will begin in October 2014, pilot testing will begin in January 2015, training materials will be finalized in February 2015, and Evaluation activities and a final report will begin in April 2015.

**Deliverables/Products**

- Establishment of the Florida Nurse Practitioner Education in Developmental Disabilities Consortium (NPEDD)
- A report with results of the survey of Nurse Practitioner educational programs

**Evaluation Outcomes**

Outcome 1: A training program will be developed to train Advanced Registered Nurse Practitioners on best care practices in the care of adults with developmental disabilities. Progress: Not achieved as we are in the beginning stages of developing the training program

Performance Measures: 7 organizations (including one individual with developmental disabilities) are involved in a coalition, the NPEDD.

Impact on Objective and Goal: The Council is working with stakeholders to develop continuing education for nurse practitioners as well as develop a program that will benefit future nurse practitioners about medical care for adults with developmental disabilities. This aligns with our goal to provide training to professionals that will result in accessible health care systems.

**Stories of lives made better**

No stories to report

**Stories of policy/legislative changes**

No stories to report

Performance Measures

Performance Measure 1.1 (self-advocacy/advocacy):

- SA01 People trained in area related to goal/objective: 0
- SA02 People trained in leadership, self-advocacy, and self-determination: 0
- SA03 People trained in systems advocacy: 0

Performance Measure 1.2 (self-advocacy/advocacy):

- SA04 People active in systems advocacy: 0
- SA05 People attained membership on public/private bodies and leadership coalitions: 7
- SA06a Other self-advocacy measure: 0
- SA06b Other self-advocacy measure: 0
- SA06c Other self-advocacy measure: 0

Performance Measure 2.1 (systems change):

- SC01 Programs/policies created or improved: 0
Objective 5.12:
5.3: Provide technical assistance to support the development of two (2) training programs that lead to increasing the number of health care providers serving individuals with developmental disabilities.

Implementation activities:
Training for Health Care providers of Adults with DD - Year 2
1. Continuation Contract approved
2. Contract begins
3. Implement training programs for Advanced Registered Nurse Practioners caring for adults w/DD
4. Evaluate the training activities and overall project
5. Develop annual report and recommendations to the Council for next steps

Activities undertaken were:  
[ ] All met  [ ] Partially met  [x] Not met

Timelines:
Year 2
1. 01/15
2. 02/15
3. 03/15
4. 11/15
5. 12/15

Timelines established were:  
[ ] All met  [ ] Partially met  [x] Not met

Annual Progress Report:
No work on this objective this year.

Performance Measures
Performance Measure 1.1 (self-advocacy/advocacy):
  SA01 People trained in area related to goal/objective: 0
  SA02 People trained in leadership, self-advocacy, and self-determination: 0
  SA03 People trained in systems advocacy: 0

Performance Measure 1.2 (self-advocacy/advocacy):
  SA04 People active in systems advocacy: 0
  SA05 People attained membership on public/private bodies and leadership coalitions: 0
  SA06a Other self-advocacy measure: 0
  SA06b Other self-advocacy measure: 0
  SA06c Other self-advocacy measure: 0

Performance Measure 2.1 (systems change):
  SC01 Programs/policies created or improved: 0
  SC02 Number of organizations involved coalitions/networks/partnerships: 0
  SC03 Organizations engaged in systems change efforts: 0
  SC04 Number of public policymakers educated: 0
  SC05 Members of the general public reached: 0
  SC06a Other systems change measure: 0
  SC06b Other systems change measure: 0
  SC06c Other systems change measure: 0

Performance Measure 3 (resource leveraging):
  RL01 Dollars Leveraged: $0

Objective 5.13:
5.4: Advocate for and provide technical assistance to key stakeholders to develop and implement a statewide coordinated system to improve child development screening that leads to early identification of needed services and supports.

Implementation activities:
Child Development Screening - Year 1
1. Release RFP
2. Select Grantee
3. Contract begins
4. Conduct research on the use of developmental screenings in Florida
5. Implement technical assistance to create statewide task force to develop recommendations
6. Evaluate the technical assistance activities and overall project
7. Develop report on the current system for developmental screenings in Florida
recommendations to the Council for next steps

Activities undertaken were:  ☐ All met  ☐ Partially met  ☑ Not met

Timelines:
Year 1
1. 10/10
2. 01/11
3. 04/11
4. 05/11
5. 06/11
6. 04/12
7. 04/12

Timelines established were:  ☐ All met  ☐ Partially met  ☑ Not met

Annual Progress Report:
Activity completed and reported in the prior PPR.

Performance Measures

Performance Measure 1.1 (self-advocacy/advocacy):
SA01 People trained in area related to goal/objective:  0
SA02 People trained in leadership, self-advocacy, and self-determination:  0
SA03 People trained in systems advocacy:  0

Performance Measure 1.2 (self-advocacy/advocacy):
SA04 People active in systems advocacy:  0
SA05 People attained membership on public/private bodies and leadership coalitions:  0
SA06a Other self-advocacy measure:  0
SA06b Other self-advocacy measure:  0
SA06c Other self-advocacy measure:  0

Performance Measure 2.1 (systems change):
SC01 Programs/policies created or improved:  0
SC02 Number of organizations involved coalitions/networks/partnerships:  0
SC03 Organizations engaged in systems change efforts:  0
SC04 Number of public policymakers educated:  0
SC05 Members of the general public reached:  0
SC06a Other systems change measure:  0
SC06b Other systems change measure:  0
SC06c Other systems change measure:  0
Objective 5.14:

5.4: Advocate for and provide technical assistance to key stakeholders to develop and implement a statewide coordinated system to improve child development screening that leads to early identification of needed services and supports.

Implementation activities:
Child Development Screening Year 2
1. Contract continuation approved
2. Contract begins
3. Continue implementation of technical assistance with statewide task force to develop a menu of development screening tools, strategies and implementation plan for comprehensive system of developmental screening
4. Evaluate the technical assistance activities and overall project
5. Develop final report and recommendations to the Council for next steps

Activities undertaken were: □ All met □ Partially met ✔ Not met

Timelines:
Year 2
1. 05/12
2. 06/12
3. 07/12
4. 05/13
5. 05/13

Timelines established were: □ All met □ Partially met ✔ Not met

Annual Progress Report:
Activities completed and reported in prior PPRs.

Performance Measures

Performance Measure 1.1 (self-advocacy/advocacy):
SA01 People trained in area related to goal/objective: 0
SA02 People trained in leadership, self-advocacy, and self-determination: 0
SA03 People trained in systems advocacy: 0

Performance Measure 1.2 (self-advocacy/advocacy):
SA04 People active in systems advocacy: 0
SA05 People attained membership on public/private bodies and leadership coalitions: 0
SA06a Other self-advocacy measure: 0
SA06b Other self-advocacy measure: 0
SA06c Other self-advocacy measure: 0

Performance Measure 2.1 (systems change):
SC01 Programs/policies created or improved: 0
SC02 Number of organizations involved coalitions/networks/partnerships: 0
SC03 Organizations engaged in systems change efforts: 0
SC04 Number of public policymakers educated: 0
SC05 Members of the general public reached: 0
SC06a Other systems change measure: 0
SC06b Other systems change measure: 0
SC06c Other systems change measure: 0

Performance Measure 3 (resource leveraging):
RL01 Dollars Leveraged: $0

Objective 5.15:
5.4: Advocate for and provide technical assistance to key stakeholders to develop and implement a statewide coordinated system to improve child development screening that leads to early identification of needed services and supports.

Implementation activities:
Child Development Screening - Implementation Activities - Year 3
1. Contract continuation approved
2. Contract begins
3. Continue implementation of technical assistance with statewide task force on coordination of child development screening and assessment process
4. Provide information on families on Help ME Grow Florida to increase awareness of the need for child development screening
5. Develop sustainability plan for initiative
6. Evaluate the technical assistance activities and overall project
7. Develop final report and recommendations to the Council for next steps

Activities undertaken were: ☑ All met ☑ Partially met ☐ Not met

Timelines:
Year 3
1. 05/13
2. 06/13
Annual Progress Report:

**Introduction and Background**

Developmental screenings are critical for determining whether children are reaching important milestones for healthy growth, functioning and well-being. Proper screenings can identify specific visual, auditory or cognitive impairments. These screenings are a way for professionals to refer children to appropriate therapeutic interventions that will help them address speech problems, cognitive impairments, learning disabilities and sensory integration problems at a young age.

Florida currently lacks a coordinated system for ensuring children are screened for developmental disabilities. Pediatricians, early intervention programs, schools and a plethora of other state and local entities use a variety of screening tools that may or may not fully identify developmental problems.

**Description of Activities**

In the final year of this initiative, the Council continued and sustained the work of the Child Development Screening Initiative Task Force that was established in 2011. The Task Force aligned with the Learn the Signs/Act Early project and the Florida Help Me Grow program and took the name of the Statewide Florida Help Me Grow Initiative. The Task Force finalized recommendations and policy changes needed to implement a comprehensive statewide system for the developmental screening of children aged zero to five; and provided for the transition of the initiative to the Help Me Grow (HMG) program.

Help Me Grow is a national model program for children birth through eight years of age who are at-risk for developmental or behavioral problems. The program components of Help Me Grow in Florida include: Child health care provider outreach to support early detection of developmental delays and referral to intervention services; Community outreach to inform families of issues and how to find local assistance; A centralized telephone access point to connect families to services and care coordination. In Florida, this is being done through the 211 Information and Referral network; and Data collection to understand all aspects of HMG and to identify gaps and barriers.

The Task Force held one face to face meeting and two webinars. The three workgroups comprised of task force members continued to meet and develop work products and recommendations. The Toolkit for Local HMG Chapters Workgroup developed a Common Indicators for Data Collection document to provide guidance on why and how to collect data on encounters with families who access Help Me Grow. They also developed a Needs Assessment resource list which provides suggestions for how to identify community/state resources for screening and services, particularly for children not eligible for Part C or Part B services. The State Agencies and Organizations Workgroup developed two policy briefs, “Building a Statewide Child Developmental Screening Registry” and “Building Partnerships for Data Integration” to provide assistance in development of statewide database for child developmental screenings. The Professional Education and Outreach Workgroup developed a Plan of Action plan to communicate the Help Me Grow program and our goal of a Statewide Coordinated Child
Development Screening System to medical and early education professionals.

Providing information to families on Help Me Grow did not occur as a part of Council activities but will occur in 2015 with the establishment of five new affiliates.

A Sustainability Plan was developed by the provider which describes the resources, staff, and actions needed to ensure continuation of Help Me Grow outside of Council funding. However, what was needed most was a substantial investment from the state or private funding to establish new affiliates.

A final report detailing the work done by the task force and recommendations was submitted to the Council.

Recognizing that sustaining Help Me Grow would not be possible without continued funding, the Council worked closely with fellow stakeholders (The Children’s Movement of Florida, The United Way of Florida, and The Children’s Trust of Miami-Dade County) to advocate for an appropriation from the Florida Legislature. Together, we were successful in securing a $2 million appropriation to expand the Help Me Grow Florida Network with FDDC as the fiscal agent for the funds. The appropriation was made through Florida’s Office of Early Learning, which is housed in the Florida Department of Education.

FDDC staff drafted a contract with the Florida Office of Early Learning with detailed plans on how the appropriation would be used to implement HMG in Florida. The activities include:

- Develop a statewide HMG coordinating office with sufficient staffing and support
- Establish 3 to 5 new HMG affiliates by providing training, technical assistance, and resources (the previously developed toolkit) to develop the four core components of HMG at each new affiliate so families with young children who have developmental concerns will be able to access effective screening and referral to appropriate services that may lead to early identification of needed services and supports
- Provide statewide training and resource development for additional affiliates by building the capacity of 2-1-1 services areas to deliver the components of HMG, implement training on the importance of child screening, developmental milestones, and the HMG system to physicians, nurse practitioners, and early childhood and education professionals.
- Conduct a HMG public awareness campaign for existing affiliates and local 2-1-1 organizations in the process of becoming HMG affiliates to promote child development, screening, and the HMG program
- Develop a plan for a statewide web-based parent portal to provide families access to local information and resources for their children
- Develop, install and provide training on a common database referral tracking system for the HMG coordinating office and current and future affiliates.
- Conduct a formative and summative evaluation of the implementation and outcomes of HMG expansion in Florida.
- Create a Help Me Grow Florida website

This contract was executed on October 1, 2014.

FDDC invited 2-1-1 organizations in Florida that were not current HMG affiliates to submit an application to become a new Help Me Grow affiliate. The application sought detailed information from potential affiliates on how they would implement each of the four HMG core components in partnership with necessary early childhood stakeholders. Eight applications were received and were reviewed by a committee. They were scored based on their responses and on the strength of collaboration with early childhood stakeholders they had secured. The top five applicants
(serving 19 counties) were chosen to become Help Me Grow affiliates. Those contracts will begin in November 2014.

FDDC established the Help Me Grow State Coordinating Office by selecting the individual to serve as the State Coordinator. The State Coordinator is responsible for providing training and technical assistance to establish new HMG affiliates and is responsible for planning and developing the state HMG infrastructure. FDDC also hired a Help Me Grow Project Manager to manage the contract between FDDC and the Office of Early Learning and to develop and manage affiliate contracts. These individuals started their work in October 2014.

In August 2014, FDDC selected a vendor to manage the selection, installation and training of a common data base referral tracking system the new Help Me Grow affiliate sites.

A partnership that includes FDDC, the United Way of Florida, the Children’s Movement of Florida, the Children’s Trust of Miami-Dade, the Florida Office of Early Learning, and the Florida 2-1-1 Association was formed to collaborate and guide the establishment of Help Me Grow Florida.

**Target Dates**
The continuation contract for Snow Strategies was approved by the Council in May 2013 and executed July 2013. The development of a toolkit of information for Help Me Grow chapters began in August 2013. Providing information to families about Help Me Grow did not take place this year, but will occur in 2015. A sustainability plan was developed in January 2014. The technical assistance activities and overall project were evaluated in June 2014.

**Deliverables/Products (submitted by September 30, 2014)**
• Policy brief – “Building a Statewide Child Developmental Screening Registry”
• Policy brief – “Building Partnerships for Data Integration to Promote a Statewide Child Developmental Screening System”
• A Transition and Sustainability plan which describes the resources, staff, and actions needed to ensure sustainability of this initiative outside of Council funding
• “Tool Kit” of resources for potential Help Me Grow affiliates including, The Menu of Developmental Screening Tools, The System of Care model, Suggestions for how to identify community/state resources, particularly for children not eligible for Part C or Part B services, A graphic file for a “Call Help Me Grow before You Go” prescription pad, A fact sheet on data systems with guidance on why and how to collect data on encounters with families who access Help Me Grow, A plan for local regions of the Florida Chapter of the American Academy of Pediatrics to build the capacity of pediatricians to conduct developmental screenings and inform them of the Help Me Grow system, Summaries from all Task Force meetings including recommendations
• The Florida Help Me Grow Task Force met twice
• Summaries from all Task Force meetings including recommendations
• Funding to establish Help Me Grow Florida was authorized

**Evaluation Outcomes**
Outcome 1: Help Me Grow Florida will be established as a statewide entity to implement a comprehensive statewide entity to implement a comprehensive system for the developmental screening of children aged birth to five.
Progress: Partially Achieved: As of 10/1/14 the Statewide Coordinating Office will be established and affiliate areas will be established. This will be reported as Achieved in the 2015 PPR.
Outcome 2: At least three new regional chapters for Help Me Grow will be established in Florida. 
Progress: Not achieved: 5 2-1-1 organizations in Florida will become Help Me Grow affiliates before the end of 2015.

Outcome 3: Families with young children who have developmental concerns will be able to access effective screening and referral to appropriate services that may lead to early identification of needed services and supports. 
Progress: Not yet achieved: Once Help Me Grow is fully implemented in the selected affiliate areas, this outcome will be achieved.

Performance Measures: There were 57 members of the Child Development Screening/Help Me Grow Task Force who were involved in a coalition

Impact on Objective and Goal: Our successful efforts this year promote the achievement of our goal to provide technical assistance to promote accessible early intervention systems. With the funding allocated to establish additional Help Me Grow affiliates, we are making substantial progress on our objective to develop and implement a statewide coordinated system to improve child development screening that leads to early identification of needed services and supports. This is a great accomplishment as it aligns the efforts, members, and resources of many groups all working toward a common goal.

**Stories of lives made better**
No stories to report

**Stories of policy/legislative changes**
The Florida Legislature and the Governor have appropriated $2 million, non-recurring General Revenue, to the Florida Developmental Disabilities Council for the 2014-15 Fiscal Year to expand the Florida Help Me Grow Network to connect children and families with information, resources, and developmental services to enhance the health, behavior, learning and development of young children.

Performance Measures

Performance Measure 1.1 (self-advocacy/advocacy):

SA01 People trained in area related to goal/objective: 0
SA02 People trained in leadership, self-advocacy, and self-determination: 0
SA03 People trained in systems advocacy: 0

Performance Measure 1.2 (self-advocacy/advocacy):

SA04 People active in systems advocacy: 0
SA05 People attained membership on public/private bodies and leadership coalitions: 0
SA06a Other self-advocacy measure: 0
SA06b Other self-advocacy measure: 0
SA06c Other self-advocacy measure: 0

Performance Measure 2.1 (systems change):

SC01 Programs/policies created or improved: 0
SC02 Number of organizations involved coalitions/networks/partnerships: 57
SC03 Organizations engaged in systems change efforts: 0
SC04 Number of public policymakers educated: 0
SC05 Members of the general public reached: 0
SC06a Other systems change measure: 0
SC06b Other systems change measure: 0
SC06c Other systems change measure: 0

Performance Measure 3 (resource leveraging):
   RL01 Dollars Leveraged: $0

Objective 5.16:

5.5: Provide technical assistance to key stakeholders to implement activities from the state health care transition strategic plan to benefit adolescents and young adults and their families who are transitioning from pediatric to adult health care.

Implementation activities:
Implementation Activities – Florida HATS - Years 2-5
1. Continue collaboration with the Florida Department of Health on project activities
2. Provide legislative education and advocate legislation to support Health Care Transition issues
3. Develop final report and recommendations to the Council for next Steps

Activities undertaken were: ☑ All met ☑ Partially met ☐ Not met

Timelines:
Year 2
1. 08/11
2. 01/12
3. 05/12
Year 3
1. 08/12
2. 01/13
3. 05/13
Year 4
1. 08/13
2. 01/14
3. 05/14
Year 5
1. 08/14
2. 01/14
3. 05/15

Timelines established were: ☑ All met ☑ Partially met ☐ Not met
Annual Progress Report:

**Introduction and Background**

This initiative continued to monitor the implementation of recommendations from the legislatively mandated Health Care Transition Services Task Force. From 2008 – 2011 the Council worked collaboratively with the Title V state agency (Children’s Medical Services) and other partners to educate consumers, service providers, and educators about health care transition; promote FloridaHATS (Florida Health and Transition Services) and its products, increase awareness of access to health-related services for youth and young adults with disabilities or chronic health conditions and strengthen local health care transition service networks in pilot coalition sites.

**Description of Activities**

The Council has continued to monitor the activities of the FloridaHATS initiative after conclusion of the Year 3 contract. The Council continues to distribute copies of the Health Insurance Guide for Young Adults and the “10 steps to Successful Health Care Transition” rack card. The Council also receives updates from the Children’s Medical Services as to the progress of this initiative. In addition, the Council continues to monitor legislative activity regarding efforts to improve Health Care Transition.

Children’s Medical Services serves reports that over 30,000 individuals between the ages of 12-21 receive services. Each child receives care coordination for transition beginning at age 12.

FloridaHATS activities have continued throughout the state and include a redesigned and updated FloridaHATS web-based Health Care Transition Training for Health Care Professionals. The new format incorporates 10 topic-specific, interactive modules that last approximately 15 minutes each. The modules are organized sequentially with new evidence-based tools and resources developed by FloridaHATS, Got Transition/Center for Health Care Transition Improvement, AAP, and other national and state partners. The redesign integrates adult learning best practices in a familiar, easy to follow PowerPoint format. The topics covered include Adolescent Development, Working with Caregivers, Assessing Transition Readiness, Patient Skill Development, Legal & Financial Aspects, Insurance, Working with Adult Medicine, and Care Transfer.

A standardized approach is used to organize the modules; that is, each module addresses learning objectives, significance, evidence-base, barriers, using strategies and tools in practice, discussion with patients and caregivers, key points, resources, and references/ citations. The modules are available through the Florida Keys Area Health Education Center training site and FloridaHATS web site. A short description of the module and learning objectives are provided with the links on the FloridaHATS site. AHEC offers up to 4 free CME/CE contact hours for physicians, nurses, psychologists, mental health counselors, social workers, and dentists.

In addition, the Transition Toolkit was updated to include new community resources as well as new instruments developed by Got Transition/Center for Health Care Transition Improvement and the Guide to the Florida Juvenile Justice System for Parents of Youth with Disabilities or Chronic Health Conditions was updated in English, Spanish and Haitian Creole.

Regional Coalition activities continue. JacksonvilleHATS was renamed Northeast FloridaHATS to better reflects its regional catchment area. The coalition produced 2 promotional banners this year, which will be used at partner sites and community events.
The PanhandleHATS coalition continues to monitor and refine its Health Navigation Model for transitioning CMS clients to an adult medical home at Escambia and Santa Rosa Community Clinics (FQHCs). The model has been the topic of several CMS meetings and was presented at a statewide conference for FQHC clinicians in May 2014, with a long-term goal of replicating it in other Florida communities. PanhandleHATS also hosted training for CMS staff in Pensacola office about the regional 2-1-1 program that is operated by the Escambia County United Way office.

The HillsboroughHATS coalition focused its efforts this year on outreach to pediatric providers and updating local provider listings in the FloridaHATS Health Services Directory for Young Adults. A one-page resource brief was disseminated electronically to members of the Hillsborough County Pediatric Society, HealthPoint Medical Group, Pediatric Health Care Alliance, NAPNAP (Hillsborough nurse practitioners), and graduate schools of nursing at USF, South University, and University of Tampa. It was subsequently modified for statewide dissemination. Coalition members also attended several community events and distributed materials.

The newest coalition, South FloridaHATS, completed its strategic planning process and action steps in June 2014.

The Strategic Planning Guide for Health Care Transition Coalitions has been updated to reflect the experiences and lessons from our four regional coalitions that have used the MAPP planning guide to develop and implement community action plans.

Training and outreach activities continue. A training was conducted at Pepin Transitional School in Tampa on 8/22/13 for approximately 60 educators and high school students.

A webinar was conducted on 11/14/13 for 26 SERC members (South East Regional Genetics Collaborative), which represents 10 states around inherited genetic disorders. It is one of 7 regional collaboratives in the U.S. and is funded in part by HRSA and MCHB.

Another webinar was conducted for 31 physicians and practice staff in the Florida Medical Home Demonstration Project (sponsored by the AAP) on 11/20/13 and 11/26/13.

A webinar was conducted for 35 attendees on 5/21/14 entitled “10 Steps to Taking Charge of Your Health Care Using the GLADD Approach.” The webinar was sponsored by the Florida Center for Inclusive Communities and was one in a series targeted to working persons with developmental disabilities in Florida.

A resource brief was disseminated electronically to Florida pediatric providers and other stakeholders.

In the area of Strategic Partnerships, FloridaHATS is working with the Florida Children’s Hospital Association on a proposal to establish a transition program in every children’s hospital in the state. CMS continues to explore ways to implement activities outlined in the 2012 Memorandum of Agreement between CMS and the Florida Association of Community Health Centers.

The FloridaHATS website and Facebook page is updated regularly with new resources; modifications are also based on feedback from consumers, MAC members, and coalition members. The following are web site analytics from 7/1/13 – 6/30/14, showing 4,655 visits. Visitor count increased slightly over prior year, from 4,454 visits.
To encourage providers listed in the Health Services Directory for Young Adults to include more descriptive detail about scope of their services, the program submission form was modified to include additional data fields: age range of clients/patients served; language in which services are provided; special populations served; and whether Medicaid is accepted. In addition, a message will be automatically emailed annually to all listed providers, requesting that they review and update their program descriptions.

**Target Dates**

The continued collaboration with the Department of Health/Children’s Medical Services continues as a year round activity. No legislative education was provided during the 2014 Florida Legislative Session. A verbal update with recommendations for next steps was provided to the Health Care and Prevention Task Force in July 2014.

**Deliverables/Products (submitted by September 30, 2014)**

• Web-based Health Care Transition Training for Health Care Professionals training modules
• Updated Transition Toolkit
• Updated Guide to the Florida Juvenile Justice System for Parents of Youth with Disabilities or Chronic Health Conditions in English, Spanish, and Haitian Creole.
• Resource Brief “Transition to Adult Care: Are YOU Prepared” for pediatric providers and other stakeholders
• Educational webinars were presented to stakeholders
• Updated FloridaHATS webpage and Facebook pages
• Updated provider listings in Health Services Directory for Young Adults
• 4 regional coalitions are conducting activities

**Evaluation/Outcomes**

Outcome 1: Young adults with developmental disabilities and their families will have access to updated information on health care insurance options.
Progress: Achieved: The Health Insurance Guide for Young Adults is posted on the FloridaHATS website and an updated guide is being developed.

Outcome 2: Promotional efforts will increase opportunities for interested individuals to obtain information on health care transition efforts and strategies and will increase the number of health care professionals and educators who participate in the online training modules.
Progress: Achieved: 63 professionals have completed the online training module.

Performance Measures: 62 organizations are involved in coalitions (CMS and Florida HATS, and 60 organizations that are a part of the 4 regional coalitions), 4730 members of the general public were reached (4655 website hits and 75 Facebook likes) and 63 professionals have completed the online training module (people trained in area related to goal/objective). 2 organizations are engaged in systems change efforts to establish a transition program at every children’s hospital in Florida.

Impact on Objective and Goal: FloridaHATS has remained sustainable outside of Council funding and continues to inform and train stakeholders on health care transition and build the capacity of local coalitions. We are continuing to monitor the implementation of the health care transition strategic plan by disseminating resources. All of this benefits young adults with developmental disabilities as they transition from pediatric to adult health care which makes progress on our goal
to advocate for policy changes that will result in accessible health care systems.

**Stories of lives made better**

No stories to report

**Stories of policy/legislative changes**

No stories to report

Performance Measures

Performance Measure 1.1 (self-advocacy/advocacy):

- SA01 People trained in area related to goal/objective: 63
- SA02 People trained in leadership, self-advocacy, and self-determination: 0
- SA03 People trained in systems advocacy: 0

Performance Measure 1.2 (self-advocacy/advocacy):

- SA04 People active in systems advocacy: 0
- SA05 People attained membership on public/private bodies and leadership coalitions: 0
- SA06a Other self-advocacy measure: 0
- SA06b Other self-advocacy measure: 0
- SA06c Other self-advocacy measure: 0

Performance Measure 2.1 (systems change):

- SC01 Programs/policies created or improved: 0
- SC02 Number of organizations involved coalitions/networks/partnerships: 62
- SC03 Organizations engaged in systems change efforts: 2
- SC04 Number of public policymakers educated: 0
- SC05 Members of the general public reached: 4,730
- SC06a Other systems change measure: 0
- SC06b Other systems change measure: 0
- SC06c Other systems change measure: 0

Performance Measure 3 (resource leveraging):

- RL01 Dollars Leveraged: $0

Objective 5.17:

5.1: Provide technical assistance to Early Steps (Part C) to implement sustainability measures to enhance the service delivery system
Implementation activities:

Credentialing of Early Intervention Evaluators – Yr 2

1. Contract continuation approved
2. Contract begins
3. Continue collaboration with the State Office for Early Steps on project activities
4. Provide technical assistance to make the training materials into an online training format for early intervention evaluators to access & be trained across Florida
5. Pilot the online training modules for the Early Intervention Evaluator Credentialing process
6. Finalize the online training modules for the Early Intervention Evaluator Credentialing process
7. Evaluate the overall project activity
8. Develop report and recommendations to the Council on next steps

Activities undertaken were:  ☐ All met  ☐ Partially met  ☑ Not met

Timelines:
Year 2
1. 11/14
2. 12/14
3. 01/15
4. 02/15
5. 03/15
6. 04/15
7. 05/15
8. 10/15

Timelines established were:  ☐ All met  ☐ Partially met  ☑ Not met

Annual Progress Report:
No work on this objective this year.

Performance Measures

Performance Measure 1.1 (self-advocacy/advocacy):
SA01 People trained in area related to goal/objective:  0
SA02 People trained in leadership, self-advocacy, and self-determination:  0
SA03 People trained in systems advocacy:  0

Performance Measure 1.2 (self-advocacy/advocacy):
SA04 People active in systems advocacy:  0
SA05 People attained membership on public/private bodies and leadership coalitions:  0
SA06a Other self-advocacy measure:  0
SA06b Other self-advocacy measure:  0
SA06c Other self-advocacy measure:  0

Performance Measure 2.1 (systems change):
SC01 Programs/policies created or improved: 0
SC02 Number of organizations involved coalitions/networks/partnerships: 0
SC03 Organizations engaged in systems change efforts: 0
SC04 Number of public policymakers educated: 0
SC05 Members of the general public reached: 0
SC06a Other systems change measure: 0
SC06b Other systems change measure: 0
SC06c Other systems change measure: 0

Performance Measure 3 (resource leveraging):
  RL01 Dollars Leveraged: $0

Objective 5.18:
5.5: Provide technical assistance to key stakeholders to implement activities from the state health care transition strategic plan to benefit adolescents and young adults and their families who are transitioning from pediatric to adult health care.

Implementation activities:
Florida HATS
  1. Contract continuation approved
  2. Contract begins
  3. Continue TA activities to implement Health Care transition strategic plan
  4. Provide legislative education & advocacy legislation to support healthcare transition issues
  5. Evaluate final report & recommendations to the Council for next steps
  6. Develop final report & recommendations to the Council for next steps

Activities undertaken were: ☐ All met ☐ Partially met ☑ Not met

Timelines:
Year 1
  1. 06/10
  2. 07/10
  3. 08/10
  4. 09/10
  5. 07/11
  6. 07/11

Timelines established were: ☐ All met ☐ Partially met ☑ Not met

Annual Progress Report:
Activities completed and reported in prior PPRs.
Performance Measures

Performance Measure 1.1 (self-advocacy/advocacy):

SA01 People trained in area related to goal/objective: 0
SA02 People trained in leadership, self-advocacy, and self-determination: 0
SA03 People trained in systems advocacy: 0

Performance Measure 1.2 (self-advocacy/advocacy):

SA04 People active in systems advocacy: 0
SA05 People attained membership on public/private bodies and leadership coalitions: 0
SA06a Other self-advocacy measure: 0
SA06b Other self-advocacy measure: 0
SA06c Other self-advocacy measure: 0

Performance Measure 2.1 (systems change):

SC01 Programs/policies created or improved: 0
SC02 Number of organizations involved coalitions/networks/partnerships: 0
SC03 Organizations engaged in systems change efforts: 0
SC04 Number of public policymakers educated: 0
SC05 Members of the general public reached: 0
SC06a Other systems change measure: 0
SC06b Other systems change measure: 0
SC06c Other systems change measure: 0

Performance Measure 3 (resource leveraging):

RL01 Dollars Leveraged: $0
### Section III: Progress Report - Goals and Objectives

**Goal 6: Formal & Informal Supports**

In partnership with individuals with developmental disabilities and their families, the Council will provide education and outreach to stakeholders, provide education to policy makers, and facilitate coalition development, and interagency collaboration to increase the available Developmental Disabilities Home & Community Based Waiver services and non-waiver supports in response to the needs of individuals on the Waitlist.

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<td>State DD Agency</td>
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Other Collaborators Planned:

- Agency for Persons with Disability, Self-Advocate
- Marcus Point Baptist Church, Support Coordinators
- Healthy Start Coalition JMT, Family Care Council of FL
- Madison County School District, Arc of FL
- Arc Big Bend, Parent, Disability Rights FL
- Grottoes, Arc of Alachua Co., MedEd America
- Complex Systems Innovations, Partnerships for Strong Families
- Medicaid Waiver Provider, Center for Independent Living
- Area Agency on Aging, Pasco Co Schools, Vocational Rehabilitation
- Ounce of Prevention

**Objective 6.1:**

6.1: Conduct research and provide technical assistance which may include but not be limited to, establishing and supporting a task force which specifically addresses the Developmental Disabilities Home & Community Based Services Waiver Waitlist
to include the development and implementation of a strategic plan to address the needs of individuals with developmental disabilities on the waitlist.

Implementation activities:
Task Force on HCBS Waiver Waitlist - Yr 1
1. Release RFP
2. Select Grantee
3. Contract begins
4. Conduct comprehensive research on Florida’s HCBS Waiver waitlist issues
5. Implement technical assistance to create statewide task force to develop recommendations
6. Develop Strategic Plan
7. Evaluate the technical assistance activities and overall project
8. Develop report recommendations to the Council for next Steps

Activities undertaken were:  ☑ All met  ☐ Partially met  ☑ Not met

Timelines:
Year 1
1. 07/11
2. 09/11
3. 12/11
4. 01/12 – 08/12
5. 08/12 – 09/12
6. 10/12 – 08/13
7. 10/12 – 8/13
8. 09/13

Timelines established were:  ☑ All met  ☐ Partially met  ☑ Not met

Annual Progress Report:
Activities completed and reported in the prior PPRs.

Performance Measures
Performance Measure 1.1 (self-advocacy/advocacy):
SA01 People trained in area related to goal/objective: 0
SA02 People trained in leadership, self-advocacy, and self-determination: 0
SA03 People trained in systems advocacy: 0

Performance Measure 1.2 (self-advocacy/advocacy):
SA04 People active in systems advocacy: 0
SA05 People attained membership on public/private bodies and leadership coalitions: 0
SA06a Other self-advocacy measure: 0
SA06b Other self-advocacy measure: 0
SA06c Other self-advocacy measure: 0
Performance Measure 2.1 (systems change):

| SC01 Programs/policies created or improved: | 0 |
| SC02 Number of organizations involved coalitions/networks/partnerships: | 0 |
| SC03 Organizations engaged in systems change efforts: | 0 |
| SC04 Number of public policymakers educated: | 0 |
| SC05 Members of the general public reached: | 0 |
| SC06a Other systems change measure: | 0 |
| SC06b Other systems change measure: | 0 |
| SC06c Other systems change measure: | 0 |

Performance Measure 3 (resource leveraging):

| RL01 Dollars Leveraged: | $0 |

Objective 6.2:

6.1: Conduct research and provide technical assistance which may include but not be limited to, establishing and supporting a task force which specifically addresses the Developmental Disabilities Home & Community Based Services Waiver Waitlist to include the development and implementation of a strategic plan to address the needs of individuals with developmental disabilities on the waitlist.

Implementation activities:

Task Force on HCBS Waiver Waitlist - Yrs 2-4
1. Continuation contract approved
2. Contract begins
3. Continue with comprehensive research on Florida’s HCBS Waiver waitlist issues
4. Implement technical assistance to expand statewide task force to include key stakeholders
5. Provide technical assistance to stakeholders to advocate to legislature for the implementation of the strategic plan
6. Provide technical assistance to work with statewide task force to support implement HCBS waiver waitlist strategic plan
7. Evaluate the technical assistance activities and overall project
8. Develop report with recommendations for the Council for next Steps

Activities undertaken were: □ All met ✔ Partially met □ Not met

Timelines:
Year 2
1. 09/13
2. 12/13
3. 01/14 – 07/14
4. 01/14- 07/14
5. 01/14- 07/14
Annual Progress Report:

**Introduction and Background**

Since 2007, there have been several funding reductions in the Developmental Disabilities Home & Community Based Services (HCBS) Waiver. The annual appropriation for the HCBS Waiver went from $958 million in 2007-2008 to $810 million in 2011-2012. While $36 million was allocated in 2013-2014 to move individuals from the waitlist to the Waiver, this only provided services to an additional 700-1000 people. And even with this additional funding, the dent in the number of individuals waiting for services has been minimal (21,766 in 2012 and 21,032 in 2014).

It was clear that a more comprehensive approach was necessary to address the needs of the individuals with developmental disabilities who are waiting for Waiver services and their families. Toward this end, the Council contracted with the Ounce of Prevention to develop & implement a systemic evidence-based approach to inform & support the development of a strategic plan to address the Developmental Disabilities HCBS Waiver waitlist. During Year 1 of this project, research was conducted through a variety of established methods including literature review, interviews, surveys, and focus groups. From this research, a comprehensive analysis of individuals on the waitlist, a comprehensive assessment of other states’ efforts to reduce their HCBS waitlist & an environmental scan that identified the barriers and challenges related to the FL waitlist were produced. A Waitlist Strategic Plan Task Force of Florida’s stakeholders reviewed the research & information & worked to develop a strategic plan. The Waitlist Strategic Plan identified 34 strategies with actions steps, divided into five focus areas: community based supports, education & training, policy & advocacy, service delivery system & transition & employment. Year 2 of the project focused on the implementation of the Waitlist Strategic Plan.

**Description of Activities**

During year 2 of the Waiver Waitlist project, implementation of the strategic plan began. It was
determined by the Waitlist Task Force that the strategies in the transition & employment focus areas would best be served by the Employment First Initiative. It was also decided to combine the focus areas for community based supports & education & training, as those identified strategies where closely aligned. As a result, three internal workgroups were established: Service Delivery System, Policy & Advocacy, and Community Supports and Education. Each workgroup has held regular meetings to pursue strategies selected from the Implementation Plan and, in some cases, new strategies were identified by the workgroups as emerging needs to be addressed. The Waitlist Task Force as a whole has met four (4) times during this reporting period: September 2013, November 2013, February 2014, and July 2014.

The Community-Based Supports and Education & Training Workgroup merged during the third full Task Force meeting. As information was gathered during year 1, a repeating need for respite services and education was found to be a priority from data collected. Discovery of a federal grant opportunity through the Administration for Community Living (ACL)/US Administration on Aging (AoA), that provides funding to establish a statewide Lifespan Respite Care program prompted the development of a statewide Respite Coalition and a Florida Respite Summit was held in February 2014 for interested statewide stakeholders. Although the decision was made not to pursue the grant in 2014, it was determined to begin the development of a FL Respite Alliance with statewide stakeholders to focus on respite education, resource development and capacity building for the benefit of caregivers throughout the state. Additionally, the workgroup has focused on a strategy to survey support groups that target caregivers’ needs for stress reduction, increasing coping skills and averting crisis. A survey is in development to determine the functionality and scope of current support groups for the identification of effective models for possible replication; gaps in areas that lack support groups; and dissemination of support group information collected through the APD.

The Service Delivery System Workgroup has focused on promoting greater efficiency in the delivery of services to individuals with developmental disabilities and their caregivers, especially by improving and promoting systems that provide information about referrals for services. The Council is currently providing technical assistance for the Waitlist Redesign project of the Agency for Persons with Disabilities in the Sun Coast Region of the state. The agency is currently reorganizing members on the waitlist in this region from a geographical caseload system to a non-geographic, round-robin assignment of cases for agency staff. The Council is assisting the agency to determine if the outcome of this new model is more timely and efficient in meeting the needs of individuals who contact the agency for assistance.

The Policy & Advocacy Workgroup has been very active due to the urgency associated with developing tools for use during the 2014 Session of the Florida Legislature. The advocacy message for this year’s session was a focus on increasing the APD funding to a level sufficient to move 1300 waitlist members to the waiver. The workgroup also looked at a long-term approach to advocate the legislature for funding a fixed number of new individuals each year to move off the waitlist and onto the waiver. This strategy is geared towards building expectation among legislators and their staff that new funding will be needed each year to fulfill a five-year plan to greatly impact the high waitlist numbers.

The Council continues the process of implementing the strategic plan, which has been and may be subject to revisions as shifts in priorities arise and lessons learned are taken into account.

**Target Dates**
The Council approved the continuation of the DD Waitlist initiative to the second year in September 2013 and the year 2 contract become effective December 2013. The comprehensive
research on FL HCBS Waiver Waitlist started in January 2012 and was completed in June 2013. The Strategic Plan was completed in November 2013 and revised in February 2014. Technical assistance began for the implementation of the strategic plan in January 2014, including the production of cost estimates for funding proposals and a legislative advocacy fact sheet completed in February 2014 for use during the 2014 Legislative Session. Evaluation of technical assistance continues through February 2015. The evaluation process conducted led to feedback that resulted in the revision of the strategic plan in February 2014 and will continue to calibrate the process moving forward. The year 2 contract is scheduled to end February 2015.

**Deliverables/Products (completed by September 30, 2014)**
- Four meetings of the Strategic Plan Implementation Task Force were held
- Multiple work group meetings held
- Waitlist Strategic Plan finalized (2013) and revised (2014)
- 2014 Legislative Advocacy Tool developed
- Lifespan Respite Summit held
- Lifespan Respite Grant developed
- APD Regional Waitlist Redesign Project developed

**Evaluation/Outcomes**
Outcome 1: Increased knowledge among organizational stakeholders related to the needs of services & the barriers related to providing services for individuals with developmental disabilities who are on the HCBS Waiver Wait List.
Progress: Achieved: Through a series of research methods including analysis of documents from other states and Florida, & interviews, focus groups & surveys with self-advocates, family caregivers, support coordinators, & providers, information was analyzed & synthesized into reports that were shared with the Task Force & disseminated to stakeholders for the purpose of implementing the strategic plan. As a result, stakeholders became more knowledgeable about factors related to persons on the waitlist & their needs.

Outcome 2: There is an established task force dedicated to addressing the needs of individuals on the HCBS Wait List.
Progress: Achieved: A Wait List Task Force was established during year 1 of the project and remains in place for implementation of the strategic plan. The Task Force receives information gathered through workgroup and research activities, provides guidance for the advancement and evolution of the strategic plan, and provides input on action step development for the strategies that have emerged from the plan.

Outcome 3: A strategic plan to address the needs of individuals on the Wait List is developed.
Progress: Achieved: At the end of year 1 of the project, the Waitlist Strategic Plan was developed. The plan identified strategies to address the health and needs of individuals on the Waitlist for Florida’s HCBS Medicaid Waiver. Each strategy identified recommended action steps & responsible parties to implement the strategies. Throughout year 2 of the project, the strategic plan has been revised as new strategies have been identified.

Outcome 4: Support the implementation of a strategic plan to address the needs of individuals on the Wait List.
Progress: Partially Achieved: The implementation of the strategic plan is currently underway. The strategies focused on legislative advocacy were completed for the 2014 Legislative Session. Through advocacy efforts the legislature appropriated additional funding to move approximately 1400 individuals off the waitlist & onto the waiver for services.
Outcome 5: The findings of the task force will be distributed to stakeholders.  
Progress: Partially Achieved: The Wait List Task Force and interested stakeholders are active members in the implementation process. Participants are engaged in strategic action steps and updated as new developments occur. During year 1 of the project, data reports & the Strategic Plan was disseminated to the task force to proceed with the work during this year of the project. And evaluation and final report for the current work products will be presented to stakeholders at the completion of year 2 of the project, for recommendations to proceed with project activities for year 3.

Performance Measures: The 27 member Waitlist Implementation Task Force is reflected in the number of organizations engaged in systems change efforts. There were approximately 100 copies of the 2014 Legislative Waitlist Advocacy Handout distributed to the general public during DD Day at the Florida Capitol. And one (1) state agency that provides services for individuals with developmental disabilities saw improvement through advocacy efforts that increased funding appropriations to move individuals off of the waitlist and onto the waiver.

Impact on Objective and Goal: The development and implementation of the Waitlist Strategic Plan has provided a comprehensive and systematic approach to address many of the needs of individuals with developmental disabilities on the waitlist. Through the collaboration of key stakeholders, the state agency that provides services for individuals with developmental disabilities is able to pursue tangible changes that will positively impact the lives of the people they serve & natural supports are being strengthened to accommodate needs that cannot be met through government agencies.

**Stories of Lives Made Better**
No stories to report.

**Stories of Policy/Legislative Changes**
Through the collaborative advocacy efforts of stakeholders, $20 million was appropriated by the FL Legislature for APD to move approximately 1,200 individuals from the waitlist to enrollment in the HCBS Medicaid Waiver for services. These individuals join about 1,600 people who were offered waiver services last fiscal year. Progress is being seen from the strategy to raise the awareness of legislators that new funding will be needed each year to impact the high HCBS Waiver waitlist numbers.

Performance Measures

Performance Measure 1.1 (self-advocacy/advocacy):
- SA01 People trained in area related to goal/objective: 0
- SA02 People trained in leadership, self-advocacy, and self-determination: 0
- SA03 People trained in systems advocacy: 0

Performance Measure 1.2 (self-advocacy/advocacy):
- SA04 People active in systems advocacy: 0
- SA05 People attained membership on public/private bodies and leadership coalitions: 0
- SA06a Other self-advocacy measure: 0
- SA06b Other self-advocacy measure: 0
- SA06c Other self-advocacy measure: 0
Performance Measure 2.1 (systems change):
SC01 Programs/policies created or improved: 1
SC02 Number of organizations involved coalitions/networks/partnerships: 27
SC03 Organizations engaged in systems change efforts: 0
SC04 Number of public policymakers educated: 0
SC05 Members of the general public reached: 100
SC06a Other systems change measure: 0
SC06b Other systems change measure: 0
SC06c Other systems change measure: 0

Performance Measure 3 (resource leveraging):
RL01 Dollars Leveraged: $0

Objective 6.3:

6.2: Provide technical assistance to develop four (4) regional community coalitions that will increase the availability of informal and volunteer services and promote access to generic or shared services for individuals with developmental disabilities living in their communities.

Implementation activities:
Community Coalitions - Year 1
1. Release RFP
2. Select Grantee
3. Contract begins
4. Identify community coalition locations
5. Recruit stakeholders for each targeted community coalition
6. Implement technical assistance to 2 community coalitions to develop a demonstration project
7. Evaluate the technical assistance activities and overall project
8. Develop report recommendations to the Council for next Steps

Activities undertaken were: ☐ All met ☐ Partially met ☒ Not met

Timelines:
Year 1
1. 03/11
2. 05/11
3. 07/11
4. 09/11
5. 10/11
6. 11/11 – 09/12
7. 11/11 - 09/12
8. 10/12
Timelines established were: ☑ All met ☐ Partially met ☑ Not met

Annual Progress Report:
Activities completed and reported in prior PPRs.

Performance Measures
Performance Measure 1.1 (self-advocacy/advocacy):
   SA01 People trained in area related to goal/objective: 0
   SA02 People trained in leadership, self-advocacy, and self-determination: 0
   SA03 People trained in systems advocacy: 0

Performance Measure 1.2 (self-advocacy/advocacy):
   SA04 People active in systems advocacy: 0
   SA05 People attained membership on public/private bodies and leadership coalitions: 0
   SA06a Other self-advocacy measure: 0
   SA06b Other self-advocacy measure: 0
   SA06c Other self-advocacy measure: 0

Performance Measure 2.1 (systems change):
   SC01 Programs/policies created or improved: 0
   SC02 Number of organizations involved coalitions/networks/partnerships: 0
   SC03 Organizations engaged in systems change efforts: 0
   SC04 Number of public policymakers educated: 0
   SC05 Members of the general public reached: 0
   SC06a Other systems change measure: 0
   SC06b Other systems change measure: 0
   SC06c Other systems change measure: 0

Performance Measure 3 (resource leveraging):
   RL01 Dollars Leveraged: $0

Objective 6.4:
6.2: Provide technical assistance to develop four (4) regional community coalitions that will increase the availability of informal and volunteer services and promote access to generic or shared services for individuals with developmental disabilities living in their communities.

Implementation activities:
Community Coalitions - Year 2
1. Continuation contract approved
2. Contract begins
3. Identify 2 new community coalition locations
4. Recruit stakeholders for each targeted new community coalition
5. Implement technical assistance to Yr 1 & Yr 2 community Coalitions to develop a demonstration project
6. Evaluate the technical assistance activities and overall project
7. Develop report recommendations to the Council for next Steps

Activities undertaken were:  ✓ All met  ☐ Partially met  ☐ Not met

Timelines:
Year 2
1. 09/12
2. 12/12
3. 03/13
4. 01/13-01/14
5. 01/13– 01/14
6. 01/13 –01/14
7. 02/14

Timelines established were:  ☐ All met  ✓ Partially met  ☐ Not met

Annual Progress Report:
**Introduction and Background**
During the first two years of this initiative, four grassroots coalitions of stakeholders in the developmental disabilities community were established. The coalitions have developed their membership, established the mission for each group, and identified community projects or organizations to support.

**Description of Activities**
At the end of the 2nd year of the project, the status of the coalitions were as follows: Project Empower (serving Escambia, Santa Rosa, Fort Walton, and Okaloosa Counties) is incorporated as a Florida non-profit; and its by-laws and articles of incorporation have been filed. The coalition has submitted an application for IRS 501(c)3 tax-exempt status. The coalition is governed by an eight-member board of directors who are highly active both in terms of leadership and in carrying out specific tasks. Regular meetings of the coalition are held monthly and meetings of the Board of Directors are held every two weeks. The Board of Directors makes all strategic and major administrative decisions for the coalition and the general member meetings are used as a forum for information sharing and networking among members of the developmental disabilities community. Project Empower has initiated many programs beyond the initial pilot project. Project Connect provides free computer equipment to individuals with developmental disabilities and their parents/caregivers for the purpose of accessing technology in searching for employment, broadening communication, and strengthening a necessary skill. The computers are donated by area businesses and refurbished by a team of volunteers. Individuals that received the computers are offered training on computer literacy, safety and common software (computers come loaded with Windows XP). Ambassador for Change is a program that utilizes self-advocates to actively inform the community on the challenges faced and the accomplishments made by those with
developmental disabilities. Additional roles include helping new attendees understand the goals and current projects of the coalition and acting as a liaison with key area agencies, including APD, Vocational Rehabilitation, University of West Florida and more. Ambassadors receive support from the Board in gaining the skills necessary to take this role. Additionally, Project Empower maintains a website and is planning to produce a video documenting the coalition’s development.

Project CARES (Community, Advocacy, Resources, Employment and Supports; based in Madison, and serving Madison, Jefferson, and Taylor Counties) is incorporated as a Florida non-profit and their by-laws and articles of incorporation have been filed. The coalition has entered a fiscal sponsor agreement with an existing 501(c)3 organization, The United Way of Big Bend (UWBB). The coalition is governed by a three-member Advisory Board, with leadership functions shared among the three officers. Meetings are held monthly, as are meetings of the Advisory Board. The Advisory Board makes all strategic and administrative decisions for the coalition. The coalition meetings are used as a forum for information sharing and networking among members of the developmental disabilities community. Project CARES has built a strong relationship with Madison Co. Public Schools, with the Superintendent and Coordinator of ESE Services attending multiple meetings to learn about the coalition’s activities and hear parents’ concerns about the school system. Project CARES collaborates with two other community organizations, Always Support Kids with Developmental Disabilities and Madison Autism Parents. ASK is a 4H club that provides social and recreational opportunities for children with developmental disabilities and MAP provides a support group for parents of such children (mostly the same actual children). The coalition’s support of MAP/ASK has included assistance with parent support group functions, helping advertise the groups activities, and fundraising for camp scholarships for children with developmental disabilities. Due to the relatively small population in the areas served, Project CARES utilizes flyers and brochures to market the coalition activities.

Project Enable (serving Alachua, Bradford, and Levy Counties, and based in Gainesville) rebounded from a crisis of leadership in late 2013 to attain impressive momentum and cohesion in 2014. After the old leadership team collapsed amid internal conflict over the coalition’s choice of pilot project, a new cohesive leadership team has emerged with four members. Two of these have agreed to serve as board members when the coalition incorporates and recruitment for additional leadership team members has become a priority. The full coalition meets once per month and has had steady attendance since February 2014. Project Enable has not incorporated as a non-profit, but has held preliminary discussions with the Arc of Florida regarding fiscal sponsorship. Project Enable hosted the Enable Fair at the Arc of Alachua in April 2014. This event provided opportunities for individuals with developmental disabilities and their families to learn about services and activities available to them, including Special Olympics sports. Participants in the Enable Fair were able to try out sports activities on site, sign up for Special Olympics, speak with representatives of provider organizations, and get a free massage.

The Pasco Coalition launched in September 2013 and has held eight meetings in this contract year. A four-member leadership team has emerged, including two staff members of the Center for Independence. The coalition has established its mission statement and drafted bylaws. United Way of Pasco County has agreed to become fiscal sponsor while the coalition seeks 501 (c) 3 tax-exempt status. The coalition has held several discussions of possible pilot projects and is currently focused on the issue of transportation in both East and West Pasco County. The group plans to work on getting new routes to serve those with disabilities on the evenings and weekends and is working with a local transportation company, New Freedom Transportation, to advocate for these changes. The coalition has begun outreach to local businesses for support in obtaining a van donation for the project and CFI has begun preparing a budget for the project.
The Council approved the continuation of the Community Coalition initiative to the second year in September 2012 and the year 2 contract became effective January 2013. The location of fourth coalition site was identified in February 2013 (Note: The State Plan includes identification of 2 new coalition locations. However, year 1 was to implement 2 coalitions and instead 3 were formed. The total number of coalitions for the 2 years is still 4). The original end date for the contract was February 2014, but was extended to July 2014 to allow additional time for goals and objectives of the project to be successfully completed. The recruitment of stakeholders for the Pasco Co. coalition began in August 2013. Technical assistance to the year 1 coalitions began with the effective date of the contract in January 2013 and include technical assistance to the new fourth coalition, which held its first meeting in September 2013. The implementing activities for the fourth coalition were completed by June 2014. There was a delay in the project due to key staff changes at the Ounce of Prevention which impacted the fourth coalition’s development.

**Deliverables/Products (completed by September 30, 2014)**
- On-going technical assistance provided to the 4 established coalitions
- Pilot projects identified and tangible support provided for 4 coalitions
- By-laws and articles of incorporation drafted in 3 coalitions and finalized in 2 coalitions
- Multiple coalitions meeting in four (4) areas of the state
- Four (4) programs developed by Project Empower Coalition
- Two (2) collaboratives formed by Project CARES Coalition
- One (1) community event hosted by Project Enable Coalition

**Evaluation/Outcomes**

Outcome 1: Increased collaboration of available community resources to assist individuals with developmental disabilities who are on the HCBS Waiver Waitlist

Progress: Achieved: The coalitions have developed new collaborations with programs or services to assist individuals on the Waiver waitlist, as follows: Project Empower has increased collaboration within the Pensacola area through Project Connect, in which the coalition solicits contributions of computer equipment from corporations and has also identified volunteers to refurbish the equipment and train its users. Project Enable has increased collaboration within the Gainesville area by bringing together several service provider organizations, including Special Olympics and the Arc of Alachua, to host the Enable Fair. Project CARES has increased collaboration in the Madison area by advocating for children with developmental disabilities in the public school system. And the Pasco Coalition has increased collaboration within the Pasco area by bringing together 2-1-1 Pasco and APD to compare their resource directories and ensure consistency of information provided to the public.

Outcome 2: Increase utilization of available community resources to assist individuals with developmental disabilities who are on the HCBS Waiver Waitlist.

Progress: Partially Achieved: Project Empower increased the utilization of the existing respite services provided by PURE Friendship Ministries. Through the Enable Fair, Project Enable increased awareness of the service offered by Special Olympics. Project CARES increased utilization of the summer camp offered by Always Support Kids, by raising funds to provide scholarships for the camp.

Federal Performance Measures: There was a total of 106 members of the four coalitions that are reflected in the number of organizations involved in coalition/network/partnerships in their communities. There were 100 members of the general public that were reached through the
efforts of Project Enable’s Fair. One community coalition was created in the Pasco County area and three coalitions were improved through technical assistance received to expand, maintain, or refocus coalition activities. The 2 Ambassadors for Change are reflected in people active in system change.

Impact on Objective and Goal: The coalitions have made significant progress during the two years of the project. Resources and access to services have been impacted through the work of the coalitions. To promote more effective coalition development in additional communities, changes in the formation and implementation of future coalitions will be pursued in Year 3 of the project.

**Stories of Lives Made Better**
Cameron is a member of Project Empower Coalition and a self-advocate. She recently accepted a nomination to the Board of the coalition and currently serves as a Project Empower Ambassador. Cameron works on the Marketing Committee and has agreed to star in the marketing video, designed to outline the coalition’s Project Connect Program. She clearly expresses a desire to work in the fashion industry and currently is employed at Sephora in the mall. She feels that working on the Marketing Committee strengthens her employment plans for the future. Cameron displays tireless commitment and energy to the coalitions and strives to encourage others to follow their dreams.

**Stories of Policy/Legislative Changes**
None yet to report

Performance Measures

Performance Measure 1.1 (self-advocacy/advocacy):
- SA01 People trained in area related to goal/objective: 0
- SA02 People trained in leadership, self-advocacy, and self-determination: 0
- SA03 People trained in systems advocacy: 0

Performance Measure 1.2 (self-advocacy/advocacy):
- SA04 People active in systems advocacy: 2
- SA05 People attained membership on public/private bodies and leadership coalitions: 0
- SA06a Other self-advocacy measure: 0
- SA06b Other self-advocacy measure: 0
- SA06c Other self-advocacy measure: 0

Performance Measure 2.1 (systems change):
- SC01 Programs/policies created or improved: 4
- SC02 Number of organizations involved coalitions/networks/partnerships: 106
- SC03 Organizations engaged in systems change efforts: 0
- SC04 Number of public policymakers educated: 0
- SC05 Members of the general public reached: 100
- SC06a Other systems change measure: 0
SC06b Other systems change measure: 0
SC06c Other systems change measure: 0

Performance Measure 3 (resource leveraging):
RL01 Dollars Leveraged: $0

Objective 6.5:

6.2: Provide technical assistance to develop four (4) regional community coalitions that will increase the availability of informal and volunteer services and promote access to generic or shared services for individuals with developmental disabilities living in their communities.

Implementation activities:
Community Coalitions - Years 3-5
1. Continuation contract approved
2. Contract begins
3. Continue to provide technical assistance to assist community coalitions implement the demonstration project
4. Evaluate the technical assistance activities and overall Project
5. Develop report with recommendations for the Council for next Steps

Activities undertaken were: ☒ Partially met  ☐ Not met

Timelines:
Year 3
1. 01/14
2. 03/14
3. 04/14 - 11/14
4. 04/14 – 11/14
5. 12/14
Year 4
1. 01/15
2. 03/15
3. 04/15 - 11/15
4. 04/15 – 11/15
5. 12/15
Year 5
1. 01/16
2. 03/16
3. 04/16 - 08/16
4. 04/16 – 08/16
5. 09/16

Timelines established were: ☐ All met ☐ Partially met ☐ Not met
Annual Progress Report:

**Introduction and Background**
The State of Florida, like many states, faced major fiscal crisis in recent years. Although there has been marked growth in Florida’s economic recovery process, many of the resources available to assist vulnerable populations, including those with developmental disabilities, are stretched to capacity, as evidenced by the estimated 21,000 Floridians with developmental disabilities on the Waitlist for Medicaid Waiver services. The challenge of reduced services for people with developmental disabilities creates a need for creative policymaking, increased informal supports, and collaborative partnerships in local communities.

During the first two years of this initiative, four (4) coalitions were formed. These coalitions are (1) Project Empower (serving Escambia, Santa Rosa and Okaloosa Counties); (2) Project CARES (serving Madison, Jefferson and Taylor Counties); (3) Project Enable (serving Alachua, Bradford and Levy Counties); and, (4) The Pasco Coalition for Developmental Disabilities (serving Pasco County). These are grassroots coalitions of stakeholders in the developmental disabilities community, including individuals with developmental disabilities, their family members and caregivers, service providers, and representatives of key state agencies (such as the Agency for Persons with Disabilities) and advocacy organizations (such as the Arc of Alachua). Over the past two years, the coalitions have developed their membership, established the mission for each group, and identified community projects or organizations to support. The four coalitions are at different stages of development, with three benefiting from technical assistance or ad hoc research, and one requiring more intensive assistance in leadership team-building and meeting facilitation.

**Description of Activities**
This contract represents the third year of a Council project designed to develop grassroots community coalitions that will increase the availability of information and volunteer services and promote access to generic or shared services for individuals with developmental disabilities living in their communities. Based on the experience of implementing the community coalition project thus far, the key to successful and expedient coalition development has been the identification of a strong and cohesive leadership team early in the formative stage. During the development of the four established coalitions, leadership has organically formed from stakeholders present at early meetings. In some areas this process was time-consuming, during which little was accomplished for the overall coalition. In addition, once in place, leadership teams took considerable time learning and adjusting to their roles.

During the third contract year, the establishment of new coalitions will start with the identification, training and formation of leadership teams as a new approach from lessons learned during the past two years of the project. To date, the provider has worked in collaboration with FDDC and APD to select six (6) sites for the development of additional coalitions. Recruitment efforts have begun in St. John’s, Volusia, Leon, Orange, Broward and Collier counties to identify individuals to serve in a leadership role for the new coalitions. The provider has also begun drafting the Coalition Development Toolkit that will be used during leadership training sessions and available for the Council to utilize for replication of best practices in future coalition development. The leadership training is anticipated to begin October 2014.

**Target Dates**
The Council approved the continuation of the Community Coalition to the third year in May 2014 and the year 3 contract become effective September 2014. The technical assistance for the four established coalitions developed in year 1 and 2 of the project began with the effective date of the
contract in September 2014 and will continue and include technical assistance for the six new coalitions. The State Plan Implementing Activities were amended to reflect the recommendations from year 2 of the project. The location of the new 6 coalition sites began in October 2014 and continue with input from stakeholders. Recruitment of leadership team members began in October 2014 and will be complete by February 2015; training for the leadership teams will begin once teams have been establish for each area and continue until May 2015. The evaluation process for the project will be an on-going process and the year 3 contract is currently scheduled to end September 2015.

**Deliverables/Products (completed by September 30, 2014)**
No products have been delivered as the contract has just started.

**Evaluation/Outcomes**

Outcome 1: Increased collaboration of available community resources to assist individuals with developmental disabilities who are on the HCBS Waiver Waitlist
Progress: Not Yet Achieved: During year 3 of the project, the leadership teams of the four established coalitions participate in conference calls facilitated by the provider to discuss strategies for accessing or developing resources for community members with developmental disabilities and their families. As the additional coalitions are established, it is anticipated that the leadership members will participate as well.

Outcome 2: Increase utilization of available community resources to assist individuals with developmental disabilities who are on the HCBS Waiver Waitlist.
Progress: Not Yet Achieved: The additional coalitions are anticipated to be established by the end of this contract, which is September 2015.

Federal Performance Measures: None yet to report.

Impact on Objective and Goal: None yet to report.

**Stories of Lives Made Better**
No stories to report

**Stories of Policy/Legislative Changes**
No stories to report

Performance Measures

Performance Measure 1.1 (self-advocacy/advocacy):

SA01 People trained in area related to goal/objective: 0
SA02 People trained in leadership, self-advocacy, and self-determination: 0
SA03 People trained in systems advocacy: 0

Performance Measure 1.2 (self-advocacy/advocacy):

SA04 People active in systems advocacy: 0
SA05 People attained membership on public/private bodies and leadership coalitions: 0
SA06a Other self-advocacy measure: 0
SA06b Other self-advocacy measure: 0
SA06c Other self-advocacy measure: 0

Performance Measure 2.1 (systems change):

<table>
<thead>
<tr>
<th>Measure</th>
<th>Value</th>
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</thead>
<tbody>
<tr>
<td>SC01 Programs/policies created or improved:</td>
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</tr>
<tr>
<td>SC02 Number of organizations involved coalitions/networks/partnerships:</td>
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</tr>
<tr>
<td>SC03 Organizations engaged in systems change efforts:</td>
<td>0</td>
</tr>
<tr>
<td>SC04 Number of public policymakers educated:</td>
<td>0</td>
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<tr>
<td>SC05 Members of the general public reached:</td>
<td>0</td>
</tr>
<tr>
<td>SC06a Other systems change measure:</td>
<td>0</td>
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<tr>
<td>SC06b Other systems change measure:</td>
<td>0</td>
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<tr>
<td>SC06c Other systems change measure:</td>
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Performance Measure 3 (resource leveraging):

<table>
<thead>
<tr>
<th>Measure</th>
<th>Value</th>
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</thead>
<tbody>
<tr>
<td>RL01 Dollars Leveraged:</td>
<td>$0</td>
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Section III: Progress Report - Goals and Objectives

Goal 7: Housing

In partnership with individuals with developmental disabilities, their families and community stakeholders, the Council will support interagency collaboration, conduct research and provide information about affordable, accessible, safe and inclusive housing options in non-segregated communities to increase access to information about housing options for Floridians with developmental disabilities.

<table>
<thead>
<tr>
<th>Area of Emphasis</th>
<th>Planned for this Goal</th>
<th>Areas Addressed</th>
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<tbody>
<tr>
<td>Quality Assurance</td>
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<td>Education and Early Intervention</td>
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<td>Child Care</td>
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<td>Health</td>
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<td>Employment</td>
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<tr>
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<td>Transportation</td>
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<tr>
<td>Recreation</td>
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<tr>
<td>Formal and Informal Community Supports</td>
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<table>
<thead>
<tr>
<th>Strategies</th>
<th>Planned for this Goal</th>
<th>Strategies Used</th>
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<tbody>
<tr>
<td>Outreach</td>
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<tr>
<td>Training</td>
<td></td>
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<tr>
<td>Technical Assistance</td>
<td></td>
<td></td>
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<tr>
<td>Supporting and Educating Communities</td>
<td></td>
<td></td>
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<tr>
<td>Interagency Collaboration and Coordination</td>
<td>used</td>
<td></td>
</tr>
<tr>
<td>Coordination with Related Councils, Committees and Programs</td>
<td>planned</td>
<td>used</td>
</tr>
<tr>
<td>Barrier Elimination</td>
<td>planned</td>
<td>used</td>
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<tr>
<td>Systems Design and Redesign</td>
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<tr>
<td>Coalition Development and Citizen Participation</td>
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<tr>
<td>Informing Policymakers</td>
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<tr>
<td>Demonstration of New Approaches to Services and Supports</td>
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<tr>
<td>Other Activities</td>
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<thead>
<tr>
<th>Intermediaries/Collaborators</th>
<th>Planned for this Goal</th>
<th>Actual</th>
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<td>State Protection and Advocacy System</td>
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<td>University Center(s)</td>
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<tr>
<td>State DD Agency</td>
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</tbody>
</table>

Other Collaborators Planned:

Agency for Persons with Disabilities, Department of Elder Affairs, FL Housing Coalition, FL Housing Finance Corp, Ability Housing of NE FL, Foundation for the Developmental Disabled, MacDonald Training Center, Boley Centers, FL Alliance of Community Development Corp., USDA-RD, FL Commission for the Transportation Disadvantaged, FCCF, FCC-Suncoast East, Central FL Autism Institute, Self-Advocate, Parent, DOE BEESS, City of Midway, Housing Leadership Council, National Disability Institute, Ounce of Prevention Fund of FL, Shimberg Center for Housing, FL Consortium Postsecondary Education and Intellectual Disabilities.

Objective 7.1:

7.1: Support the development and dissemination of a resource guide on current housing options in Florida to assist individuals with developmental disabilities and their families in making informed decisions.
Implementation activities:
Residential Options Guide - Implementation Activities - Years 1-2
1. Release RFP
2. Select Grantee
3. Contract begins
4. Identify Core component of Guide and research on housing options in Florida
5. Develop Housing Options Guide with evaluation tool to assist with individualized decision making housing options
6. Conduct focus groups to evaluate the usefulness of the Guide
7. Finalize Residential Housing Guide
8. Evaluate the technical assistance activities and overall project
9. Develop report recommendations to the Council for next Steps

Activities undertaken were:  ✔ All met  ☐ Partially met  ☐ Not met

Timelines:
Year 1
1. 06/11
2. 08/11
3. 10/11
4. 11/11 – 05/12
5. 06/12 – 07/12
6. 07/12
7. 10/12
8. 09/12 – 10/12
9. 10/12

Timelines established were:  ☐ All met  ✔ Partially met  ☐ Not met

Annual Progress Report:

**Introduction and Background**
The primary purpose of this project is to educate individuals and families on residential options for people with developmental disabilities in the state. This will be accomplished through the development of a Florida specific resource guide that can be used by individuals and families to evaluate their housing needs to determine the most appropriate residential option for their specific situation.

During the course of this project, the provider utilized a variety of research methods to collect and compile information on all available housing options, including rental and home ownership, within the state of Florida. This information was included in a housing guide for individuals with developmental disabilities and their families to access when determining living options.

**Description of Activities**
The Housing Resource Guide was completed in July 2013. However, the Council decided to include the proposed Home and Community Based Services waiver definition of home and community as a guide for individuals and families to use in considering their residential options. The publication was, therefore, not finalized until October 2013. The Housing Resource Guide is organized into five (5) sections. Section 1 introduces several housing options that may be feasible and of interest to people with disabilities. Included are case studies featuring real people
who have benefited from each identified living arrangement and financing for each housing option is briefly addressed. Section 2 provides more detail on financing all options identified in Section 1. In addition, information about support services is briefly addressed. Section 3 provides information on home modifications to make a current home accessible or livable. Section 4 contains a county-by-county directory of housing organizations and agencies that can be contacted for further assistance with obtaining affordable housing. Section 5 includes a Personal Assessment Guide, which consists of questions to help individuals and families plan and identify the most appropriate housing option for their specific situations. This section is also provided as a separate workbook that can be used independently from the full guide.

To date there have been two printing cycles for the Housing in Florida Guide. The 1st printing cycle was in October 2013 and consisted of 250 copies of the Housing Guide and 400 copies of the separate workbook. A second printing cycle was in September 2014 and consisted of 5000 copies of the Housing Guide, due to a great demand for the publication. The Housing Guide and workbook downloads are available to the general public through the FDDC website. Currently, APD has placed hard copies of the housing guide in their regional offices, the Florida Inclusive Housing Corporation project refers to the guide during presentation on The ROOF, and ARC of Florida has disseminated the guide while educating individuals on financing options available for individuals with developmental disabilities in meeting their housing needs.

**Target Dates**
The Council released the first Request for Proposals for the Housing Resource Guide project in November 2010 and no proposals were received. A second Request for Proposals was released in March 2011 and two proposals were received; however, neither proposal received a final score that met the Council’s minimum qualifications for award. A third Request for Proposals was released in June 2011 and the grantee was selected in August 2011. The contract for this project was executed in October 2011. The core components of the guide were identified and research was conducted from November 2011 through May 2012. The actual development of the Housing Guide started in June 2012; completed July 2013; and finalized in October 2013.

**Deliverables/Products (completed by September 30, 2014)**
• Completed housing resource guide titled "Housing in Florida: A Resource Guide for Individuals with Developmental Disabilities"
• Separate Personal Assessment Housing workbook
• Both guide and workbook in PDF format and downloadable from the FDDC website

**Evaluation/Outcomes**
Outcome 1: Parents and individuals will have increased knowledge regarding available housing options in their communities and throughout the state.
Progress: Achieved: An electronic survey was distributed requesting feedback on the usage of the housing guide. Although there have been twelve respondents to date, all affirmed that their knowledge has been increased from accessing the housing guide.

Outcome 2: Parents and individuals will have a comprehensive evaluation tool to assist with decision making regarding the best housing options for their individualized situations.
Progress: Achieved: The Housing Guide has been developed, as well as a separate Personal Assessment workbook, to assist individuals with disabilities and their circle of supports make a comprehensive decision regarding housing options. The guide provides detailed housing options that include definitions, pros/cons, case studies, and questions to ask. There is detailed information provided for financial responsibilities related to the different housing options, which
includes the importance of necessary maintenance and/or modifications. And the guide contains a directory of housing organizations, agencies and resources by each county in the state of Florida. Individuals and their families can use the Personal Assessment workbook to map out the most appropriate housing option to meet their individualized needs.

Federal Performance Measures: Please note that the exact numbers of Housing Guide publications distributed are reflected in Objective 2.3.

Impact on Objective and Goal: The housing guide was a collaborative efforts by many stakeholders in the developmental disabilities community who are aware of the challenges individuals face when looking for appropriate housing that meets their need. Individuals with developmental disabilities and their families where able to provide input as to what information and resources would be most helpful in their housing search; key stakeholders were able to provide information on direct resources and the various types of housing assistance that is available in each county of the state; and organizations, such as APD, Arc of Florida, and Florida Housing Coalition, have been referencing and distributing the guide as an educational tool for individuals with development disabilities and their families who are interested in housing options.

**Stories of Lives Made Better**
No stories to report.

**Stories of Policy/Legislative Changes**
No stories to report.

Performance Measures
Performance Measure 1.1 (self-advocacy/advocacy):

SA01 People trained in area related to goal/objective: 0
SA02 People trained in leadership, self-advocacy, and self-determination: 0
SA03 People trained in systems advocacy: 0

Performance Measure 1.2 (self-advocacy/advocacy):

SA04 People active in systems advocacy: 0
SA05 People attained membership on public/private bodies and leadership coalitions: 0
SA06a Other self-advocacy measure: 0
SA06b Other self-advocacy measure: 0
SA06c Other self-advocacy measure: 0

Performance Measure 2.1 (systems change):

SC01 Programs/policies created or improved: 0
SC02 Number of organizations involved coalitions/networks/partnerships: 0
SC03 Organizations engaged in systems change efforts: 0
SC04 Number of public policymakers educated: 0
SC05 Members of the general public reached: 0
SC06a Other systems change measure: 0
Objective 7.2:

7.2: Provide technical assistance to support the development of an independent statewide non-profit organization dedicated exclusively to address housing advocacy, policy and resources that will be a source for individuals with developmental disabilities and their families regarding housing in Florida.

Implementation activities:
FL Inclusive Housing Org. - Year 1
1. Release RFP
2. Select Grantee
3. Contract begins
4. Conduct comprehensive research on Florida's housing options
5. Implement technical assistance to create a non-partisan housing organization to develop recommendations
6. Develop an Organizational development Plan
7. Evaluate the technical assistance activities and overall project
8. Develop report recommendations to the Council for next Steps

Activities undertaken were:  ✔️ All met  ☐ Partially met  ☐ Not met

Timelines:
Year 1
1. 09/12
2. 12/12
3. 01/13
4. 02/13 – 03/13
5. 04/13 – 06/13
6. 06/13 – 12/13
7. 06/13 -12/13
8. 02/14

Timelines established were:  ✔️ All met  ☐ Partially met  ☐ Not met

Annual Progress Report:

**Introduction and Background**

As Florida continues to move people with disabilities from residential institutions and provide them with the opportunity to choose where they live and how they live, the need for safe and affordable housing for the varying abilities of our disabilities population has continued to increase. A
significant number of people with disabilities simply do not have the resources to obtain quality housing. Even when financial resources are available individuals with disabilities often have problems finding homes that meet their accessibility needs. In order for individuals with disabilities to make an informed choice about where to live, it is important that they have access to current information about what choices exist. Florida currently has multiple web-based search engines that provide information on affordable housing. However, individuals with developmental disabilities need information not only related to the cost and location of affordable housing, but also information about whether or not the existing options will offer them safety, accessibility within the home and access to the community-at-large.

The primary purpose of this contract is to develop a Housing Stakeholders’ Task Force whose work will lead to the development of a non-profit housing corporation designed to address the needs of individuals with developmental disabilities living in Florida. The Housing Stakeholders’ Task Force will develop a mission statement and recruit a Board of Directors for the new non-profit organization. It is anticipated that Phase One of this three (3) year initiative will prepare the Board for initial governance of the organization.

**Description of Activities**
During Year 1 of this project, a stakeholder’s work group was developed consisting of individuals with developmental disabilities, family members and key housing stakeholders. The primary responsibility of the work group was to assist with the design, development, and implementation of a non-profit inclusive housing corporation. The work group met two (2) times during this reporting period and four (4) times in total during Year 1 of the project. They reviewed comprehensive information on Florida’s housing options and national best practices on increasing safe, affordable, accessible inclusive housing for people with developmental disabilities and discussed issues as they related to individuals with developmental disabilities and their families around safety, personal freedom, self-determination and inclusion.

Upon the conclusion of Year 1 of the project, the stakeholder work group provided substantial activities for the corporation to pursue. In developing the corporation, the work group agreed that a strong leadership structure from inception was critical for sustainability of the organization. Board members were recruited, selected and, along with the work group, developed the vision, mission, and purpose for the organization.

The organization will focus on continuing the identification of best practices nationwide in providing affordable housing for people with development disabilities; facilitating housing options for informed decision-making; facilitating communication and collaboration between city/county planners and the developmental disabilities community to normalize accessibility options to a greater extent; and advocating for housing developers and operators to build units for low income resident with special needs, including those with physical disabilities who require accessibility features.

**Target Dates**
The Council released the first Request for Proposals for the Florida Inclusive Housing Corporation project in March 2012 and none of the three (3) proposals received a final score that met the Council’s minimum qualifications for award. The Council changed the time lines for this project during the annual state plan amendment process during the summer of 2012. A second Request for Proposals was released by the Council in September 2012 and the grantee was selected in December 2012. The contract for this project was executed in March 2013 with a contract end date of March 31, 2014. The provider began conducting the comprehensive study in March of 2013; implementation of the technical assistance to ultimately create a nonprofit housing
corporation began in April 2013. Work on the organizational development plan began in June 2013 and the plan was completed in February 2014. The evaluation of the overall project activities where completed and the final report with recommendations for next steps where completed by February 2014.

**Deliverables/Products (completed by September 30, 2014)**
- Establishment of an Inclusive Housing Stakeholder Work Group
- The work group has meet two (2) times during this timeframe
- Potential Board of Directors have been recruited
- Final Report was produced including the finalized Board of Directors members; organization name; mission and vision statements; and four (4) initial program activities for the organization

**Evaluation/Outcomes**

Outcome 1: A statewide non-partisan housing organization will be developed, which is designed to develop creative solutions to meet the housing needs of individuals with developmental disabilities.
Progress: Achieved: A statewide non-partisan housing organization has been developed and will incorporate as a nonprofit in the State of Florida with a six (6) member Board of Directors. The purpose of the organization is to promote inclusive housing opportunities for individuals with developmental disabilities through information, training, networking, advocacy, learning tools, navigation and date collection. The name of the organization is Residential Options of Florida (The ROOF) and the mission is to empower individuals with intellectual and developmental disabilities to successfully obtain and maintain affordable and inclusionary housing of their choice.

Outcome 2: The Housing Organization will facilitate and promote efforts to develop creative solutions to meet the housing needs of individuals with developmental disabilities.
Progress: Not Yet Achieved: this outcome is anticipated to be achieved in Year 2 of this project.

Performance Measures: There were 32 members of the stakeholder work group and 6 members recruited to serve on the Board of the corporation. In all, there were 37 individuals reflected in the number of entities participating in a partnership as the result of this project. And there was one program, The Residential Options of Florida, created as a result of this project.

Impact on Objective and Goal: Technical assistance was provided to support the development of a statewide nonprofit organization dedicated to addressing housing advocacy, policy, and resources, for individuals with developmental disabilities. A stakeholder work group was established with representation from self-advocates, family members, state agencies, housing coalitions, rural development organizations, community planning agencies, waiver providers, legal professionals, county managers, and other interested organizations. Initial research was conducted on the barriers to affordable and accessible housing options for individuals with developmental disabilities and presented to the work group for developing suggestions for the formation of the housing corporation

**Stories of Lives Made Better**
No stories to report.

**Stories of Policy/Legislative Changes**
No stories to report.

Performance Measures
Performance Measure 1.1 (self-advocacy/advocacy):
SA01 People trained in area related to goal/objective: 0
SA02 People trained in leadership, self-advocacy, and self-determination: 0
SA03 People trained in systems advocacy: 0

Performance Measure 1.2 (self-advocacy/advocacy):
SA04 People active in systems advocacy: 0
SA05 People attained membership on public/private bodies and leadership coalitions: 0
SA06a Other self-advocacy measure: 0
SA06b Other self-advocacy measure: 0
SA06c Other self-advocacy measure: 0

Performance Measure 2.1 (systems change):
SC01 Programs/policies created or improved: 1
SC02 Number of organizations involved coalitions/networks/partnerships: 37
SC03 Organizations engaged in systems change efforts: 0
SC04 Number of public policymakers educated: 0
SC05 Members of the general public reached: 0
SC06a Other systems change measure: 0
SC06b Other systems change measure: 0
SC06c Other systems change measure: 0

Performance Measure 3 (resource leveraging):
RL01 Dollars Leveraged: $0

Objective 7.3:
7.2: Provide technical assistance to support the development of an independent statewide non-profit organization dedicated exclusively to address housing advocacy, policy and resources that will be a source for individuals with developmental disabilities and their families regarding housing in Florida.

Implementation activities:
FL Inclusive Housing Org. - Years 2-4
1. Contract continuation approved
2. Contract begins
3. Provide state agency and/or legislative education and advocacy to support policy issues identified
4. Provide technical assistance to implement the non-partisan housing organizational plan and efforts to develop creative solutions to meet the housing needs of individuals with developmental
Annual Progress Report:

**Introduction and Background**

Individuals with developmental disabilities, along with their families and advocates, have long grappled with concerns about where they will live. Organizations that serve individuals with developmental disabilities often cite the shortage of affordable, safe, and accessible housing as one of the major factors that can hinder a person’s ability to live as they choose. A significant number of people with disabilities simply do not have the resources to obtain quality housing. Even when financial resources are available, there are often problems finding homes that meet their accessibility needs. In order for individuals with developmental disabilities to make informed choices about housing options, it is critical that they have access to current information about what choices exist. Florida has multiple, web-based search engines that provide information on affordable housing; however, individuals with developmental disabilities need information not only related to the cost and location of affordable housing, but also information about safety, accessibility, and access to community life.

In Year One of this project, a task force of 29 stakeholders was assembled. The task force identified barriers to inclusive housing, underlying causes, and possible solutions. The task force also developed a list of activities that the established nonprofit corporation can pursue to increase
opportunities for inclusive housing and to create systems change. At the conclusion of Year One of this project, a Board of Directors was established to oversee the newly developed housing organization. By the end of this contract year, Year Two of the project, it is anticipated that the housing organization will be ready to begin programming activities.

**Description of Activities**

Year Two of the project, has focused on the incorporation and strategic planning of the new organization. The organization, now named Residential Options of Florida (The ROOF), is composed of a six (6) member governing board; an Advisory Council; and five (5) standing committees. The mission of the organization is to empower individuals with intellectual and developmental disabilities to successfully obtain and maintain affordable and inclusionary housing of their choice. The goal of the organization is to provide housing information, referral services, and advocacy for individuals with developmental disabilities and their families, and it is envisioned that staff of this organization will have the ability to advocate on housing related issues on behalf of individuals with developmental disabilities and their families.

As of October 2014, the Board of Directors has met four (4) times this contract year. The Board has decided to conduct in-person meetings, four (4) times per year and utilize conference calls to conduct the organization’s business as needed in the interim. The 2015 meeting dates have been selected and the location will remain in Tampa, Florida.

The Board has drafted the organization’s policies and bylaws; obtained an Employer Identification Number (EIN) number from the IRS; filed Articles of Incorporation; and applied for 501(c) 3 tax exempt status. Strategic planning for the direction of the organization has begun, with the following areas of focus:

- **Housing Information** – collecting and providing currently available information (i.e. SHIP/SAIL; FL Housing Finance Corp grants; FDDC Housing Guide) that can assist individuals with developmental disabilities in obtaining housing; and informing the general public and developmental disabilities community of the organization’s development.
- **Marketing** – developing a comprehensive marketing plan for disseminating information on the organization, housing options, resources, and viability of individuals with developmental disabilities as housing consumers.
- **Networking** – determining additional community stakeholders to engage in the organization’s mission.
- **Data Collection** – determining what information needs to collected, benchmarked and measured for future advocacy.
- **Advocacy** – determining areas of focus for systemic changes, including the enforcement of the ADA definition of housing accessibility and increasing the number of accessible housing and apartment rentals.

Each focus area has formed into a standing committee, with at least one Board member participating and discussions have begun for the establishment of the Fundraising and Budget Committees.

Proposals have been solicited, obtained and evaluated for logo development, website development and video production. The organization will have a website that will include housing information and education on housing options for individuals with developmental disabilities and their families. Additionally, information will be included for housing professionals (builders, developers, landlord, realtors, etc.) and disability service providers. For the purposes of education and marketing, video production will be utilized to show individuals with varying developmental disabilities in various living situations. A video production company has begun filming with a
self-advocate board member to record his story.

Board and Advisory Committee members have presented on the FDDC housing initiative (organization development), housing information and FDDC Housing in Florida Guide at the following: Florida City and County Managers Association (05/27/14); Family Café (06/6/14); and Florida Housing Coalition (09/09/14).

The Board will proceed with a solid plan for financial sustainability before extending an offer of employment for an executive director. The Board will proceed with budget and fundraising planning while waiting for approval of 501 (c) 3 status and an executive search professional will be invited to the November 2014 meeting for general information needed in the executive director selection process. It is expected to bring an executive director on board in Year 3 of the project.

**Target Dates**
The Council approved the continuation of the Housing Initiative to the second year in January 2014 and the year 2 contract became effective April 2014. The vision and mission of the organization was established in February 2014 and strategic planning for identifying advocacy priorities and opportunities began in August 2014 and will be an on-going process. Technical assistance for organizational planning began with the effective date of the contract in April 2014. The evaluation process for the project will be an on-going process and the year 2 contract is current scheduled to end April 2015.

**Deliverables/Products (completed by September 30, 2014)**
- The Board of Directors has been selected for the organization and drafted by-laws and governance policies
- The Board of Directors have met at least four times this project year
- The organization has five established committees
- Strategic planning for the direction of the organization has been initiated

**Evaluation/Outcomes**

Outcome 1: A statewide non-partisan housing organization is expanded to include all stakeholders to develop creative solutions to meet the housing needs of individuals with developmental disabilities.
Progress: Achieved: The ROOF has representation from various areas as stakeholders in addressing the challenges of housing needs for individuals with developmental disabilities. The Board of Directors composition includes a self-advocate, an attorney and parent, a city manager of a rural community, a financial specialist and a CEO of a housing leadership council in a major city. The greater task force includes self-advocates, parents, representatives from state and government agencies, statewide housing coalitions and finance organizations, university systems and training centers. As strategic planning has progressed, the identification and recruitment for property managers, realtors, city planners and developers are being actively pursued.

Outcome 2: The Housing Organization will facilitate and promote efforts to develop creative solutions to meet the housing needs of individuals with developmental disabilities.
Progress: Achieved: The ROOF is actively searching for resources and programs that provide assistance in meeting the need of Floridians with developmental disabilities obtaining and maintaining affordable and accessible housing options and presenting that information in various venues throughout the state. The organization is developing strategic plans for increasing awareness, opportunity and education in the area of accessible housing and presenting this information in an organized and consistent manner. Members of the Board and Housing
Information Committee have presented information on housing options and opportunities at various venues across the state.

Performance Measures: There are 29 stakeholders involved in the housing corporation project. This number includes six (6) Board members and twenty-six (26) members of the Advisory Council that are reflected in the number of organizations involved in coalition/network/partnerships forming the statewide corporation. Approximately 80 individuals of the general public have been reached by efforts of ROOF members through community presentations.

Impact on Objective and Goal: Technical assistance was provided for the development of a statewide nonprofit organization dedicated to addressing housing advocacy, policy, and resources for individuals with developmental disabilities. The housing organization is in the process of formalizing its structure, developing a strategic plan for the direction of the organization, collecting current information that can assist in the search for affordable and accessible housing options, and disseminating information on the undertakings of the organization.

**Stories of Lives Made Better**
No stories to report.

**Stories of Policy/Legislative Changes**
No stories to report.

Performance Measures

Performance Measure 1.1 (self-advocacy/advocacy):

SA01 People trained in area related to goal/objective: 0
SA02 People trained in leadership, self-advocacy, and self-determination: 0
SA03 People trained in systems advocacy: 0

Performance Measure 1.2 (self-advocacy/advocacy):

SA04 People active in systems advocacy: 0
SA05 People attained membership on public/private bodies and leadership coalitions: 0
SA06a Other self-advocacy measure: 0
SA06b Other self-advocacy measure: 0
SA06c Other self-advocacy measure: 0

Performance Measure 2.1 (systems change):

SC01 Programs/policies created or improved: 0
SC02 Number of organizations involved coalitions/networks/partnerships: 29
SC03 Organizations engaged in systems change efforts: 0
SC04 Number of public policymakers educated: 0
SC05 Members of the general public reached: 80
SC06a Other systems change measure: 0
SC06b Other systems change measure:  0
SC06c Other systems change measure:  0

Performance Measure 3 (resource leveraging):
RL01 Dollars Leveraged:  $0
Goal 8: Transportation

In partnership with individuals with developmental disabilities, their families and community stakeholders, the Council will support interagency collaboration and demonstration of new approaches to increase access to affordable, accessible, transportation options for Floridians with developmental disabilities.

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Other Collaborators Planned:

Other Collaborators Actual:
Florida Department of Transportation

Objective 8.1:

8.1: Provide technical assistance to conduct interagency collaboration activities to develop transportation options to include sufficient resources to implement transportation voucher demonstration project.

Implementation activities:
Interagency Collaboration on Transportation Options - Years 1-2
1. Release RFP
2. Select Grantee
3. Contract begins
4. Recruit individuals with developmental disabilities, families and other stakeholders to participate in interagency collaboration efforts on Transportation Options
5. Conduct additional research as required, and an assessment of available resources for the Transportation pilot project
6. Implement technical assistance to identify funding options, develop recommendations, and apply for funding and/or additional resources
7. Develop an Organizational development Plan
8. Provide legislative education and advocacy for the policy and funding issues identified
9. Evaluate the technical assistance activities and overall project
10. Develop report recommendations to the Council for next Steps

Activities undertaken were: ☐ All met ☐ Partially met ☑ Not met

Timelines:
Year 1
1. 03/11
2. 05/11
3. 08/11
4. 09/11
5. 11/11 – 05/12
6. 11/11 -05/12
7. 09/12 – 12/12
8. 11/11- 05/12
9. 09/12
Year 2
1. 03/14
2. 05/14
3. 09/14
4.11/14
5. 11/14 – 05/15
6. 11/14 – 05/15
7. 06/15 – 08/15
8. 06/15 – 08/15
9. 09/15

Timelines established were: ☐ All met ☐ Partially met ☑ Not met

Annual Progress Report:
This objective was completed in the first year as reported in the 2012 PPR. The Year 2 timelines will be removed in the 2015 State Plan amendments.

Performance Measures
Performance Measure 1.1 (self-advocacy/advocacy):
SA01 People trained in area related to goal/objective: 0
SA02 People trained in leadership, self-advocacy, and self-determination: 0
SA03 People trained in systems advocacy: 0
Performance Measure 1.2 (self-advocacy/advocacy):

SA04 People active in systems advocacy: 0
SA05 People attained membership on public/private bodies and leadership coalitions: 0
SA06a Other self-advocacy measure: 0
SA06b Other self-advocacy measure: 0
SA06c Other self-advocacy measure: 0

Performance Measure 2.1 (systems change):

SC01 Programs/policies created or improved: 0
SC02 Number of organizations involved coalitions/networks/partnerships: 0
SC03 Organizations engaged in systems change efforts: 0
SC04 Number of public policymakers educated: 0
SC05 Members of the general public reached: 0
SC06a Other systems change measure: 0
SC06b Other systems change measure: 0
SC06c Other systems change measure: 0

Performance Measure 3 (resource leveraging):

RL01 Dollars Leveraged: $0

Objective 8.2:

8.2: Provide technical assistance to implement a transportation voucher demonstration project for individuals with developmental disabilities and seniors in at least 2 regional areas of Florida.

Implementation activities:
Transportation Voucher - Years 1-3
1. Contract continuation approved
2. Contract begins
3. Provide technical assistance to implement the transportation voucher pilot in at least 2 areas in Florida
4. Identify options to sustain the transportation voucher pilot
5. Evaluate the technical assistance activities and overall project
6. Develop report recommendations to the Council for next Steps

Activities undertaken were: ☑ All met ☑ Partially met ☑ Not met

Timelines:
Year 1
1. 01/13
Annual Progress Report:

**Introduction and Background**
The Council, in partnership with the Florida Department of Transportation, plans to implement a transportation voucher pilot project in two Florida sites. The Council has obtained a Memorandum of Agreement for $150,000 a year for a three year period from the Department of Transportation to support the implementation of the transportation voucher pilot project. This $150,000 would match the Council’s $150,000 a year for three years for a total of $300,000 per year for the transportation voucher pilot project.

**Description of Activities**
The Memorandum of Agreement with the Department of Transportation was executed on April 22, 2014. A joint Request for Proposals is being developed and is scheduled to be released December 17, 2014. It is anticipated that the transportation voucher project will start in March 2015. From the research conducted, the Council has recommendations for federal grant opportunities that can be pursued after the small transportation voucher pilot has been established. It is anticipated that the establishment of the transportation pilot will provide a stronger grant application when the Council, along with its transportation stakeholders, are ready to apply for federal funding. During August and September 2014, the Council updated the Transportation Position Paper, which urges the Florida Legislature to designate funding specifically for employment related transportation for individuals with intellectual and developmental disabilities.

**Target Dates**
The Memorandum of Agreement was executed on April 22, 2014. The target date for release of the joint RFP is December 17, 2014 with execution of the contracts for the two pilot sites anticipated for mid- March 2015.

** Deliverables/Products (submitted by September 30, 2014)**
• Memorandum of Agreement executed
• Schedule for release of RFP and contract execution set for March 2015.
• Updated Transportation Position Paper

**Evaluation/Outcomes**
Outcome 1: Increased transportation services for individuals with developmental disabilities and seniors living in catchment areas near the two (2) pilot sites.
Progress: Not yet met: The Council has executed the MOA and the project is in the RFP phase; a provider has not been selected and the contract has not been executed therefore the pilot sites have not been developed.

Outcome 2: Project evaluation to determine effectiveness and sustainability options for the pilot sites will be conducted.
Progress: Not yet met: The pilot sites have not been established.

Federal Performance Measures: The Council has obtained a Memorandum of Agreement for $150,000 a year for a three year period from the Department of Transportation to support the implementation of the transportation voucher pilot project. This $150,000 would match the Council's $150,000 a year for three years for a total of $300,000 per year for the transportation voucher pilot project. The $150,000 for the first year is counted as dollars leveraged.

**Stories of Lives Made Better**
No stories to report.

**Stories of Policy/Legislative Changes**
No stories to report.

Performance Measures
Performance Measure 1.1 (self-advocacy/advocacy):
  *SA01* People trained in area related to goal/objective: 0
  *SA02* People trained in leadership, self-advocacy, and self-determination: 0
  *SA03* People trained in systems advocacy: 0

Performance Measure 1.2 (self-advocacy/advocacy):
  *SA04* People active in systems advocacy: 0
  *SA05* People attained membership on public/private bodies and leadership coalitions: 0
  *SA06a* Other self-advocacy measure: 0
  *SA06b* Other self-advocacy measure: 0
  *SA06c* Other self-advocacy measure: 0

Performance Measure 2.1 (systems change):
  *SC01* Programs/policies created or improved: 0
  *SC02* Number of organizations involved coalitions/networks/partnerships: 0
  *SC03* Organizations engaged in systems change efforts: 0
  *SC04* Number of public policymakers educated: 0
  *SC05* Members of the general public reached: 0
SC06a Other systems change measure: 0
SC06b Other systems change measure: 0
SC06c Other systems change measure: 0

Performance Measure 3 (resource leveraging):

RL01 Dollars Leveraged: $150,000
Goal 9: Quality Assurance

In partnership with individuals with developmental disabilities, their families and community stakeholders the Council will support education, training and technical assistance regarding legal rights and responsibilities and abuse and neglect issues for Floridians with developmental disabilities.

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Other Collaborators Planned:

Other Collaborators Actual:


Objective 9.1:

9.1: Provide technical assistance and training to key stakeholders to engage and provide individuals with developmental disabilities and their families with education and training on Florida’s legal community concerning guardianship and guardianship alternatives in two (2) areas of Florida.
Implementation activities:
Guardianship Alternatives - Lighting Your Way – Year 1
1. Continuation contract approved
2. Contract begins
3. Identify Training locations
4. Recruit individuals with developmental disabilities, families, attorneys and other stakeholders
5. Provide education and training to individuals with developmental disabilities, families, attorneys and other stakeholders on legal rights in Florida
6. Provide technical assistance to finalize and make available the on-line training for Lighting your Way for families
7. Evaluate the overall project activities
8. Develop final report and recommendations to the Council for next Steps

Activities undertaken were:  ☑️ All met  ☐ Partially met  ☐ Not met

Timelines:
Year 1
1. 01/11
2. 01/11
3. 03/11
4. 03/11
5. 08/11 – 10/11
6. 08/11 -10/11
7. 11/11
8. 12/11

Timelines established were:  ☑️ All met  ☐ Partially met  ☐ Not met

Annual Progress Report:
Activities completed and reported in prior PPRs.

Performance Measures
Performance Measure 1.1 (self-advocacy/advocacy):
   SA01 People trained in area related to goal/objective:  0
   SA02 People trained in leadership, self-advocacy, and self-determination:  0
   SA03 People trained in systems advocacy:  0

Performance Measure 1.2 (self-advocacy/advocacy):
   SA04 People active in systems advocacy:  0
   SA05 People attained membership on public/private bodies and leadership coalitions:  0
   SA06a Other self-advocacy measure:  0
   SA06b Other self-advocacy measure:  0
   SA06c Other self-advocacy measure:  0
Performance Measure 2.1 (systems change):

SC01 Programs/policies created or improved: 0
SC02 Number of organizations involved coalitions/networks/partnerships: 0
SC03 Organizations engaged in systems change efforts: 0
SC04 Number of public policymakers educated: 0
SC05 Members of the general public reached: 0
SC06a Other systems change measure: 0
SC06b Other systems change measure: 0
SC06c Other systems change measure: 0

Performance Measure 3 (resource leveraging):

RL01 Dollars Leveraged: $0

Objective 9.2:

9.1: Provide technical assistance and training to key stakeholders to engage and provide individuals with developmental disabilities and their families with education and training on Florida’s legal community concerning guardianship and guardianship alternatives in two (2) areas of Florida.

Implementation activities:

Guardianship Alternatives - Lighting Your Way – Year 1 (Update)
1. RFP
2. Grantee is selected
3. Contract begins
4. Review and update the Lighting Your Way information and training materials for families and attorneys
5. Identify training locations
6. Recruit individuals with developmental disabilities, families, attorneys and Stakeholders for trainings
7. Provide technical assistance to conduct trainings to individuals with developmental disabilities, families, attorneys and stakeholders on guardianship and guardianship alternatives
8. Evaluate the overall project activities
9. Develop final report and recommendations to the Council for next Steps

Activities undertaken were: □ All met ☑ Partially met □ Not met

Timelines:
Year 1
1. 12/14
2. 02/15
3. 04/15
4. 04/15 – 07/15
Annual Progress Report:

**Introduction and Background**
The Florida Developmental Disabilities Council recognizes that making legal decisions with and for individuals with developmental disabilities can be challenging. Florida’s legal system can be confusing and intimidating for families and individuals looking for guardianship or guardianship alternatives and training in this area continues to be a need. In 2009, the Guardianship Training Project was developed for individuals with developmental disabilities, their families, and stakeholders to increase their knowledge about the various ways under Florida law to provide decision–making assistance, guardian advocacy, and guardianship. The Council decided to again offer training workshops to individuals with developmental disabilities and families to strengthen further the effective dissemination of critical guardianship and guardianship alternative information.

**Description of Activities**
The Lighting Your Way Training Workshops are intended as a one year project to increase individuals with developmental disabilities and their families’ understanding of guardianship, guardian advocacy, and other decision-making legal alternatives. The Lighting Your Way training components were reviewed to determine needed updates. It was determined that information in the training components for attorneys and legal professionals was not current and, therefore, not accurate, necessitating updates. Updates to these components of the training needed to be delayed due to anticipated legislative revisions to the guardianship provisions in Florida Statutes during this upcoming legislative session. However, the training components for individuals and their families were found to be current and not in need of updates, and could therefore be used to conduct trainings. The review the training components of Lighting Your Way was conducted in April 2014 and the workshop trainings are anticipated to be conducted by July 2015.

**Target Dates**
The contract was approved by the Council in May 2014 and the contract was executed in August 2014. It is anticipated that the project team will select the three locations for the training workshops by November 2014, with Council input. The provider will begin participant recruitment of individuals and families, with the specific goal of outreach to members of the Waiver waitlist during the month of January 2015 through March 2015. The training workshops will be held between the months of March 2015 and July 2015. The provider will conduct an evaluation of the overall project activities and submit recommendations in August 2015.

**Deliverables/Products (completed by September 30, 2013)**
• Review of Lighting Your Way training materials

**Evaluation/Outcomes**
Outcome 1: Increased knowledge of individuals and families and community stakeholders regarding guardianship, guardian advocacy and other legal alternatives.
Progress: Not Yet Achieved: The training workshops have not been conducted as yet.

Outcome 2: Application of new knowledge towards decision making for individuals with developmental disabilities.
Progress: Not Yet Achieved: The evaluation of the training workshop education received has not yet been reviewed.

Federal Performance Measures: None yet to report

Impact on Objective and Goal: None yet to report

**Stories of Lives Made Better**
No stories to report.

**Stories of Policy/Legislative Changes**
No stories to report.

Performance Measures

Performance Measure 1.1 (self-advocacy/advocacy):
- SA01 People trained in area related to goal/objective: 0
- SA02 People trained in leadership, self-advocacy, and self-determination: 0
- SA03 People trained in systems advocacy: 0

Performance Measure 1.2 (self-advocacy/advocacy):
- SA04 People active in systems advocacy: 0
- SA05 People attained membership on public/private bodies and leadership coalitions: 0
- SA06a Other self-advocacy measure: 0
- SA06b Other self-advocacy measure: 0
- SA06c Other self-advocacy measure: 0

Performance Measure 2.1 (systems change):
- SC01 Programs/policies created or improved: 0
- SC02 Number of organizations involved coalitions/networks/partnerships: 0
- SC03 Organizations engaged in systems change efforts: 0
- SC04 Number of public policymakers educated: 0
- SC05 Members of the general public reached: 0
- SC06a Other systems change measure: 0
- SC06b Other systems change measure: 0
- SC06c Other systems change measure: 0

Performance Measure 3 (resource leveraging):
- RL01 Dollars Leveraged: $0
Objective 9.3:

9.1: Provide technical assistance and training to key stakeholders to engage and provide individuals with developmental disabilities and their families with education and training on Florida’s legal community concerning guardianship and guardianship alternatives in two (2) areas of Florida.

Implementation activities:
Guardianship Alternatives - Lighting Your Way – Online Training Modules – Year 2
1. Monitor the use of Review the Lighting Your Way information and training materials for families
2. Follow up with trainees to gather input on the use and benefits of the training modules
3. Continue to market the Lighting Your Way Guides and online training modules across Florida
4. Develop final report of activities and recommendations to the Council for next Steps

Activities undertaken were:  ☑️ Partially met   ☐ Not met

Timelines:
Year 2
1. 01/14
2. 03/14
3. 06/14
4. 12/14

Timelines established were:  ☑️ Partially met   ☐ Not met

Annual Progress Report:

**Introduction and Background**
The Lighting the Way to Guardianship and Other Decision-Making Alternatives Initiative was designed to promote options for protecting the legal rights of individuals with developmental disabilities. As part of this initiative, a self-paced curriculum for individuals and families was developed to provide training on-line on guardianship and alternative decision-making options. The self-paced on-line curriculum was designed to serve as a sustainability method for the overall Lighting the Way to Guardianship initiative.

**Description of Activities**
The purpose of this project is to monitor the usage of the Lighting the Way on-line curriculum. During this reporting period, the provider revised the existing Lighting the Way training modules to include a registration process and data collection mechanism that collected demographic and other pertinent information from participants including (1) whether the person taking the training is an individual with a disability, a family member, an advocate or provider, (2) the individual’s reason for taking the training, and (3) demographics (age, gender, geographic location, etc.). A Course Management System was implemented through customized software that allows this data to be tracked on-line by the Council and an assessment process was developed to determine the extent of information retained by the person completing the on-line training. The software program emails users thirty days after completing the course. This email requests the user to open an embedded link to a post-assessment survey that has been developed to determine if the user applied any new knowledge learned from the on-line training course.

Additionally, the provider included an on-line database of Florida attorneys who participated in
previous Lighting the Way in-person trainings and consented to provide legal services to individuals with disabilities and their families. This database includes contact information for the attorney and whether the attorney participates in any pro bono or reduced fee programs. The database selects attorneys located in the county of the user.

The provider completed technical assistance for establishing the training module monitoring system in March 2014.

**Target Dates**
The implementing activities for this project were executed in the Lighting the Way On-line Module Spanish Translation contract in September 2012. The initial end date for that contract was July 31, 2013, however due to two amendments to the contract, the end of the project was March 28, 2014. The purpose of the first amendment was to modify the evaluation period for public use of the on-line curriculum and to provide for independent review of Spanish translation. This amendment decreased the evaluation period of public usage from six (6) months to two (2) months. The evaluation data was collected by the provider from January 1, 2014 to February 28, 2014; and continues to be collected by the Council.

**Deliverables/Products (completed by September 30, 2014)**
• Lighting the Way on-line curriculum tracking system

**Evaluation/Outcomes**
Outcome 1: Increased knowledge of individuals and families and community stakeholders regarding guardianship, guardian advocacy and other legal alternatives.
Progress: Achieved: The tracking system showed that 23 individuals received training by accessing the on-line modules, between December 2013 and September 2014.

Outcome 2: Application of new knowledge towards decision making for individuals with developmental disabilities.
Progress: Not Yet Achieved: Although post-assessment emails where sent between April 2014 and October 2014, no responses have been received as yet to determine the knowledge gained from the training.

Federal Performance Measures: The tracking system software for the Lighting the Way on-line curriculum shows that 23 individuals received training between December 2013 and September 2014.

Impact on Objective and Goal: The Council continues to support the education and training for individuals with developmental disabilities, families and caregivers on the guardianship and alternatives for least restriction decision making options. By adding a process to track data from the on-line training curriculum, the Council will be able to access if the initiative is meeting its intended purpose.

**Stories of Lives Made Better**
No stories to report.

**Stories of Policy/Legislative Changes**
No stories to report.

Performance Measures
Performance Measure 1.1 (self-advocacy/advocacy):
SA01 People trained in area related to goal/objective: 23
SA02 People trained in leadership, self-advocacy, and self-determination: 0
SA03 People trained in systems advocacy: 0

Performance Measure 1.2 (self-advocacy/advocacy):
SA04 People active in systems advocacy: 0
SA05 People attained membership on public/private bodies and leadership coalitions: 0
SA06a Other self-advocacy measure: 0
SA06b Other self-advocacy measure: 0
SA06c Other self-advocacy measure: 0

Performance Measure 2.1 (systems change):
SC01 Programs/policies created or improved: 0
SC02 Number of organizations involved coalitions/networks/partnerships: 0
SC03 Organizations engaged in systems change efforts: 0
SC04 Number of public policymakers educated: 0
SC05 Members of the general public reached: 23
SC06a Other systems change measure: 0
SC06b Other systems change measure: 0
SC06c Other systems change measure: 0

Performance Measure 3 (resource leveraging):
RL01 Dollars Leveraged: $0

Objective 9.4:
9.2: Provide technical assistance and training to key stakeholders to engage and provide individuals with developmental disabilities and their families with education and training on Florida’s legal community concerning guardianship and guardianship alternatives in two (2) areas of Florida.

Implementation activities:
Guardianship Alternatives - Restoration of Capacity - Year 1
1. Release RFP
2. Select Grantee
3. Contract begins
4. Gather information and materials on the restoration of legal rights in Florida
5. Provide technical assistance to conduct research and develop a comprehensive report to determine options for low cost or pro bono services to individuals with developmental disabilities
for restoration of their legal rights and determine the feasibility of having an organization provide such legal services
6. Conduct focus groups with attorneys and stakeholders to gather input for the comprehensive report
7. Provide technical assistance to develop a pilot implementation plan, with stakeholder input, based on the findings of the comprehensive report
8. Evaluate the overall project activities
9. Develop final report and recommendations to the Council for next Steps

Activities undertaken were: ☑ All met ☐ Partially met ☐ Not met

Timelines:
Year 1
1. 03/12
2. 06/12
3. 09/12
4. 10/12 – 04/13
5. 10/12 – 04/13
6. 10/12 – 04/13
7. 10/12 – 04/13
8. 05/13 – 12/13
9. 01/14

Timelines established were: ☐ All met ☑ Partially met ☐ Not met

Annual Progress Report:
**Introduction and Background**
A guardian is a surrogate decision-maker appointed by a court to make personal and/or financial decisions either a) for an adult with developmental or physical disabilities who has been adjudicated incapacitated; or (b) for a minor in circumstances where the parents pass away or become incapacitated. When a court removes an adult’s rights to manage his or her own life, the court has a continued duty to protect the individual. Guardianship is a unique type of judicial procedure because it may remain in place for years or even decades. In addition, while a guardianship case may begin with an adversarial hearing, once a person’s incapacity has been determined there is usually no one designated to bring to the Court’s attention that full guardianship may no longer be needed and that some, if not all, of a person’s capacities can be restored.

This contract represents the first project year of a proposed three (3) year initiative. The primary purpose of this project was to explore the need for restoration of capacity for individuals with developmental disabilities under Florida guardianship. The provider was responsible for designing and conducting a professional Research and Feasibility Study that gathered and examine available data while recognizing the unique challenges the Florida guardianship system currently presents. In addition, the provider was to form a Stakeholders’ Work Group whose membership will understand the issues surrounding restoration of capacity and will have the capacity to effectuate positive change in Florida’s current system.

**Description of Activities**
During this reporting period, two (2) Stakeholder Work Group meetings were held between
October and December 2013; which makes a total of three work group meetings held in year 1 of the project. Stakeholder membership consisted of a judge, attorneys with experience in guardianship, a circuit court guardianship monitor, self-advocates, a family guardian, a special education teacher, the Deputy Director of Florida Legal Services, two neuropsychologists, and members of affiliated agencies with experience in guardianship and restoration of capacity. The work group members were presented with the data collected during the research phase of the project. The work group members then discussed their experience with the guardianship and restoration process and provided input towards the best structure to assist persons with disabilities, their families, and the legal community with restoration of rights. The conclusion of the work group was that through the use of education, awareness of restoration of rights would increase and activities assisting in building capacity would lead to more successful restorations on a larger scale. The use of pro bono attorneys was suggested. However, taking into account that Florida law provides for the appointment of an attorney for any individual under guardianship seeking restoration, this course of action was found to not be a main priority at this time.

In subsequent discussions, the Stakeholders’ Work Group acknowledged that there was not an existing “place” where those individuals inquiring about restoration of capacity could easily access information. Most agencies and attorneys surveyed during the research phase of the project had multiple methods for addressing restoration inquiries, including referrals to legal aid or other attorneys. The work group concluded that the most effective way to address restoration of capacity would be further outreach and education through an easily accessible venue (i.e. website). It was also suggested that some people would not have Internet access, and offering the materials in manual form would be beneficial.

Educational components for the suggested materials included an easy-to-understand explanation of the restoration of capacity process in Florida, a database of useful available resources, examples of forms used for filing a Suggestion of Capacity, person-centered planning information, and activities to build towards independence. These recommendations were presented to the Council, as a pilot project for year 2 of the project in January 2014.

**Target Dates**
The Council released the Request for Proposals for the Restoration of Capacity project in March 2012. The grantee was selected in June 2012 and the contract was executed in September 2012. Due to a delay by the provider in starting the work of the project, amendments were executed to modify the target dates for implementation activities, deliverables, and contract end date. The project team began conducting research and gathering information and materials on the restoration of legal rights in March 2013. Beginning in June 2013, the project team conducted focus groups, which consisted of individuals under guardianship, their families, legal professionals and other interested stakeholders. Based on the research study and stakeholder input, a pilot project and implementation plan was developed in December 2013. The project teams provided the Council with the project evaluation, final report, feasibility study and recommendations in February 2014.

**Deliverables/Products (completed by September 30, 2013)**
- Web-based surveys
- 2nd and 3rd stakeholders meetings of the project
- Restoration of Capacity Study and Work Group Feasibility Report

**Evaluation/Outcomes**

Outcome 1: A comprehensive report outlining options for low cost or pro bono services to
individuals with developmental disabilities for restoration of their legal rights and determining the feasibility of having an organization provide legal services.

Progress: Achieved: According to Florida law, the judge in a guardianship case must appoint an attorney for any individual under guardianship who seeks restoration of his or her legal rights.

Outcome 2: An implementation plan is developed based on findings of the comprehensive report.
Progress: Achieved: Based on the findings of the report, a project implementation plan was developed by the project team with stakeholder input; present and approved by the Council in January 2014.

Performance Measures: There were 21 stakeholders and 2 self-advocates involved in the project. They provided input into the development of the feasibility study and proposed implementation plan for the pilot project. This makes for a total of 23 individuals in the general public reached.

Impact on Objective and Goal: This project educated key stakeholders on the restoration of capacity process, lack of information provided to individuals under guardianship and their guardians on restoration, and opportunities for advocacy. From the technical assistance provided to the stakeholders various suggestions for sustainable change have been made, which include recommendations for the current rewrites to Florida’s guardian statutes (such as including a mandate for improved data collection), as well as communicating the importance of least restrictive alternatives to guardianship and changes to the consumer assessment tool utilized by the Agency for Persons with Disabilities (such as including the restoration process in the guardianship section). These advocacy efforts will be explored further in year 2 of the project.

**Stories of Lives Made Better**
In the last focus group conducted, most of the participants (individuals with developmental disabilities and family members) had not heard of restoration of capacity, although some participants stated that they desired more independent living. One participant expressed interest in living on her own, but noted that while she could clean her room, make her bed, and assist her parent/guardian in the family business, her parent was uncomfortable with her living on her own because of seizures. Because of her participation in the focus group, she was able to communicate with her mother/guardian that she wanted more independence than she currently has.

**Stories of Policy/Legislative Changes**
No stories to report

Performance Measures

Performance Measure 1.1 (self-advocacy/advocacy):

<table>
<thead>
<tr>
<th>Measure</th>
<th>Count</th>
</tr>
</thead>
<tbody>
<tr>
<td>SA01 People trained in area related to goal/objective:</td>
<td>0</td>
</tr>
<tr>
<td>SA02 People trained in leadership, self-advocacy, and self-determination:</td>
<td>0</td>
</tr>
<tr>
<td>SA03 People trained in systems advocacy:</td>
<td>0</td>
</tr>
</tbody>
</table>

Performance Measure 1.2 (self-advocacy/advocacy):

<table>
<thead>
<tr>
<th>Measure</th>
<th>Count</th>
</tr>
</thead>
<tbody>
<tr>
<td>SA04 People active in systems advocacy:</td>
<td>0</td>
</tr>
<tr>
<td>SA05 People attained membership on public/private bodies and leadership coalitions:</td>
<td>0</td>
</tr>
<tr>
<td>SA06a Other self-advocacy measure:</td>
<td>0</td>
</tr>
<tr>
<td>SA06b Other self-advocacy measure:</td>
<td>0</td>
</tr>
</tbody>
</table>
SA06c Other self-advocacy measure: 0

Performance Measure 2.1 (systems change):
SC01 Programs/policies created or improved: 0
SC02 Number of organizations involved coalitions/networks/partnerships: 0
SC03 Organizations engaged in systems change efforts: 0
SC04 Number of public policymakers educated: 0
SC05 Members of the general public reached: 23
SC06a Other systems change measure: 0
SC06b Other systems change measure: 0
SC06c Other systems change measure: 0

Performance Measure 3 (resource leveraging):
RL01 Dollars Leveraged: $0

Objective 9.5:

9.2: Provide technical assistance and training to key stakeholders to engage and provide individuals with developmental disabilities and their families with education and training on Florida's legal community concerning guardianship and guardianship alternatives in two (2) areas of Florida.

Implementation activities:
Guardianship Alternatives - Restoration of Capacity Years 2-4
1. Continuation contract approved
2. Contract begins
3. Collaborate with stakeholders to implement plan
4. Provide technical assistance to the implementation of the plan
5. Provide technical assistance to phase-in sustainability during the implementation of the plan
6. Evaluate the overall project activities
7. Develop final report and recommendations to the Council for next Steps

Activities undertaken were: ☑️ All met ☐ Partially met ☐ Not met

Timelines:
Year 2
1. 01/14
2. 03/14
3. 06/14
4. 07/14 – 01/15
5. 07/14 -01/15
6. 07/14- 01/15
7. 02/15
Annual Progress Report:

**Introduction and Background**
Florida law provides the right to a continuing review of the need for guardianship and a process for the restoration of rights. The Council commissioned a research study to collect data on guardianship and restoration among persons with developmental disabilities. During year 1 of this project, a Stakeholders Work Group was established, made up of a diverse group of individuals who represent the legal community, individuals under guardianship, psychologists, individuals who have had legal rights restored, family members, Exceptional Student Education personnel, the judiciary and guardians. The primary purpose of the Stakeholders Work Group primary was to examine the current state of guardianship restoration among persons with developmental disabilities; and determine whether there is a need for a program to assist persons with gaining restoration of their legal rights.

During year 2 of the project, the recommendations from the stakeholder work group were presented and a pilot project was initiated.

**Description of Activities**
Findings from the Restoration of Capacity Study and Feasibility Report conducted during year 1 of the project, revealed that guardians and people under guardianship are not specifically aware of their rights to continuing review of the need of guardianship and the legal process to obtain guardianship restoration. The Stakeholders Work Group reviewed the research design and methodology, reviewed the research findings, deliberated over various options for addressing the findings and recommended a pilot project implementation plan. There are three main objectives for year 2 of the project. The first objective is the development of a website and accompanying manuals tailored to persons under guardianship and their families, self-advocates, guardians, the legal community, and other interested parties. It is expected that these products will provide an easy-to-understand explanation of the restoration process in Florida; a directory of resources and publications; instructions on developing a Capacity Restoration Plan; resources for physicians that focus on assessing functional abilities; and resources for attorneys to assist in the restoration process. The design and layout of these products are anticipated to be complete by January 2015. The second objective is to develop resource materials to use for training tools for
individuals and families interested in the restoration process. As this is imagined to be a multiyear initiative, statewide trainings are anticipated to begin in a proposed third year of the project. The third objective for this contract year consists of implementing advocacy strategies to improve data collection on guardianship of individuals with developmental disabilities by the courts and state agencies, and identifying key stakeholders to influence this process. These advocacy efforts are anticipated to begin in December 2014.

**Target Dates**

The Council approved the continuation of the Restoration of Capacity project to the second year in January 2014 and the year 2 contract became effective May 2014. Members of the advisory committee were selected in August 2014 and have been meeting to guide the direction of the project. It is anticipated that the website and manuals will be completed by January 2015. As an evaluation component, field tests of the restoration materials will be conducted with target groups. A sample of persons under guardianship, families and guardians will be recruited to review the website and written manuals and a sample of attorneys and other legal professionals will be recruited to review the website and legal manual. The pilot testing will be conducted in April 2015 and the results will shape revisions as found necessary with recommendations submitted to the Council by May 2015.

**Deliverables/Products (completed by September 30, 2013)**

- Content topics for website, guide and manuals
- Website design and layout

**Evaluation/Outcomes**

Outcome 1: Increased knowledge of individuals and families and community stakeholders regarding restoration of rights for individuals with developmental disabilities.
Progress: Not Yet Achieved: The materials for restoration education and evaluation for these materials is scheduled from January 2015 to May 2015.

Outcome 2: Application of new knowledge towards decision making for individuals with developmental disabilities.
Progress: Not Yet Achieved: The materials for restoration education and evaluation for these materials is scheduled from January 2015 to May 2015.

Outcome 3: Individuals with developmental disabilities and families are receiving attorney services to restore rights of the individuals with developmental disabilities at low cost or for pro bono.
Progress: Partially Achieved: According to Florida law, the court shall appoint an attorney for an individual under guardianship seeking restoration of his or her rights. As education on the restoration process proceeds, the determination of individuals under guardianship utilizing this information to access legal services currently in place will be evaluated.

Federal Performance Measures: There are 21 members on the Advisory Committee that are reflected in the number of organizations involved in a partnerships to develop the information and education for this project. Since there individuals were already counted in this PPR under Restoration of Capacity Year 1, they will not be counted again to avoid duplication.

Impact on Objective and Goal: None yet to report
**Stories of Lives Made Better**
No stories to report.

**Stories of Policy/Legislative Changes**
No stories to report.

Performance Measures

Performance Measure 1.1 (self-advocacy/advocacy):
- SA01 People trained in area related to goal/objective: 0
- SA02 People trained in leadership, self-advocacy, and self-determination: 0
- SA03 People trained in systems advocacy: 0

Performance Measure 1.2 (self-advocacy/advocacy):
- SA04 People active in systems advocacy: 0
- SA05 People attained membership on public/private bodies and leadership coalitions: 0
- SA06a Other self-advocacy measure: 0
- SA06b Other self-advocacy measure: 0
- SA06c Other self-advocacy measure: 0

Performance Measure 2.1 (systems change):
- SC01 Programs/policies created or improved: 0
- SC02 Number of organizations involved coalitions/networks/partnerships: 0
- SC03 Organizations engaged in systems change efforts: 0
- SC04 Number of public policymakers educated: 0
- SC05 Members of the general public reached: 0
- SC06a Other systems change measure: 0
- SC06b Other systems change measure: 0
- SC06c Other systems change measure: 0

Performance Measure 3 (resource leveraging):
- RL01 Dollars Leveraged: $0

Objective 9.6:

9.2: In collaboration with Disability Rights Florida and other stakeholders, explore improvements needed to the Florida system of prevention, detection and response to abuse and neglect of individuals with developmental disabilities.

Implementation activities:
Guardianship Alternatives - Abuse & Neglect - Years 2 -3
1. Continue collaboration with the Abuse and Neglect Workgroup to focus on prevention, detection, and response to abuse and neglect
2. Implement strategies to prevent, detect and respond to abuse and neglect of individuals with developmental disabilities
3. Implement strategies to link individuals with developmental disabilities and families to resources and supports to prevent abuse and neglect
4. Evaluate the overall project activities
5. Develop report and recommendations to the Council for next Steps

Activities undertaken were:  ☑ All met  ☐ Partially met  ☑ Not met

Timelines:
Year 2
1. 01/15
2. 02/15 – 06/15
3. 02/15 -06/15
4. 02/15 -06/15
5. 09/15
Year 3
1. 09/15
2. 10/15 – 02/16
3. 02/16 -06/16
4. 02/16 -06/16
5. 09/16

Timelines established were:  ☑ All met  ☐ Partially met  ☑ Not met

Annual Progress Report:
No work on this objective this year.

Performance Measures

Performance Measure 1.1 (self-advocacy/advocacy):
SA01 People trained in area related to goal/objective: 0
SA02 People trained in leadership, self-advocacy, and self-determination: 0
SA03 People trained in systems advocacy: 0

Performance Measure 1.2 (self-advocacy/advocacy):
SA04 People active in systems advocacy: 0
SA05 People attained membership on public/private bodies and leadership coalitions: 0
SA06a Other self-advocacy measure: 0
SA06b Other self-advocacy measure: 0
SA06c Other self-advocacy measure: 0

Performance Measure 2.1 (systems change):
Objective 9.7:

9.2: In collaboration with Disability Rights Florida and other stakeholders, explore improvements needed to the Florida system of prevention, detection and response to abuse and neglect of individuals with developmental disabilities.

Implementation activities:
Abuse & Neglect - Year 1
1. Release RFP
2. Select Grantee
3. Contract begins
4. Conduct comprehensive research on Florida's Abuse & neglect issues (to include national best practices, methods & strategies to prevent to such abuse & neglect
5. Provide technical assistance to create a stakeholder's work group to assist with developing recommendations for addressing abuse & neglect (to be included in final needs assessment report)
6. Develop recommendations to address abuse & neglect
7. Evaluate the technical assistance activities and overall project
8. Submit report with recommendations to the Council for next steps

Activities undertaken were: □ All met □ Partially met □ Not met

Timelines:
1. 05/13
2. 08/13
3. 10/13
4. 11/13 – 04/14
5. 11/13 – 04/14
6. 05/14 – 09/14
7. 05/14 -10/14
8. 10/14
Timelines established were:  
☐ All met  ☑ Partially met  ☐ Not met

Annual Progress Report:

**Introduction and Background**
Research has consistently indicated that individuals classified with a disability experience disproportionately high levels of victimization. Though any variation of “disability” appears to increase the likelihood of victimization, people with developmental disabilities appear to be at extraordinarily high level of risk. Studies suggest that individuals with developmental disabilities are 4-to-10 times more likely to be victimized. This problem is found to be chronic and occurs throughout the lifespan.

There is a need to improve the system of prevention, detection, and response to abuse and neglect for Floridians with developmental disabilities. Solutions will need to focus on both the individual and the statewide system as a whole. This project will address those needs by involving stakeholders from across the state to examine the strengths and weaknesses of the current system. Research will be conducted to better understand the underlying causes of the issues, and best practices from across the nation will be identified. Where an effective solution does not yet exist, the work group will develop innovative strategies and provide the Council with recommendations for next steps to address this important issue.

**Description of Activities**
During year 1 of the project, an Abuse and Neglect Stakeholders Work Group was developed and convened for the purpose of working towards the development of recommendations that can be used to improve Florida’s system of prevention, detection, and response to abuse and neglect of persons with developmental disabilities. The membership of the work group consisted of twenty-four (24) individuals representing key stakeholder agencies and organizations, individuals with developmental disabilities and family members.

The provider conducted research on Florida’s abuse and neglect issues, including national best practices and methods to prevent, detect, and respond to the abuse and neglect of individuals with developmental disabilities. This initial information was provided to the work group as discussion points to enhance and understanding of the scope of the problem. Additional research was conducted per stakeholder request and provided as the project progressed.

During the first stakeholders work group meeting, the Department of Children and Families (DCF) and the Agency for Persons with Disabilities (APD) presented the current abuse/neglect prevention systems established in each agency. In addition, Florida Gulf Coast University presented data and statistics collected through research studies on the prevalence of violence against individuals with developmental disabilities in the Sun Coast region of the state. The provider facilitated a SWOT (strengths, weaknesses, opportunities, and threats) analysis of the existing abuse prevention, detection, and response services, from the view point of the agencies represented on the work group. The perceptions and realizations of the identified gaps in current services began the process of identifying priorities and recommendations for project year 2.

At the second stakeholders work group meeting, extensive statewide data was provided by the Agency for Persons with Disabilities on the occurrences of abuse reports, most common allegations, perpetrators, and dispositions. A trend that is of concern for APD is the prevalence of caregivers, both familial and paid, as alleged perpetrators in instances of abuse for individuals receiving waiver services. The work group provided input on the statutory changes that APD is requesting to extract the paid caregivers from their system. Advocacy efforts for these statutory
changes, as well as increase legislative appropriations for family training was determined to be a high priority for assisting APD provide appropriate services to decrease the occurrences of abuse.

**Target Dates**

The Council released the Request for Proposals for the Abuse and Neglect Stakeholders Work Group in May 2013. The grantee was selected in September 2013 and the contract was executed in January 2014. Due to a delay by the provider in starting the work of the project, and amendment was executed to modify the target dates for implementing activities and deliverables. The project team began conducting research and gathering information and materials on abuse prevention, detection and response for individuals with developmental disabilities in Florida. Beginning in August 2014, the project team convened the first stakeholders work group to review the information collected; conduct a SWOT analysis of the current abuse prevention, detection and response system in Florida; and receive input for additional resources and presentations to guide the work of the group for future meetings. The second stakeholders’ work group was held in September 2014 and it is anticipated that the remaining two (2) meetings will be completed by November 2014. It is anticipated that the project team will evaluate the overall activities of the project and submit recommendations to the Council by January 2015. The year 1 contract is scheduled to end February 2015.

**Deliverables/Products (completed by September 30, 2014)**

- Two meetings of the Stakeholders Workgroup were held
- PowerPoint presentations on Abuse and Neglect of People with Developmental Disabilities from the Agency for Persons with Disabilities; Who Are Perpetrators from Department of Children and Families; and Human Trafficking Joint Task Force from Florida Network of Children’s Advocacy Centers
- SWOT Analysis of current system for abuse prevention, detection and response in Florida
- Drop Box library of resources for stakeholder access

**Evaluation/Outcomes**

Outcome 1: Increased knowledge among organizational stakeholders related to Florida’s system of prevention, detection, and response to abuse and neglect of individuals with developmental disabilities.
Progress: Achieved: The stakeholders work group has received technical assistance and information on the state and federal definitions of developmental disabilities; the Florida statutes that define abuse, neglect, sexual misconduct, and exploitation for both children and vulnerable adults; and Florida mandatory reporting laws. The provider developed a resource Dropbox folder that stakeholders can access via internet during the course of the project that includes best practices in other states.

Outcome 2: An established work group dedicated to addressing the abuse and neglect prevention needs of individuals with developmental disabilities will be formed.
Progress: Achieved: There is an established work group in place to address the prevention needs for individual of developmental disabilities to be free from abuse and neglect. The stakeholders work group consist of a self-advocate, parents, and representatives from APD, DCF, Disabilities Rights Florida, Florida Department of Law Enforcement, Florida Coalition Against Domestic Violence, and various other interested organizations.

Outcome 3: Recommendations for next steps that the Council can take to address abuse and neglect prevention for individuals with developmental disabilities will be developed.
Progress: Partially Achieved: Recommendations were identified and presented to the Community Living Task Force of the Council for approval on 11/06/14. The recommendations are scheduled to be presented to the Council for approval in January 2015.

Outcome 4: Recommendations for next steps will be distributed to stakeholders. Progress: Partially Achieved: The stakeholder work group provided input for the recommendations to be presented to the Council in January 2015. However it is anticipated that the final report and overall evaluation of the accomplishments of year 1 of the project will not be distributed until February 2015

Performance Measures: The stakeholders work group consist of a total of 24 participants, which includes one (1) self-advocate; three (3) parents of individuals with developmental disabilities; two (2) public policymakers (the State Director of APS and the State Coordinator of APD Zero Tolerance Initiative); and eighteen (18) representatives of statewide organizations, waiver providers, and law enforcement agencies. Two (2) public policy makers have been educated in the Councils’ efforts to address the issues of abuse/neglect for individuals with developmental disabilities and twenty (22) work group members of the general public were reached by the Council in understanding the need of the project.

Impact on Objective and Goal: The recognition of abuse and neglect of individuals with developmental disabilities is found to be of great concern by many organizations and state agencies charged with providing services and protection for this population. Through the work of this project APD and DCF have shown great interest in the continuation of this work and participation in the review of their current trainings and operational procedures. The Florida Council Against Sexual Violence has expressed an interest in gaining additional education on the developmental disabilities population to better serve the individuals that access their services. Representatives from the various organizations understand the importance of advocating for changes in the prevention, detection and response of abuse and neglect and feel a collaborative effort best serves the population.

**Stories of Lives Made Better**
No stories to report

**Stories of Policy/Legislative Changes**
The stakeholder work group members were critical in providing input to the Agency for Persons with Disabilities request for statutory changes to permit the state attorney’s office to offer perpetrators of abuse and neglect, in lieu of prosecution, the opportunity to sign a letter stating that they will not work with individuals with developmental disabilities. Such letters would be filed with the clerk of courts and be included in the documentation received when a Background Level II Screening is requested.

Performance Measures

Performance Measure 1.1 (self-advocacy/advocacy):

SA01 People trained in area related to goal/objective: 0
SA02 People trained in leadership, self-advocacy, and self-determination: 0
SA03 People trained in systems advocacy: 0

Performance Measure 1.2 (self-advocacy/advocacy):

SA04 People active in systems advocacy: 0
SA05 People attained membership on public/private bodies and leadership coalitions: 0
SA06a Other self-advocacy measure: 0
SA06b Other self-advocacy measure: 0
SA06c Other self-advocacy measure: 0

Performance Measure 2.1 (systems change):
SC01 Programs/policies created or improved: 0
SC02 Number of organizations involved coalitions/networks/partnerships: 0
SC03 Organizations engaged in systems change efforts: 0
SC04 Number of public policymakers educated: 2
SC05 Members of the general public reached: 22
SC06a Other systems change measure: 0
SC06b Other systems change measure: 0
SC06c Other systems change measure: 0

Performance Measure 3 (resource leveraging):
RL01 Dollars Leveraged: $0

Objective 9.8:
9.1: Provide technical assistance and training to key stakeholders to engage and provide individuals with developmental disabilities and their families with education and training on Florida’s legal community concerning guardianship and guardianship alternatives in two (2) areas of Florida.

Implementation activities:
Guardianship Alternatives Lighting Your Way- On Line Training Module- Year 1
1. Continuation contract approved
2. Contract begins
3. Provide technical assistance to translate the Lighting Your Way online modules into Spanish
4. Provide technical assistance to make online training modules of Lighting Your Way available to families in Spanish
5. Monitor the use of the Lighting Your Way on-line training modules
6. Conduct a post training follow-up with training participants to gather input on the use and impact of the training
7. Evaluate the overall project activities
8. Develop final report and recommendations to the Council for next steps

Activities undertaken were: ☑ All met ☐ Partially met ☐ Not met

Timelines:
1. 05/12
Annual Progress Report:
**Introduction and Background**
As an ongoing effort to increase the knowledge of individuals with developmental disabilities and their families about guardianship options in Florida, the Council commissioned an on-line training as part of the Lighting the Way to Guardianship and Other Decision-Making Alternatives initiative. This self-paced curriculum consisted of a series of user friendly modules that included information on the fundamentals of self-determination and person-centered planning; the need for the least restrictive methods for decision making options; advocacy and guardianship; and links to legal resources. The on-line training incorporated quizzes and games as a tool for individuals and families to review the material covered in the modules and audio narrative was provided for greater accessibility. In recognizing the growing popularity and feasibility of the on-line training, having the curriculum translated into Spanish allowed for greater means of reaching an underserved population.

The primary purpose of the contract was to provide for translation of the Lighting the Way on-line curriculum from English to Spanish, and as the project developed, additional goals were set to allow the Council to independently collect course utilization data, which is reported in Lighting Your Way- On-Line Training Modules-Year 2.

**Description of Activities**
During this contract year, there were two (2) objectives for this project. The first objective of this contract consisted of developing and implementing a marketing campaign for the Lighting the Way web curriculum; and the second objective consisted of translating the Lighting the Way web curriculum from English to Spanish and developing an electronic Spanish version of the web curriculum that is identical to the English version.

The provider enlisted members from the project team, subcontractors and FDDC to provide translation for the on-line modules. It was critical to provide translation of the curriculum that could be understood by a variety of Spanish dialects. The electronic files containing the translated on-line curriculum including the post assessment questionnaire and attorney database were completed and uploaded to the Council's website on November 2013.

The provider developed a targeted marketing plan to inform persons interested in guardianship education of the availability of the Lighting the Way web curriculum. A brochure was developed describing the curriculum training objectives and how to access the on-line course. A professional graphics artist was used to develop the brochure layout and design. The brochure is available in hard copy and digitally on the FDDC website. Marketing efforts were targeted to self-advocates and families with disabilities, prior Lighting the Way in-person training registrants and participants, advocacy groups, and special education teachers. The provider used the following methods of distribution for the Lighting the Way brochure: ten (10) brochures in hard copy were disseminated
via U.S. Mail to each school district, various advocacy groups, and other organizations serving persons with disabilities, including a cover letter encouraging the organizations to share the information with their constituents and stakeholders; brochures were distributed by e-mail to the Lighting Your Way workshop database which includes self-advocates, family members, attorneys, probate judges, government and legal aid attorneys, law schools, and bar associations throughout Florida; and the provider contacted community resources statewide and requested that information about the on-line course be published on websites, on-line bulletin boards, and newsletters. Through the marketing outreach, a total distribution of eight hundred (800) hard copy brochures announcing the availability of the on-line curriculum to organizations and individuals was completed by February 2014.

**Target Dates**
The continuation contract was approved by the Council in May 2012 and the contract was executed in September 2012. The initial end date for this contract was July 31, 2013, however due to two amendments to the contract, the end of the project was extended to March 28, 2014. The purpose of the first amendment was to modify the evaluation period for public use of the on-line curriculum and to provide for independent review of Spanish translation. The second amendment was to allow for additional time to gather data on the usage of the Lighting the Way On-line Curriculum in Spanish. In October 2012, technical assistance was provided to translate the curriculum into Spanish. The translation of the on-line curriculum and proofing of materials for accuracy were found to be more time consuming than initially anticipated, and were completed for on-line placement in November 2013. Technical assistance for marketing the on-line curriculum was completed by February 2014.

**Deliverables/Products (completed by September 30, 2014)**
• Translation of an on-line curriculum on the subject of guardianship and guardianship alternatives from English to Spanish
• Integration of the English and Spanish versions of the on-line curriculum into one seamless, easily accessible course
• Addition of new features to the on-line course: disclaimer of liability to the Council for the attorney database, new introductory language, and the ability to toggle between languages
• Distribution of 800 hard copy brochures announcing the availability of the on-line curriculum to organizations and individuals throughout Florida

**Evaluation/Outcomes**
Outcome 1: Increased knowledge of individuals and families and community stakeholders regarding guardianship, guardianship advocacy, and other legal alternatives.
Progress: Achieved: The tracking system software for the Lighting the Way on-line curriculum shows that 23 individuals received training between December 2013 and September 2014, and 2 of those individuals indicated as Spanish speaking.

Outcome 2: Application of new knowledge towards decision making for individuals with developmental disabilities.
Progress: Not Yet Achieved: Although post-assessment emails were sent between April 2014 and October 2014, no responses have been received as yet to determine the knowledge gained from the training.

Outcome 3: The Lighting Your Way on-line training curriculum for individuals and families will be available in English & Spanish.
Progress: Achieved: The on-line training curriculum for Lighting the Way to Guardianship has
been translated into Spanish and accessible to individuals through access to the FDDC website.

Outcome 4: Training participants will report benefitting from the training.
Progress: Achieved: Upon the completion of the on-line training curriculum, participants are asked to provide feedback on their satisfaction with the training. During this reporting period the responses received noted that participants felt satisfied with this project activity and their life is better because of this project, which incorporated Spanish speaking respondents.

Federal Performance Measures: The tracking system software for the Lighting the Way on-line curriculum shows that 23 individuals received training between December 2013 and September 2014, and 2 of those individuals indicated as Spanish speaking. These 23 individuals were counted in the Lighting Your Way On-line Training Modules Year 2 and, therefore, will not be included in the data again. The Lighting Your Way on-line training curriculum was improved with the curriculum being made available in Spanish.

Impact on Objective and Goal: The Council continues to support the education and training for individuals with developmental disabilities, families and caregivers on the guardianship and alternatives for least restriction decision making options. Through this project, a broader number of the population can be reached by making this training available in Spanish.

**Stories of Lives Made Better**
No stories to report.

**Stories of Policy/Legislative Changes**
No stories to report.

Performance Measures

Performance Measure 1.1 (self-advocacy/advocacy):

- SA01 People trained in area related to goal/objective: 0
- SA02 People trained in leadership, self-advocacy, and self-determination: 0
- SA03 People trained in systems advocacy: 0

Performance Measure 1.2 (self-advocacy/advocacy):

- SA04 People active in systems advocacy: 0
- SA05 People attained membership on public/private bodies and leadership coalitions: 0
- SA06a Other self-advocacy measure: 0
- SA06b Other self-advocacy measure: 0
- SA06c Other self-advocacy measure: 0

Performance Measure 2.1 (systems change):

- SC01 Programs/policies created or improved: 0
- SC02 Number of organizations involved coalitions/networks/partnerships: 0
- SC03 Organizations engaged in systems change efforts: 0
- SC04 Number of public policymakers educated: 0
- SC05 Members of the general public reached: 800
SC06a Other systems change measure: 0
SC06b Other systems change measure: 0
SC06c Other systems change measure: 0

Performance Measure 3 (resource leveraging):
RL01 Dollars Leveraged: $0
Goal 10: Education

In partnership with children and youth with developmental disabilities, their families and community child care providers, the Council will research, and provide training and technical assistance to stakeholders to increase the number of children and youth in inclusive educational and child care settings.

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<td>University Center(s)</td>
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<td>State DD Agency</td>
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Other Collaborators Planned:

VR, DOE BEESS, Project 10, Florida Diagnostics and Resources System (FDRS), Florida Inclusion Network (FIN), Local School Districts: Indian River, Collier, Nassau, Gilchrist, Pinellas County Early Learning Coalition, Business Liasons: Golisano Children’s Museum of Naples, Collier County Sheriff Department, Naples Equestrian, Martha Beech, Carmella Greenwood

Objective 10.1:

**10.1 Research and identify effective strategies for students with significant behavioral, medical and personal needs to be included in before and after school programs.**

Implementation activities:
Trainings for staff in before and after School programs Year 1
1. Release RFP
2. Select Grantee
3. Contract begins
4. Conduct comprehensive research to identify barriers, national best practices and effective strategies
5. Recruit stakeholders and conduct focus groups to gather input
6. Develop a report with research findings of data collected and recommendations.
7. Based on the findings of the comprehensive report, develop an implementation plan to include sustainability activities during project implementation
8. Evaluate the Project
9. Develop final report and recommendations for next steps for Yr 3

Activities undertaken were:  ☑ All met  ☐ Partially met  ☑ Not met

Timelines:
Year 1
1. N/A
2. N/A
3. N/A
4. 01/12
5. N/A
6. 02/12
7. N/A
8. N/A
9. 04/12

Timelines established were:  ☑ All met  ☐ Partially met  ☑ Not met

Annual Progress Report:
Activities and completed and reported in PPRs.

Performance Measures
Performance Measure 1.1 (self-advocacy/advocacy):
   SA01 People trained in area related to goal/objective: 0
   SA02 People trained in leadership, self-advocacy, and self-determination: 0
   SA03 People trained in systems advocacy: 0

Performance Measure 1.2 (self-advocacy/advocacy):
   SA04 People active in systems advocacy: 0
   SA05 People attained membership on public/private bodies and leadership coalitions: 0
   SA06a Other self-advocacy measure: 0
   SA06b Other self-advocacy measure: 0
   SA06c Other self-advocacy measure: 0
Performance Measure 2.1 (systems change):

SC01 Programs/policies created or improved: 0
SC02 Number of organizations involved coalitions/networks/partnerships: 0
SC03 Organizations engaged in systems change efforts: 0
SC04 Number of public policymakers educated: 0
SC05 Members of the general public reached: 0
SC06a Other systems change measure: 0
SC06b Other systems change measure: 0
SC06c Other systems change measure: 0

Performance Measure 3 (resource leveraging):

RL01 Dollars Leveraged: $0

Objective 10.2:

10.2 Provide training and technical assistance to staff of at least five (5) before and after school programs to increase the number of students with developmental disabilities in inclusive programs.

Implementation activities:

Before and After School follow-up Implementation Activities - Years 2-4
1. Release an RFP
2. Select Grantee
3. Grantee Contract Begins
4. Develop materials for webinars that create access to before and after school programs for students with significant needs
5. Market and conduct webinars to share strategies to create access to before and after school programs for students with significant needs
6. Recruit providers of before and after school care to apply for mini grants
7. Provide technical assistance to mini grant recipients
8. Evaluate the Project activities
9. Develop and submit final report and recommendations for next steps

Activities undertaken were: [ ] All met [ ] Partially met [ ] Not met

Timelines:
Year 2
1. 10/13
2. 01/14
3. 02/14
4. 03/14
5. 03/14 - 04/14
6. 03/14-12/14
Annual Progress Report:

**Introduction and Background**
The Council has been concerned about the lack of before and after school programs for students with significant disabilities. In a survey sent to the school districts in Florida to see what programs were in place to serve students with significant disabilities in before and after school programs, we found that most of the programs for these children are in separate schools and are not inclusive. From this survey it was decided that the best approach was for school districts with successful inclusive strategies to develop and offer webinars and technical assistance to other school districts on including students with significant medical, behavior and cognitive disabilities in before and after school programs.

**Description of Activities**
A Request for Proposal was released in May 2014 but no responses were received. The Council researched and examined further the issues surrounding the lack of inclusive before and after school programs, and decided to develop a community of practice to build the capacity of before and after school programs to serve these students with the most significant disabilities. The 2015 State Plan amendment will include replacing the current implementing activities with new activities that reflect the new approach to this issue.

**Target Dates**
Request for Proposal released May 2014. No other target dates met.

**Deliverables/Products (submitted by 9/30/14)**
No deliverables or products
**Evaluation/Outcomes**

Outcomes 1: Increase the number of students with significant behavioral, medical and personal needs included in before and after school programs trained.
Progress: Not achieved: Initiative not implemented

Outcome 2: Stakeholders will increase their knowledge and capacity to include students with developmental disabilities in their before and after school programs with their nondisabled peers.
Progress: Not achieved: Initiative not implemented

Federal Performance Measures: None to report

Impact on Objective and Goal: None to report

**Stories of Lives Made Better**
No stories to report.

**Stories of Policy/Legislative Changes**
No stories to report.

Performance Measures

Performance Measure 1.1 (self-advocacy/advocacy):
SA01 People trained in area related to goal/objective: 0
SA02 People trained in leadership, self-advocacy, and self-determination: 0
SA03 People trained in systems advocacy: 0

Performance Measure 1.2 (self-advocacy/advocacy):
SA04 People active in systems advocacy: 0
SA05 People attained membership on public/private bodies and leadership coalitions: 0
SA06a Other self-advocacy measure: 0
SA06b Other self-advocacy measure: 0
SA06c Other self-advocacy measure: 0

Performance Measure 2.1 (systems change):
SC01 Programs/policies created or improved: 0
SC02 Number of organizations involved coalitions/networks/partnerships: 0
SC03 Organizations engaged in systems change efforts: 0
SC04 Number of public policymakers educated: 0
SC05 Members of the general public reached: 0
SC06a Other systems change measure: 0
SC06b Other systems change measure: 0
SC06c Other systems change measure: 0
Objective 10.3:

10.3 Provide training and technical assistance to staff of at least eight (8) educational providers in the use of instructional technology and resources that support the use of universal design for learning to increase the number of students with developmental disabilities included in Pre-K – 12 general education classrooms.

Implementation activities:
Universal Design for Learning- Implementation Activities - Years 1-4
1. Release an RFP
2. Select Grantees
3. Grantee Contract Begins
4. Identify educators to be trained
5. Conduct site based needs assessment to determine Instructional technology and resources to support the use of universal design for learning leading to an increase in the number of students with developmental disabilities included in the general education setting
6. Develop trainings based on needs assessment
7. Provide Technical Assistance to support trained educators on instructional technology use
8. Evaluate the Project activities
9. Develop final report and recommendations for next steps

Activities undertaken were: ☑ All met □ Partially met □ Not met

Timelines:
Year 1
1. 01/12
2. 03/12
3. 06/12
4. 08/12
5. 09/12
6. 10/12
7. 10/12-03/13
8. 05/12
9. 06/13
Year 2
1. 10/12
2. 02/13
3. 05/13
4. 06/13
5. 06/13-08/13
6. 08/13-05/14
7. 08/13-05/14
Annual Progress Report:

**Introduction and Background**

Students with physical and cognitive disabilities may have difficulty keeping up with their peers without disabilities in general education classes due to lack of accessibility to the information. Universal Design for Learning (UDL) allows all students to use technology to access information through ipads, smart TVs, smart boards, and other innovative devices in order to experience learning together. Teachers need training and continued technical assistance to support their curriculum with technology and UDL principles.

**Description of Activities**

The three foundational principles of UDL are 1) multiple means of representation; 2) multiple means of action and expression; and 3) multiple means of engagement. These principles allow teachers to differentiate instruction for all types of learners.

Collier County Public Schools - CCPS created a robust professional development plan for general education and exceptional education teachers. Teacher training was offered during pre-service week, early release days, after school, and on Saturdays. On-line learning was also available through DirectSTEP and Florida Diagnostic and Learning Resources System (FDLRS). Edmodo, a K-12 social learning network, was used to allow teachers and students to communicate with each other in Professional Learning Communities (PLCs). Some of the learning technologies used by CCPS include the following: Ipads; Pearl Cameras; Livescribe Pens; and RAPS 360-My Reading Coach.

Indian River School District - The Indian River School District (IRSD) began to incorporate UDL in its schools during the 2013-2014 school year. Eight additional students with developmental
disabilities were identified to be included in general education classes. Teachers used new educational technology and UDL strategies to effectively engage the students in the general education classroom. Professional development was conducted throughout the year to train teachers in educational technologies and UDL principles. All of the student participants with disabilities demonstrated academic gains in the pre and post testing.

Gilchrist and Nassau Counties - Both of these counties are just beginning the UDL projects. Both of the contracts were initiated in September 2014. The Advisory Groups are being formed, technology devices are being ordered, teacher trainings are being planned, and students with disabilities are being identified for inclusive academic general education classroom experiences.

**Target Dates**
Collier County Public Schools - Collier County continued the UDL contract prior to 10/01/13. In October 2013 through March 2014 trainings were provided in group settings and technical assistance was available for individual needs. The project was evaluated in April 2014 and May 2014. A final report was submitted in June 2014.

Indian River School District - Indian River County continued the UDL contract prior to 10/01/13. In November 2013 through March 2014 trainings and technical assistance in educational technologies and UDL principles were provided. The project was evaluated in April 2014 and a final report was submitted in May 2014.

Gilchrist and Nassau Counties - The RFP for the UDL project targeting rural schools was released in March 2014 and the grantees were selected in June 2014. Both the Gilchrist and Nassau contracts were executed in September 2014.

**Deliverables/Products (submitted by 9/30/14)**
Collier County Public Schools
• Teacher trainings and on-going technical assistance.
• A brief description of evaluation activities in each of the schools.
• Completed results from the RAPS 360 and Virtual My Reading Coach.
• A chart of the trainings provided, dates, and the number of participants.
• A report on to whom and by whom technical assistance was provided.
• A detailed plan for sustainability and expansion.
• Nine additional students with disabilities were integrated into academic general education classrooms.

Indian River School District
• Teacher trainings and on-going technical assistance.
• Attendance chart tracking school attendance for participants.
• Technology Integration Matrix showing how teachers used technology to enhance student learning.
• UDL Rating Scale table to demonstrate teacher gains in UDL understandings.
• Peer Interaction Observation Tool and Peer Survey Narrative reports to assess the attitudes of students without disabilities to inclusive educational opportunities.
• Unique Learning System reports on each of the students in each of the classes where inclusive general education classes were accessed.
• Eight additional students with disabilities were integrated into academic general education classrooms.
• A report on future plans for sustainability of UDL in the system.

Gilchrist and Nassau Counties - No deliverables were submitted before September 30, 2014.
**Evaluation/Outcomes**

Outcome 1: Increase in the number of students with developmental disabilities meaningfully participating in general education classes through the use of universal design and technology.  
Progress: Achieved: Collier County increased services to students with developmental disabilities in general education classrooms by nine (9) students and Indian River by eight (8) students.

Outcome 2: Educators in at least four (4) sites each year demonstrate an increase in their instructional technology capacity and include more students with developmental disabilities in general education classes through using universal designed instructional technology and resources.  
Progress: Achieved: Eighty-seven (87) teachers from 3 schools in Collier County and ten (10) teachers from 3 schools in Indian River County participated in the trainings and used these new skills to create a classroom learning environment that accommodates the needs of diverse learners.

Additional Evaluation Information: 
Collier County Public Schools - The efforts of CCPS brought about many positive outcomes. Some of those outcomes are as follows:
- UDL has been embedded in Collier’s teacher evaluation system.
- Professional Learning Communities facilitated the implementation of UDL due to the work of motivated teachers/coaches and the support of district administrators.
- A growing number of students with disabilities are being taught in inclusive educational settings- 87% in 2013-2014.

Indian River School District
- According to the learning data collected through Unique Learning Systems, all of the participants demonstrated academic gains.
- In regard to use of technology for learning, at the pre-test, 85% of students were entry level and 15% percent were at the adoption level. At the post-test, 80% of the students had moved beyond entry level.
- The teachers showed growth in their understanding of UDL principles through pre and post testing. The teachers showed progression from an average score of .57 on the pre-test to 2.36 on the post-test. All teachers individually showed positive growth.
- While there is still room for growth, the following survey questions demonstrated optimistic attitudes from students without disabilities about learning alongside students with disabilities: “I believe that students with significant disabilities should be in my classes” -Elementary Students - 97% Yes, Absolutely/ Middle School students – 73% Yes, Absolutely/ High School Students – 55% Yes, Absolutely; and “I think students with disabilities can learn in my classroom” - Elementary Students - 87% Yes, Absolutely/ Middle School students – 72% Yes, Absolutely/ High School Students – 35% Yes, Absolutely.

Federal Performance Measures: Each of the two schools from Collier County last year trained more teachers and served more students, and one new school (Levy High School) was added. These 3 schools, along with the 3 schools from Indian River County last year that trained more teachers and served more students, are counted as programs improved. Eighty-seven (87) teachers in Collier County and ten (10) teachers in Indian River County were trained in inclusive education. There were five (5) organizations involved in shifting the practice to use UDL and include students with disabilities in Collier County (Collier Schools, FDLRS, Florida Inclusive Network (FIN), ESE Parent Advisory Group, and Project 10) and three (3) organizations in Indian River (Indian River schools, FDLRS, and FIN) which are counted in organizations engaged in systems change efforts. Indian River County used $17,343 of its funds to purchase software.
which is reflected in dollars leveraged.

Impact on Objective and Goal: These two school districts provided technical assistance to 97 teachers and 6 schools which exceeded the objective of providing technical assistance to at least eight (8) educational providers. The goal of increasing the number of children with developmental disabilities being included in inclusive education settings was also achieved. These initiatives are clearly building the capacity and changing the way in which these teachers and schools teach which will continue to grow the number of children with developmental disabilities included in inclusive general education classrooms.

**Stories of Lives Made Better**

Teacher Comments

• "The biggest difference I have seen in my class since using the UDL materials and knowledge from UDL trainings is the confidence of my students has increased; they walk taller, smile more and are building stronger relationships with students from their Buddy Classes. What a wonderful gift to be able to give my students."
• "UDL has become a daily part of my classroom and planning. It is almost as if I don’t even have to think about UDL when I am making my lesson plans or teaching a new concept. Planning using UDL principles, whether it be with technology or not, is a great way to teach."
• "J impresses his classmates in Geometry Class. One day I asked J a question in class that required him to process information. J answered it correctly. One of the other students said, ‘Gosh, J is smart I didn’t even know the answer to that question.’ That student now has more admiration for J. I am enjoying having J in my Geometry class. I would so much enjoy having him again next year for Algebra."
• "Student J has gained self-esteem. He has not been in trouble all year compared to last year with the need to be on a point sheet (behavior plan). He participates in class and his reading has gone up 2 levels."

Student Comments

• "I like learning now and I really like helping all of my friends in my “Buddy class”.
• "Edmodo is great because if you are sick you can message your teacher and she will message you back to help."
• "I make the Livescribe go slow so I can spell better."

**Stories of Policy/Legislative Changes**

The CCPS district technology infrastructure supported UDL technology needs. UDL principles were integrated in school improvement plans and teacher evaluation system. The support from the technology infrastructure, the outcome of UDL being incorporated into the school improvement plan, and the integration of UDL into the teacher evaluation system transform this project from an initiative to a substantive systems change.

Performance Measures

Performance Measure 1.1 (self-advocacy/advocacy):

SA01 People trained in area related to goal/objective: 97
SA02 People trained in leadership, self-advocacy, and self-determination: 0
SA03 People trained in systems advocacy: 0

Performance Measure 1.2 (self-advocacy/advocacy):

SA04 People active in systems advocacy: 0
SA05 People attained membership on public/private bodies and leadership coalitions: 0
SA06a Other self-advocacy measure: 0
SA06b Other self-advocacy measure: 0
SA06c Other self-advocacy measure: 0

Performance Measure 2.1 (systems change):
SC01 Programs/policies created or improved: 6
SC02 Number of organizations involved coalitions/networks/partnerships: 0
SC03 Organizations engaged in systems change efforts: 8
SC04 Number of public policymakers educated: 0
SC05 Members of the general public reached: 0
SC06a Other systems change measure: 0
SC06b Other systems change measure: 0
SC06c Other systems change measure: 0

Performance Measure 3 (resource leveraging):
RL01 Dollars Leveraged: $17,343

Objective 10.4:
10.4 Provide training and technical assistance to at least fifteen (15) Early Learning Coalitions in Florida to implement positive behavior supports and recognition and response strategies to ensure young children remain in consistent and positive early childhood settings.

Implementation activities:
PIECE – Year 4
1. Continuation contract approved
3. Grantee Contract Begins
3. Select Early Childhood Inclusion Specialist to be trained
4. Implement Training
5. Provide Technical Assistance to Early Childhood Inclusion Specialists
6. Evaluate the Project
7. Develop final report and recommendations for year 2

Activities undertaken were: [ ] All met [ ] Partially met [✓] Not met

Timelines:
Year 4
1. 09/10
2. 11/10
3. 01/11
Timelines established were:  □ All met  □ Partially met  ✓ Not met

Annual Progress Report:
Activities completed and reported in prior PPRs.

Performance Measures
Performance Measure 1.1 (self-advocacy/advocacy):
- SA01 People trained in area related to goal/objective: 0
- SA02 People trained in leadership, self-advocacy, and self-determination: 0
- SA03 People trained in systems advocacy: 0

Performance Measure 1.2 (self-advocacy/advocacy):
- SA04 People active in systems advocacy: 0
- SA05 People attained membership on public/private bodies and leadership coalitions: 0
- SA06a Other self-advocacy measure: 0
- SA06b Other self-advocacy measure: 0
- SA06c Other self-advocacy measure: 0

Performance Measure 2.1 (systems change):
- SC01 Programs/policies created or improved: 0
- SC02 Number of organizations involved coalitions/networks/partnerships: 0
- SC03 Organizations engaged in systems change efforts: 0
- SC04 Number of public policymakers educated: 0
- SC05 Members of the general public reached: 0
- SC06a Other systems change measure: 0
- SC06b Other systems change measure: 0
- SC06c Other systems change measure: 0

Performance Measure 3 (resource leveraging):
- RL01 Dollars Leveraged: $0

Objective 10.5:
10.4 Provide training and technical assistance to at least fifteen (15) Early Learning
Coalitions in Florida to implement positive behavior supports and recognition and response strategies to ensure young children remain in consistent and positive early childhood settings.

Implementation activities:
PBS model site in ELC'centers Year 1
1. Sole Source and funding approved
2. Grantee Contract Begins
3. Provide technical assistance to develop a recruitment and selection process for early learning coalition sites
4. Recruit and select entities for technical assistance and trainings
5. Provide Training and technical assistance on program wide implementation of Positive Behavior Supports, data collection, and data driven decision making
6. Provide Technical Assistance to incorporate the CEFEL training materials into the state approved Outcome Driven training
7. Evaluate the Project activities
8. Develop final report and recommendations

Activities undertaken were: □ All met □ Partially met ✔ Not met

Timelines:
Year 1
1. 09/11
2. 12/11
3. 03/12
4. 04/12
5. 05/12
6. 05/12-10/12
7. 10/12
8. 10/12

Timelines established were: □ All met □ Partially met ✔ Not met

Annual Progress Report:
Activities completed and reported in prior PPRs.

Performance Measures
Performance Measure 1.1 (self-advocacy/advocacy):
   SA01 People trained in area related to goal/objective: 0
   SA02 People trained in leadership, self-advocacy, and self-determination: 0
   SA03 People trained in systems advocacy: 0

Performance Measure 1.2 (self-advocacy/advocacy):
   SA04 People active in systems advocacy: 0
   SA05 People attained membership on public/private bodies and leadership coalitions: 0
Objective 10.6:

10.4 Provide training and technical assistance to at least fifteen (15) Early Learning Coalitions in Florida to implement positive behavior supports and recognition and response strategies to ensure young children remain in consistent and positive early childhood settings.

Implementation activities:
PBS model site in ELC'centers (monitoring) - Implementation Activities - Year 2-5
1. Monitor implementation of the PBS and data driven decision making
2. Follow up with trainees to gather input on the use and benefits of the training modules
3. Based on the monitoring and feedback, develop recommendations to the Council for next steps

Activities undertaken were: ☐ All met ☑ Partially met ☐ Not met

Timelines:
Year 2
1. 11/12-05/13
2. 06/13
3. 09/13
Year 3
1. 11/13-05/14
2. 06/14
3. 09/14
Year 4
Timelines established were:  □ All met  ✓ Partially met  □ Not met

Annual Progress Report:

**Introduction and Background**
The Program Wide Early Care and Training project was designed to provide support and training in the Pyramid Model to the entire infrastructure of five inclusive early care programs. This model encourages the use of positive behavior support (PBS) strategies by all program staff and families to promote positive social-emotional development and the implementation of effective interventions for students with challenging behaviors.

**Description of Activities**
This is a monitoring report to track the ongoing implementation of the Pyramid Model techniques that were used in the Program Wide Early Care Training project. The purpose of the data-gathering is to determine to what degree the positive benefits of the training continue to persist. Surveys were distributed electronically through Survey Monkey and one phone interview was conducted to collect data about ongoing benefits of the Pyramid Model use in participating early learning programs.

**Target Dates**
There is not a contract for this monitoring. In July 2014, an interview was conducted with the PIECE Project Manager for the Early Learning Coalition in Pinellas County. In August 2014, a survey was sent through Survey Monkey to the project participants who continued to be employed in the early learning settings. Data from the survey was collected from all the participants who replied by September 30, 2014.

**Deliverables/Products (submitted by 9/30/14)**
No deliverables were submitted during this time.

**Evaluation/Outcomes**

Outcome 1: ELC centers report the use of positive behavioral supports which leads young children with challenging behaviors to remain in a consistent learning environment.
Progress: Achieved: Survey participants report the following:
• 80% reported that the PBS/Pyramid principles positively impacted the possibility for students with challenging behaviors to remain in the center.

Outcome 2: ELC centers report that students with challenging behaviors are developing age appropriate social emotional skills that leads to success in the early learning environment.
Progress: Achieved: Survey participants report the following:
• 100% report that red flag behaviors were reduced through the Pyramid Model principles.
• 80% reported that problems with classroom environment issues were reduced because of the PBS principles.
Additional Evaluation Information:
•100% of survey takers indicated that the training had a positive impact on the behavior management skills of the participants.
•100% of the survey takers reported that PBS/Pyramid Model principles are still in use. However, only 5 responses to the survey were received. It is impossible to say how many received the request to take the survey because it was shared through an internet link which could be shared. Open-ended survey questions revealed that staff turnover and resources to train new staff are concerns.
•Although the survey takers unanimously agreed that the PBS/Pyramid principles are being used, 60% reported that they did not believe that or are not sure if the Teaching Pyramid Observational Tool (T-POT) is being used.
•80% of the survey takers reported that their successful use of PBS/Pyramid principles is not motivating other centers in their area to use them as well.
•80% reported that additional training and support is needed.
•100% reported that other ELCs in the state would benefit from these trainings.
•Areas for support identified by survey takers are as follows: Reduce turnover of staff and participants, Need more time for staff and directors to be involved in training, Need financial incentives to work with children with challenging behavior, and Need on-site mentoring.

Federal Performance Measures: Data that was collected qualitatively suggests that early learning centers in Alachua County and Pinellas County continue to implement the Pyramid model. These two sites have been counted as active in systems advocacy.

Impact on Objective and Goal: The feedback from project participants indicates that the project has an ongoing positive impact on the environment of early learning centers. However, due to staff turnover and lack of time for continued training and support, the principles of PBS/Pyramid Model may not be firmly embedded in the participating centers and are not spreading to other centers. The Child Development and Education Task Force will review the findings and discuss potential actions to take.

**Stories of Lives Made Better**
The interviewee reported the following, “It [the Pyramid Model] became a part of the tool box for every inclusion coordinator in our area and it became a part of the common vocabulary. It changed my life.”

One of the survey takers reported, “The project had very positive effects on the participants and was approached every eagerly by those who were involved.”

**Stories of Policy/Legislative Changes**
No stories to report.

Performance Measures
Performance Measure 1.1 (self-advocacy/advocacy):

SA01 People trained in area related to goal/objective: 0
SA02 People trained in leadership, self-advocacy, and self-determination: 0
SA03 People trained in systems advocacy: 0

Performance Measure 1.2 (self-advocacy/advocacy):

SA04 People active in systems advocacy: 2
Objective 10.7:

10.5 Support the development and dissemination of resources to promote disability awareness and related topics to be utilized throughout Florida in trainings and technical assistance provided by other stakeholders to facilitate inclusion.

Implementation activities:
Disability Awareness Language Arts & Literacy Guides Year 1
1. Release an RFP
2. Select Grantee
3. Contract begins
4. Identify information, resources and format for Literacy guides for Pre-K through 5th grade
5. Provide technical assistance to develop literacy guides
6. Print and disseminate guides to pre-k and elementary schools across Florida
7. Evaluate project activities
8. Recommendations to the Council on strategies to incorporate the literacy guides and books to be into the reading and language arts curriculum in pre-k – 5th grade

Activities undertaken were:  ☑️ All met  ☐ Partially met  ☑️ Not met

Timelines:
Year 1
1. 01/11
Timelines established were:  

☐ All met  ☐ Partially met  ☑ Not met

Annual Progress Report: Activities completed and reported in the prior PPRs.

Performance Measures

Performance Measure 1.1 (self-advocacy/advocacy):
- SA01 People trained in area related to goal/objective: 0
- SA02 People trained in leadership, self-advocacy, and self-determination: 0
- SA03 People trained in systems advocacy: 0

Performance Measure 1.2 (self-advocacy/advocacy):
- SA04 People active in systems advocacy: 0
- SA05 People attained membership on public/private bodies and leadership coalitions: 0
- SA06a Other self-advocacy measure: 0
- SA06b Other self-advocacy measure: 0
- SA06c Other self-advocacy measure: 0

Performance Measure 2.1 (systems change):
- SC01 Programs/policies created or improved: 0
- SC02 Number of organizations involved coalitions/networks/partnerships: 0
- SC03 Organizations engaged in systems change efforts: 0
- SC04 Number of public policymakers educated: 0
- SC05 Members of the general public reached: 0
- SC06a Other systems change measure: 0
- SC06b Other systems change measure: 0
- SC06c Other systems change measure: 0

Performance Measure 3 (resource leveraging):
- RL01 Dollars Leveraged: $0
Objective 10.8:
10.5 Support the development and dissemination of resources to promote disability awareness and related topics to be utilized throughout Florida in trainings and technical assistance provided by other stakeholders to facilitate inclusion.

Implementation activities:
Disability Awareness Language Arts & Literacy Guides Year 2 Pre-k - 5
1. Release of RFP
2. Select School District/ grantees
3. Provide Disability Awareness books
4. Evaluate the use of the materials
5. Submit recommendations to the Council on next steps

Activities undertaken were: ☐ All met ☐ Partially met ✗ Not met

Timelines:
Year 2
1. 10/12
2. 11/12
3. 11/12
4. 12/11 – 06/13
5. 06/13

Timelines established were: ☐ All met ☐ Partially met ✗ Not met

Annual Progress Report:
Activities completed and reported in prior PPRs.

Performance Measures
Performance Measure 1.1 (self-advocacy/advocacy):
SA01 People trained in area related to goal/objective: 0
SA02 People trained in leadership, self-advocacy, and self-determination: 0
SA03 People trained in systems advocacy: 0

Performance Measure 1.2 (self-advocacy/advocacy):
SA04 People active in systems advocacy: 0
SA05 People attained membership on public/private bodies and leadership coalitions: 0
SA06a Other self-advocacy measure: 0
SA06b Other self-advocacy measure: 0
SA06c Other self-advocacy measure: 0

Performance Measure 2.1 (systems change):
Objective 10.9:

10.5 Support the development and dissemination of resources to promote disability awareness and related topics to be utilized throughout Florida in trainings and technical assistance provided by other stakeholders to facilitate inclusion.

Implementation activities:

Disability Awareness Language Arts Literacy Guides (monitoring Pre-K - 5) - Implementation Activities - Year 3-5
1. Staff will collaborate with school districts and other stakeholders to evaluate the impact of the resources to promote disability awareness
2. Staff will monitor use of Disability Awareness Language Arts and Literacy Guides disseminated to private and public schools in Florida
3. Follow up with educators and teachers to gather input on the use and benefits of using the guide
4. Based on the monitoring and feedback, develop recommendations to the Council for next

Activities undertaken were:  ☑️ Partially met  □ Not met

Timelines:
Year 3
1. 10/13
2. 09/14
3. 09/14
4. 09/14
Year 4
1. 10/14
2. 09/15
3. 09/15
4. 09/15
Year 5
Annual Progress Report:

**Introduction and Background**
The “Disability Awareness through Language Arts and Literacy” guide was completed in June 2012. In the second phase of the project, June 2012 through June 2013, copies of the guide were sent to all elementary schools in Florida with instructions on how to download or order more without cost on the FDDC website. Florida Diagnostic and Learning and Resources System (FDLRS) developed training on use of the guide for teachers. The goal of year three in this project is to monitor and evaluate the use of the guide.

**Description of Activities**
The numbers of guides that have been requested have been monitored. Names and email addresses of those who requested the guide have been collected. Surveys were sent to those who used the guide in some manner, either in the classroom, at home, for training, or in another organization or agency. FDLRS reported providing training to the following groups: ESE educators, general educators, administrators, media specialists, parents, community members, and support personnel. Open-ended questions to FDLRS trainers indicate an interest in a version of the guide for secondary students, which is currently underway.

**Target Dates**
The survey to evaluate the impact and use of the guide was distributed in July 2014 and the survey remained open until September 30, 2014. The distribution of the publication was monitored from October 2013 through September 2014.

**Deliverables/Products (submitted by 9/30/14)**
There were no deliverables for this project.

**Evaluation/Outcomes**

Outcome 1: Educators, students, families and stakeholders report an increased knowledge of disability awareness.
Progress: Achieved: 100% of the parents and educators agreed or strongly agreed that the guide helps to promote awareness and increased understanding of students with disabilities.

Outcome 2: Preschool educators and K-5 teachers incorporate the Disability Awareness books and activities into their instruction.
Progress: Achieved: 84% of the parents and educators reported that they plan to read the books and use the activities with their children and/or students.

Outcome 3: Educators report an increase in the number of students in inclusive educational and child care settings.
Progress: Not achieved: No data has been collected that reports increase in students with disabilities served in inclusive settings because of this project.
Outcome 4: Students and families report increase in students with disabilities participating in general education and school related activities.
Progress: Not achieved: No data has been collected that reports increase in students participating in general education and school related activities.

Outcome 5: Preschool educators and K-5 teachers report an increase in the knowledge and understanding of disability awareness of staff, young children and students.
Progress: Achieved: 100% or parents and educators agree or strongly agree that positive attitudes are promoted and understanding is increased among their children and/or students.

**Federal Performance Measures**
FDLRS trained approximately 241 teachers, administrators, media specialists, parents, community members and support personnel which is reflected in people trained.

**Impact on Objective and Goal**
This project clearly supports the development and dissemination of resources to promote disability awareness and related topics to be utilized throughout Florida. Teachers, educators, and trainers, in unison, support the use of the guide and affirm its ability to develop disability awareness, teach an understanding of others with disabilities, and promote positive attitudes toward individuals with disabilities.

**Stories of Lives Made Better**
No stories to report.

**Stories of Policy/Legislative Changes**
No stories to report.

Performance Measures
Performance Measure 1.1 (self-advocacy/advocacy):
- SA01 People trained in area related to goal/objective: 241
- SA02 People trained in leadership, self-advocacy, and self-determination: 0
- SA03 People trained in systems advocacy: 0

Performance Measure 1.2 (self-advocacy/advocacy):
- SA04 People active in systems advocacy: 0
- SA05 People attained membership on public/private bodies and leadership coalitions: 0
- SA06a Other self-advocacy measure: 0
- SA06b Other self-advocacy measure: 0
- SA06c Other self-advocacy measure: 0

Performance Measure 2.1 (systems change):
- SC01 Programs/policies created or improved: 0
- SC02 Number of organizations involved coalitions/networks/partnerships: 0
- SC03 Organizations engaged in systems change efforts: 0
- SC04 Number of public policymakers educated: 0
Objective 10.10:

10.5 Support the development and dissemination of resources to promote disability awareness and related topics to be utilized throughout Florida in trainings and technical assistance provided by other stakeholders to facilitate inclusion.

Implementation activities:
Disability Awareness Language Arts & Literacy Guides MS & HS Year 3
1. Release of RFP
2. Select Grantee
3. Contract begins
4. Identify information, resources and format for Literacy guides for Middle and High School
5. Provide technical assistance to develop literacy guides
6. Print and disseminate guides to Middle and High schools across Florida through the FDLRS Resource Centers
7. Evaluate project activities
8. Recommendation to the Council on strategies to incorporate the literacy guides and books to be into the reading and language arts curriculum in Middle and High School

Activities undertaken were:  □ All met  ✔ Partially met  □ Not met

Timelines:
Year 3
1. 05/13
2. 11/13
3. 01/14
4. 01/14
5. 02/14-07/14
6. 02/14-07/14
7. 09/14-11/14
8. 11/14

Timelines established were:  □ All met  ✔ Partially met  □ Not met

Annual Progress Report:
**Introduction and Background**

Educators and families have a responsibility to foster their children's positive attitudes toward awareness and acceptance of individuals with disabilities. Many experts and organizations have encouraged teachers and families to use quality literature about individuals with disabilities to promote disability awareness and facilitate the successful inclusion of students with special needs into regular classrooms and the community. In 2012, the Florida Developmental Disabilities Council developed, printed, and disseminated a resource guide, “Disability Awareness through Language Arts and Literacy: Resources for Prekindergarten and Elementary School”. This guide provides summaries of specific works of children's literature, suggested activities for educators and families, and resources for additional information about disabilities. To meet the needs of middle and high school students, a similar guide is needed for the secondary level.

Awareness is particularly important at middle and high school because students, including those with disabilities, often face bullying and social stigma due to the increased influence of peer pressure. It is important that adolescents be provided continued opportunities to develop respect and acceptance for individual differences by reading, writing, and discussing information and issues related to disability awareness.

**Description of Activities**

The Disability Awareness through English and Language Arts guide for middle school and high school students created by this project will provide an easy-to-use reference for educators and families to identify quality works of literature and other resources about disabilities and engage their youth in instructional lessons and related activities. The primary aim of the guide is to foster the development of positive and productive attitudes and interpersonal relationships among all youth, including those with disabilities.

An advisory group was formed and the process of selecting books for the curriculum was started. The provider reviewed existing lists of children's literature used to promote disability awareness to formulate a list of books for review and potential use in the guide. Media specialists, advisory group members, and FDDC staff were used to review the books. The provider developed an overview of each book identifying themes, reading levels, information about how to find the books, and more. Unit plans, which include activities for multiple lessons, were built around one book appropriate for each grade from sixth through twelfth grades. These unit plans contain lesson activities, reading guides, discussion questions, reflection questions, and character studies with answer keys provided for the convenience of teachers. Stakeholders reviewing the guide have expressed the opinion that the guide is being done with excellence and sensitivity.

**Target Dates**

The RFP was released in September 2013 and the contract was executed in February 2014. From March 2014 through May 2014, the books for the guide were reviewed and identified. The content for Unit Plans was explored and identified. From May 2014 through September 2014, the books to be included in the unit plans were selected, a first draft of the guide was developed, unit plans were written, and feedback was solicited from a variety of stakeholders. It is anticipated that the guides will be printed and available for distribution in June 2015.

**Deliverables/Products (submitted by 9/30/14)**

- Report on 88 potential books to include in the guide.
- A criterion for book reviews.
- Format for Unit Plans.
- Book lists/overviews that included the following: author, publication date, publisher, ISBN number, copyright date, story synopsis, themes, disability areas addressed, Lexile ratings
**Evaluation/Outcomes**

Outcome 1: Disability Awareness Language Arts and Literacy guides are developed, distributed to private and public Middle and High Schools across Florida.
Progress: Partially Achieved: The guides are well underway to completion and will be printed and disseminated once complete.

Federal Performance Measures: The Florida Diagnostic and Learning Resources System (FDLRS), and Florida Department of Education, Bureau of Exceptional Education and Student Services (BEESS) have been collaborating with FDDC to ensure that the guide meets the needs of students, teachers, and parents and are counted as organizations engaged in system change.

Impact on Objective and Goal: This project is developing a valuable resource for promoting disability awareness and increasing understanding of inclusionary practices. The guide uses literature- stories- to teach important truths about individuals with disabilities. These stories cut through prejudice and bias straight to the truth that individuals with disabilities are people with the same needs, hopes, and dreams as everyone else.

**Stories of Lives Made Better**
No stories to report.

**Stories of Policy/Legislative Changes**
No stories to report

Performance Measures

Performance Measure 1.1 (self-advocacy/advocacy):

SA01 People trained in area related to goal/objective: 0
SA02 People trained in leadership, self-advocacy, and self-determination: 0
SA03 People trained in systems advocacy: 0

Performance Measure 1.2 (self-advocacy/advocacy):

SA04 People active in systems advocacy: 0
SA05 People attained membership on public/private bodies and leadership coalitions: 0
SA06a Other self-advocacy measure: 0
SA06b Other self-advocacy measure: 0
SA06c Other self-advocacy measure: 0

Performance Measure 2.1 (systems change):

SC01 Programs/policies created or improved: 0
SC02 Number of organizations involved coalitions/networks/partnerships: 0
SC03 Organizations engaged in systems change efforts: 2
Objective 10.11:
10.5 Support the development and dissemination of resources to promote disability awareness and related topics to be utilized throughout Florida in trainings and technical assistance provided by other stakeholders to facilitate inclusion.

Implementation activities:
Disability Awareness Language Arts & (monitoring MS & HS) Year 5
1. Monitor use of Disability Awareness Language Arts and Literacy Guides disseminated to private and public schools in Florida
2. Follow up with educators and teachers to gather input on the use and benefits of using the guide
3. Based on the monitoring and feedback, develop recommendations to the Council for next

Activities undertaken were: ☐ All met ☐ Partially met ☑ Not met

Timelines:
Year 5
1. 08/15
2. 09/16
3. 09/16

Timelines established were: ☐ All met ☐ Partially met ☑ Not met

Annual Progress Report:
No work on this objective this year.

Performance Measures
Performance Measure 1.1 (self-advocacy/advocacy):
SA01 People trained in area related to goal/objective: 0
SA02 People trained in leadership, self-advocacy, and self-determination: 0
SA03 People trained in systems advocacy: 0
Performance Measure 1.2 (self-advocacy/advocacy):

- SA04 People active in systems advocacy: 0
- SA05 People attained membership on public/private bodies and leadership coalitions: 0
- SA06a Other self-advocacy measure: 0
- SA06b Other self-advocacy measure: 0
- SA06c Other self-advocacy measure: 0

Performance Measure 2.1 (systems change):

- SC01 Programs/policies created or improved: 0
- SC02 Number of organizations involved coalitions/networks/partnerships: 0
- SC03 Organizations engaged in systems change efforts: 0
- SC04 Number of public policymakers educated: 0
- SC05 Members of the general public reached: 0
- SC06a Other systems change measure: 0
- SC06b Other systems change measure: 0
- SC06c Other systems change measure: 0

Performance Measure 3 (resource leveraging):

- RL01 Dollars Leveraged: $0

Objective 10.12:

10.5 Support the development and dissemination of resources to promote disability awareness and related topics to be utilized throughout Florida in trainings and technical assistance provided by other stakeholders to facilitate inclusion.

Implementation activities:

Disability Awareness Language Arts & Literacy Guides Dissemination (MS & HS) - Implementation Activities - Year 4
1. Collaborate with FDLRS statewide resource to develop a training module to train trainers to use the guides to train on disability awareness
2. Develop surveys to provide feedback on trainings
3. FDLRS delivers the trainings
4. Evaluate the use of materials
5. Submit recommendations to the Council on next steps

Activities undertaken were: □ All met □ Partially met ✔ Not met

Timelines:
Year 4
Timelines established were:  

☐ All met  

☐ Partially met  

☒ Not met

Annual Progress Report:
No work on this objective this year.

Performance Measures

Performance Measure 1.1 (self-advocacy/advocacy):

SA01 People trained in area related to goal/objective: 0
SA02 People trained in leadership, self-advocacy, and self-determination: 0
SA03 People trained in systems advocacy: 0

Performance Measure 1.2 (self-advocacy/advocacy):

SA04 People active in systems advocacy: 0
SA05 People attained membership on public/private bodies and leadership coalitions: 0
SA06a Other self-advocacy measure: 0
SA06b Other self-advocacy measure: 0
SA06c Other self-advocacy measure: 0

Performance Measure 2.1 (systems change):

SC01 Programs/policies created or improved: 0
SC02 Number of organizations involved coalitions/networks/partnerships: 0
SC03 Organizations engaged in systems change efforts: 0
SC04 Number of public policymakers educated: 0
SC05 Members of the general public reached: 0
SC06a Other systems change measure: 0
SC06b Other systems change measure: 0
SC06c Other systems change measure: 0

Performance Measure 3 (resource leveraging):

RL01 Dollars Leveraged: $0
Section III: Progress Report - Goals and Objectives

Goal 11: Education & Employment

In partnership with individuals with developmental disabilities, their families, advocates, and stakeholders the Council will conduct research and provide training and technical assistance to stakeholders to promote person centered transition planning and expand opportunities for post-secondary education and employment that meets the life goals of individuals with developmental disabilities.

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</table>

Other Collaborators Planned:

VR, DOE, BEES, Building Block Ministries, Students, Parents, National Project SEARCH, Local School Districts, Business Liaisons, Employers, Lakeview Center, Hope Haven, Health First Bridges, Martin County ARC, Helping people Succeed, Gulfstream Goodwill, Best Buddies, Quest Inc., Health First Inc., Dale DiLeo, TRN, Baptist Hospital, Gulf Breeze Hospital, University of West Florida, Shands Hospital UF, Holmes Regional Medical Center, Cape Canaveral Hospital, City of Palm Bay, Miami-Dade County Zoo, Rosen Shingle Creek Resort

Objective 11.1:

11.1: Provide training and technical assistance to key staff at each of Project SEARCH High School Transition programs to build their capacity to support the sustainability and stability of the programs.
Implementation activities:
Progressive Employment Practices (Consultant) - Implementation Activities - Year 1
1. Project continuation approved
2. Contract Begins
3. Identify training and technical assistance of key staff at Project SEARCH High School Transition programs
4. Provide technical assistance and training
5. Evaluate the training and technical assistance
6. Develop and submit final report with recommendations for next steps

Activities undertaken were:  □ All met  □ Partially met  ✔ Not met

Timelines:
Year 1
1. 01/12
2. 05/12
3. 08//12
4. 09/12
5. 04/13
6. 04/13

Timelines established were:  □ All met  □ Partially met  ✔ Not met

Annual Progress Report:
Activities completed and reported in the prior PPRs.

Performance Measures
Performance Measure 1.1 (self-advocacy/advocacy):
SA01 People trained in area related to goal/objective:  0
SA02 People trained in leadership, self-advocacy, and self-determination:  0
SA03 People trained in systems advocacy:  0

Performance Measure 1.2 (self-advocacy/advocacy):
SA04 People active in systems advocacy:  0
SA05 People attained membership on public/private bodies and leadership coalitions:  0
SA06a Other self-advocacy measure:  0
SA06b Other self-advocacy measure:  0
SA06c Other self-advocacy measure:  0

Performance Measure 2.1 (systems change):
SC01 Programs/policies created or improved:  0
SC02 Number of organizations involved coalitions/networks/partnerships:  0
SC03 Organizations engaged in systems change efforts:  0
Objective 11.2:

11.2: Provide training and technical assistance to educators and employment service providers on implementing the CODIE process with students transitioning from high school to employment in at least two (2) areas of Florida.

Implementation activities:
CODIE- Year 1
1. Release RFP
2. Select Grantee
3. Contract Begins
4. Develop recruitment and selection process for school sites
5. Provide training to implement Discovery Personal Genius Plan
6. Provide ongoing Technical Assistance to participating school districts.
7. Evaluate Training and technical assistance provided
8. Develop and submit final report and recommendations for next steps

Activities undertaken were: ☑️ All met ☐ Partially met ☑️ Not met

Timelines:
Year 1
1. 06/11
2. 08/11
3. 09/11
4. 11/11
5. 01/12
6. 02/12
7. 08/12
8. 09/12

Timelines established were: ☑️ All met ☐ Partially met ☑️ Not met

Annual Progress Report:
Activities are reported and completed in the prior PPRs.
Performance Measures

Performance Measure 1.1 (self-advocacy/advocacy):

- SA01 People trained in area related to goal/objective: 0
- SA02 People trained in leadership, self-advocacy, and self-determination: 0
- SA03 People trained in systems advocacy: 0

Performance Measure 1.2 (self-advocacy/advocacy):

- SA04 People active in systems advocacy: 0
- SA05 People attained membership on public/private bodies and leadership coalitions: 0
- SA06a Other self-advocacy measure: 0
- SA06b Other self-advocacy measure: 0
- SA06c Other self-advocacy measure: 0

Performance Measure 2.1 (systems change):

- SC01 Programs/policies created or improved: 0
- SC02 Number of organizations involved coalitions/networks/partnerships: 0
- SC03 Organizations engaged in systems change efforts: 0
- SC04 Number of public policymakers educated: 0
- SC05 Members of the general public reached: 0
- SC06a Other systems change measure: 0
- SC06b Other systems change measure: 0
- SC06c Other systems change measure: 0

Performance Measure 3 (resource leveraging):

- RL01 Dollars Leveraged: $0

Objective 11.3:

11.2: Provide training and technical assistance to educators and employment service providers on implementing the CODIE process with students transitioning from high school to employment in at least two (2) areas of Florida.

Implementation activities:

CODIE- Year 2
1. Project continuation approved
2. Contract Begins
3. Select and recruit two to four new sites.
4. Provide training and technical assistance to year 1 sites as necessary.
5. Provide technical assistance and training to new sites
6. Evaluate the Training and Technical Assistance at all sites
7. Develop and submit final report and recommendations for next steps

Activities undertaken were: ☑ All met ☐ Partially met ☐ Not met

Timelines:
Year 2
1. 10/12
2. 10/12
3. 10/12
4. 11/12
5. 11/12-08/13
6. 09/13
7. 09/13

Timelines established were: ☐ All met ☑ Partially met ☐ Not met

Annual Progress Report:
**Introduction and Background**
The Collaborative on Discovery and Innovation in Employment (CODIE) project is designed to build the capacity of school professionals and county transition teams to implement the Discovery process with youth and adults with developmental disabilities to achieve customized employment. The final three months of CODIE year 2 activities, completed between October 1, 2013 and December 31, 2013, are included in this report.

**Description of Activities**
Three significant portions of the project were completed during this final quarter of activity. The first is the CODIE Trainer’s Manual. This detailed manual guides trainers in their delivery of a two-day training workshop that prepares school personnel to understand and use DISCOVERY in their secondary programs to assist youth with significant disabilities to achieve customized employment. The training included in this manual facilitates the capacity for educators to conduct the DISCOVERY process with fidelity. The manual’s extensive resources include the following: presenter notes, presentation slides, presentation videos, and activity materials. The manual is available on DVD and all of the resources can be downloaded and printed by the user.

The second product that was completed during the final quarter of activities is the Family Guide for Vocational Planning. This guide is designed to be used by school districts that are implementing DISCOVERY and want to provide families with information on the process and how they might facilitate their son or daughter’s path to customized employment.

The final product completed was the Training Modules for Customized Employment. These nine online training modules, developed by Dale DiLeo of Training Resource Network, provide teachers, family members, support professionals, and individuals with disabilities with critical information on how to identify potential jobs matches, how to approach potential employers, and how to achieve success on the job. The modules are available for viewing with PowerPoint slides and speaker notes at the Florida Center for Inclusive Communities (FLCIC) website.

In addition to completing three major product during this time, the project also evaluated the training and technical assistance that had been provided throughout the project. The Benchmark of Quality checklist was used to determine how well the program was delivered and is described...
in more detail in the evaluation section.

**Target Dates**
The Council approved the continuation of the contract in September 2012. The continuation contract was executed in October 2012. Two school districts were recruited in December 2012. The school sites were trained on Discovery model and provided technical assistance from January 2013 through September 2013. The completion of project products was accomplished in October 2013 and November 2013. The Training and Technical Assistance was evaluated in November 2013. In December 2013, the deliverable and final reports were submitted.

**Deliverables/Products (submitted by 9/30/14)**
- Final CODIE Trainer's Manual
- Final Family Guide for Vocational Planning
- Training Modules for Customized Employment
- Evaluation of Training and Technical Assistance
- Final Report on Student Outcomes

**Evaluation/Outcomes**

Outcome 1: Trained educators and employment service providers have gained the knowledge and skills on completing the Discovery assessment profile.
Progress: Achieved: Outcome for CODIE year 2 was met in 2013 PPR.

Outcome 2: Targeted students at each school site will have a completed Discovery plan that will lead to employment.
Progress: Achieved: Outcome for CODIE year 2 was met in 2013 PPR.

Additional Evaluation Information: Districts were measured to determine if the Discovery process was carried out with fidelity. The fidelity percentages were calculated by dividing the number of items or elements in the process by the total number of items or elements on the checklist. All of the districts demonstrated high levels of fidelity in their delivery of the Discovery process. The fidelity ratings are as follows:
- Pasco County- 88%
- Lee County- 100%
- Brevard County- 88%
- St. John’s County- 100%

Federal Performance Measures: None to report in this PPR. Federal Performance measures for CODIE year 2 reported in 2013 PPR.

Impact on Objective and Goal: The objective of providing CODIE training and technical assistance has been accomplished within the four participating districts. Students who may not have achieved an employment outcome have achieved customized employment through this process. An expansion of employment options for students with developmental disabilities has been achieved.

**Stories of Lives Made Better**
One student is working towards a micro enterprise business with his family; one student has recently started an internship while waiting for the Division of Vocational Rehabilitation (VR) with the potential for paid employment; and another student is working with a VR contracted private provider for a position.
**Stories of Policy/Legislative Changes**
No stories to report

Performance Measures

**Performance Measure 1.1 (self-advocacy/advocacy):**
- SA01 People trained in area related to goal/objective: 0
- SA02 People trained in leadership, self-advocacy, and self-determination: 0
- SA03 People trained in systems advocacy: 0

**Performance Measure 1.2 (self-advocacy/advocacy):**
- SA04 People active in systems advocacy: 0
- SA05 People attained membership on public/private bodies and leadership coalitions: 0
- SA06a Other self-advocacy measure: 0
- SA06b Other self-advocacy measure: 0
- SA06c Other self-advocacy measure: 0

**Performance Measure 2.1 (systems change):**
- SC01 Programs/policies created or improved: 0
- SC02 Number of organizations involved coalitions/networks/partnerships: 0
- SC03 Organizations engaged in systems change efforts: 0
- SC04 Number of public policymakers educated: 0
- SC05 Members of the general public reached: 0
- SC06a Other systems change measure: 0
- SC06b Other systems change measure: 0
- SC06c Other systems change measure: 0

**Performance Measure 3 (resource leveraging):**
- RL01 Dollars Leveraged: $0

**Objective 11.4:**

11.2: Provide training and technical assistance to educators and employment service providers on implementing the CODIE Process with students transitioning from high school to employment in at least two (2) areas of Florida.

Implementation activities:
CODIE – Implementation Activities - Year 3
1. Project Continuation approved
2. Contract Begins
3. Continue to provide training for all sites
4. Develop training materials based on the CODIE manual for the train-the-trainers event
5. Solicit school districts statewide to send one or more participants to the train-the-trainer event
6. Provide training for the trainers for at least 10 or more school districts
7. Provide ongoing technical assistance through technology as districts implement practices
8. Develop and submit final report and recommendations

Activities undertaken were: ☑️ All met ☐ Partially met ☑️ Not met

Timelines:
Year 3
1. 11/13
2. 11/13
3. 11/13-11/14
4. 12/13-03/14
5. 12/13-03/14
6. 03/14
7. 11/13-11/14
8. 11/14

Timelines established were: ☑️ All met ☐ Partially met ☑️ Not met

Annual Progress Report:
No activities were completed on this project due to uncertainty about how or whether to continue to expand the CODIE model to additional school districts. A research and evaluation project to determine the best way forward was approved at the September 2014 Council meeting. The 2015 State Plan will include an amendment to replace CODIE Year 3 with a Discovery Research and Evaluation project, which will in turn be reported in the 2015 PPR.

Performance Measures
Performance Measure 1.1 (self-advocacy/advocacy):
  SA01 People trained in area related to goal/objective: 0
  SA02 People trained in leadership, self-advocacy, and self-determination: 0
  SA03 People trained in systems advocacy: 0

Performance Measure 1.2 (self-advocacy/advocacy):
  SA04 People active in systems advocacy: 0
  SA05 People attained membership on public/private bodies and leadership coalitions: 0
  SA06a Other self-advocacy measure: 0
  SA06b Other self-advocacy measure: 0
  SA06c Other self-advocacy measure: 0

Performance Measure 2.1 (systems change):
  SC01 Programs/policies created or improved: 0
  SC02 Number of organizations involved coalitions/networks/partnerships: 0
SC03 Organizations engaged in systems change efforts: 0
SC04 Number of public policymakers educated: 0
SC05 Members of the general public reached: 0
SC06a Other systems change measure: 0
SC06b Other systems change measure: 0
SC06c Other systems change measure: 0

Performance Measure 3 (resource leveraging):
RL01 Dollars Leveraged: $0

Objective 11.5:
11.2: Provide training and technical assistance to educators and employment service providers on implementing the CODIE process with students transitioning from high school to employment in at least two (2) areas of Florida.

Implementation activities:
CODIE – (monitoring Years 4-5)
1. Monitor the implementation of CODIE in trained sites and the outcomes for trained staff and students
2. Gather input from staff of trained sites and students on the benefits of the training, and the impact of such trainings
3. Develop and submit report and recommendations to the Council for consideration

Activities undertaken were: ☑️ Not met

Timelines:
Year 4
1. 03/14
2. 05/14
3. 02/15
Year 5
1. 10/15
2. 7/16
3. 09/16

Timelines established were: ☑️ Not met

Annual Progress Report:
A research and evaluation project to determine the best way forward relative to expanding the CODIE model to additional schools is being undertaken. The 2015 State Plan will include an amendment to replace CODIE expansion.
Performance Measures

Performance Measure 1.1 (self-advocacy/advocacy):
- SA01 People trained in area related to goal/objective: 0
- SA02 People trained in leadership, self-advocacy, and self-determination: 0
- SA03 People trained in systems advocacy: 0

Performance Measure 1.2 (self-advocacy/advocacy):
- SA04 People active in systems advocacy: 0
- SA05 People attained membership on public/private bodies and leadership coalitions: 0
- SA06a Other self-advocacy measure: 0
- SA06b Other self-advocacy measure: 0
- SA06c Other self-advocacy measure: 0

Performance Measure 2.1 (systems change):
- SC01 Programs/policies created or improved: 0
- SC02 Number of organizations involved coalitions/networks/partnerships: 0
- SC03 Organizations engaged in systems change efforts: 0
- SC04 Number of public policymakers educated: 0
- SC05 Members of the general public reached: 0
- SC06a Other systems change measure: 0
- SC06b Other systems change measure: 0
- SC06c Other systems change measure: 0

Performance Measure 3 (resource leveraging):
- RL01 Dollars Leveraged: $0

Objective 11.6:

11.3: Provide technical assistance to support the FYI Transition Website and partner with key stakeholders to promote the website and maintain its content and relevancy.

Implementation activities:
FYI Transition Website
1. Project continuation approved
2. Contract begins
3. Complete updates to the FYI Website as specified to maintain current relevance of the website information.
4. Develop sustainability plan
5. Monitor continued relevance of the FYI Transition website (for the length of our financial
6. Implement sustainability plan
7. Develop and submit final report

Activities undertaken were:  ☑ All met  ☐ Partially met  ☑ Not met

Timelines:
Year 1
1. 06/11
2. 07/11
3. 10/11
4. 09/11
5. 07/11-05/12
6. 05/12
7. 07/12

Timelines established were:  ☑ All met  ☐ Partially met  ☑ Not met

Annual Progress Report:
Activities are reported and completed in the prior PPRs.

Performance Measures
Performance Measure 1.1 (self-advocacy/advocacy):
   SA01 People trained in area related to goal/objective: 0
   SA02 People trained in leadership, self-advocacy, and self-determination: 0
   SA03 People trained in systems advocacy: 0

Performance Measure 1.2 (self-advocacy/advocacy):
   SA04 People active in systems advocacy: 0
   SA05 People attained membership on public/private bodies and leadership coalitions: 0
   SA06a Other self-advocacy measure: 0
   SA06b Other self-advocacy measure: 0
   SA06c Other self-advocacy measure: 0

Performance Measure 2.1 (systems change):
   SC01 Programs/policies created or improved: 0
   SC02 Number of organizations involved coalitions/networks/partnerships: 0
   SC03 Organizations engaged in systems change efforts: 0
   SC04 Number of public policymakers educated: 0
   SC05 Members of the general public reached: 0
   SC06a Other systems change measure: 0
   SC06b Other systems change measure: 0
Objective 11.7:
11.3: Provide technical assistance to support the FYI Transition Website and partner with key stakeholders to promote the website and maintain its content and relevancy.

Implementation activities:
FYI Transition Website (Monitoring) Implementation Activities - Years 2-5
1. Monitor the use of the FYI Transition Website
2. Follow up with educators, parents and students to gather input on the use and benefits of using the website

Activities undertaken were: ✔️ All met ☐ Partially met ☐ Not met

Timelines:
Year 2
1. 10/12
2. 08/13
Year 3
1. 10/13
2. 09/14
Year 4
1. 10/14
2. 09/15
Year 5
1. 10/15
2. 09/16

Timelines established were: ✔️ All met ☐ Partially met ☐ Not met

Annual Progress Report:
**Introductions and Background**
In 2007, the Council funded the development of the Employment and Transition website (i.e., FYI Transition website) to provide needed information so that students and families could become aware of current research and effective practices; learn about relevant laws, policies and issues; and receive training and skills to participate more meaningfully in the decisions and planning for transition out of the school system. This website was developed over a 4-year period ending in 2011.

At the culmination of funding through the Council, the FYI Transition website was able to secure
funding through the Florida Department of Education, Bureau of Exceptional Education and Student Services (FDOE/BEESS) and Division of Vocational Rehabilitation (VR) to maintain the website with only monitoring and oversight provided by the Council beyond July 1, 2012. However, during 2013, the Division of Vocational Rehabilitation was unable to make their contribution due to funding shortfalls. The website is being hosted through the Florida Center for Inclusive Communities (FCIC), University Center for Excellence in Developmental Disabilities (UCEDD) at the University of South Florida and maintained by Dale DiLeo, Training Resource Network, Inc., and is continuing to be supported financially by FDOE, BEESS, in the amount of $5,000.00 annually.

**Description of Activities**

The website is currently being maintained by Dale DiLeo, Training Resource Network, Inc. and is currently being supported financially by DOE/BEESS in the amount of $5,000 annually. The website continues to be utilized by students, families and professionals as reflected in the data below.

Since the FYI Transition website was developed 6 years ago, it has been using basic HTML platform that limits its capabilities. Given the tremendous changes in technology since then and the changes in the field of transition, the Council recognized that the technology needed to be upgraded and the content updated if the website was to continue to be a resource, particularly to the students. Specifically, the whole platform of the website needed to be upgraded, the host server needed to be upgraded, and the website needed to be able to resolve properly on more mobile media, such as tablet computers, and integrated with social media venues, such as Facebook. The content on the website needed a thorough review to identify outdated information and needed additions. In addition, we do not currently have a mechanism to evaluate the effectiveness of the website and adequately collect the data identified for Outcome 2 below. Providing a mechanism for visitors to provide information regarding the knowledge and understanding of transition that they gained from the website would allow for more accurate assessment of components, features, and overall usefulness of the website. The Council has, therefore, begun the process of upgrading the technology and updating the content of the FYI Transition website. Other websites exist for families and professionals; however, FYI Transition is the only website in the state specifically targeting students. We are, therefore, focusing this upgrade solely on the student portal of the website.

The Council approved providing funding to Dale DiLeo to update the content and technology of the website in May 2014. The contract was executed in June 2014. Thus far, the Advisory Committee has been selected and provided input on the theme and initial technology upgrades identified. The website technology has been reviewed, upgrades identified, and implementation of the technology upgrades has begun. In addition, initial information from the state agencies relative to programs, practices, laws and policies that have been implemented since 2011 have been gathered.

**Target Dates**

Dale DiLeo has maintained the website during the entire past year and collected data on its usage. A survey was sent out to users of the website to collect data on the use and benefits of the website. The technology upgrades being made to the website will allow the Council to collect more accurate information on an ongoing basis.

**Deliverables/Products (submitted by September 30, 2014)**

- Data usage report
- Maintenance of website links
Advisory committee formed and initial input provided to upgrades
Updated work plan for completion of all aspects of the project.
Content of student portal is being reviewed and out of date information identified.
Information gathered from VR, BEES and APD on programs, practices, laws and policies that have been implemented since 2011.
Conference call with advisory committee was held to review progress and gather input
Technology reviewed, upgrades identified, and a description provided of web platform upgrades needed and how those upgrades will enhance the website.

**Evaluation/Outcomes**

Outcome 1: Students, families and educators use the website to access information on transition from school to post-secondary opportunities.
Progress: Achieved: The website experienced 2,557 unique visits between October 1, 2013 and September 30, 2014. With 2,052 students, 417 families and 88 professionals accessing the website for information on transitioning from school to post-secondary opportunities.

Outcome 2: Users of FYI Transition website report an increase in knowledge and understanding of transition from secondary to post-secondary in Florida
Progress: Not Achieved: No data was reported during this report period. There were no responses to the survey sent out. The technology upgrades on the website will allow for more precise data to be collected during the next reporting period.

Federal Performance Measures: 29 individuals took the Moodle courses in self-determination and rights and roles. These individuals are reflected in people trained in leadership, self-advocacy, and self-determination. There were also 2,557 unique visitors to the website which is counted in members of general public reached. The $5,000 provided by FDOE/BEESS to maintain the website is reflected as dollars leveraged.

Impact on Objective and Goal: The objective of supporting the FYI Transition website and partnering with key stakeholders to promote and maintain the website has been achieved. This website provides valuable resources to students, families and professionals on transitioning to post-secondary education and/or employment and, therefore, furthers the goal of providing technical assistance to stakeholders to expand opportunities for post-secondary education and employment for individuals with disability.

**Stories of Lives Made Better**
No stories to report.

**Stories of Policy/Legislative Changes**
No stories to report.

Performance Measures

Performance Measure 1.1 (self-advocacy/advocacy):

| SA01 People trained in area related to goal/objective: | 0 |
| SA02 People trained in leadership, self-advocacy, and self-determination: | 29 |
| SA03 People trained in systems advocacy: | 0 |

Performance Measure 1.2 (self-advocacy/advocacy):
SA04 People active in systems advocacy: 0
SA05 People attained membership on public/private bodies and leadership coalitions: 0
SA06a Other self-advocacy measure: 0
SA06b Other self-advocacy measure: 0
SA06c Other self-advocacy measure: 0

Performance Measure 2.1 (systems change):
SC01 Programs/policies created or improved: 0
SC02 Number of organizations involved coalitions/networks/partnerships: 0
SC03 Organizations engaged in systems change efforts: 0
SC04 Number of public policymakers educated: 0
SC05 Members of the general public reached: 2,557
SC06a Other systems change measure: 0
SC06b Other systems change measure: 0
SC06c Other systems change measure: 0

Performance Measure 3 (resource leveraging):
RL01 Dollars Leveraged: $5,000

Objective 11.8:
11.5 Provide technical assistance and training to faculty in the Project Achieve Program to facilitate inclusion of students with developmental disabilities at one (1) Florida state college.

Implementation activities:
Implementation Activity - Project Achieve Year 1
1. Release an RFP
2. Select Grantee
3. Contract Begins
4. Select Inclusion Specialist
5. Identify a process to recruit and select schools and students to participate in program
6. Select five students from each of two districts to participate in program
7. Identify and develop project training materials
8. Provide Training to targeted students and pertinent college staff
9. Provide Technical Assistance
10. Evaluate the Project
11. Develop final report and recommendations for next steps

Activities undertaken were: ☑ All met ☐ Partially met ☑ Not met
Timelines:
Year 1
1. 07/10
2. 09/10
3. 03/11
4. 06/11
5. 06/11-08/11
6. 08/11
7.06/11-08/11
8. 08/11-08/12
9. 03/12
10. 03/12
11. 03/12

Timelines established were:  ☑️ All met  ☐ Partially met  ☐ Not met

Annual Progress Report:
Activities are reported and completed in the prior PPRs.

Performance Measures
Performance Measure 1.1 (self-advocacy/advocacy):
  SA01 People trained in area related to goal/objective:  0
  SA02 People trained in leadership, self-advocacy, and self-determination:  0
  SA03 People trained in systems advocacy:  0

Performance Measure 1.2 (self-advocacy/advocacy):
  SA04 People active in systems advocacy:  0
  SA05 People attained membership on public/private bodies and leadership coalitions:  0
  SA06a Other self-advocacy measure:  0
  SA06b Other self-advocacy measure:  0
  SA06c Other self-advocacy measure:  0

Performance Measure 2.1 (systems change):
  SC01 Programs/policies created or improved:  0
  SC02 Number of organizations involved coalitions/networks/partnerships:  0
  SC03 Organizations engaged in systems change efforts:  0
  SC04 Number of public policymakers educated:  0
  SC05 Members of the general public reached:  0
  SC06a Other systems change measure:  0
  SC06b Other systems change measure:  0
  SC06c Other systems change measure:  0
Objective 11.9:

11.5 Provide technical assistance and training to faculty in the Project Achieve Program to facilitate inclusion of students with developmental disabilities at one (1) Florida state college.

Implementation activities:
Project ACHIEVE – Year 2
1. Project continuation approved
2. Contract Begins
3. Select any additional students to participate in program
4. Update training materials based on needs
5. Provide Training to targeted students and pertinent college staff
6. Provide Technical Assistance for project implementation
7. Evaluate the Project activities
8. Develop final report and recommendations for next steps

Activities undertaken were: ☐ All met ☐ Partially met ☑ Not met

Timelines:
Year 2
1. 05/12
2. 06/12
3. 06/12
4. 06/12-08/12
5. 08/12-05/13
6. 08/12-05/13
7. 08/12-05/13
8. 05/13

Timelines established were: ☐ All met ☐ Partially met ☑ Not met

Annual Progress Report:
Activities are reported and completed in the prior PPRs.

Performance Measures

Performance Measure 1.1 (self-advocacy/advocacy):

SA01 People trained in area related to goal/objective: 0
SA02 People trained in leadership, self-advocacy, and self-determination: 0
SA03 People trained in systems advocacy: 0
Objective 11.10:

11.6 Provide technical assistance and training to expand post secondary programs available for students with developmental disabilities in Florida.

Implementation activities:

Post Secondary Expansion in Florida Year 1-4 - Implementation Activities
1. FDDC will collaborate with key stakeholders to develop a TA track at conferences related to transition, post-secondary education & employment conferences to provide information to initiate, expand and enhance post-secondary programs for students w/DD across FL
2. Identify conferences and symposiums to inform participants on information, strategies and resources to initiate, expand and enhance post-secondary programs for students w/DD across FL.
3. Deliver presentations at conferences & or symposiums.
4. Provide TA & Support for school districts and post secondary program personnel to participate in conferences and activities that lead to developing post secondary programs for students with DD in their local communities
5. Evaluate the Project activities.
6. Develop final report & recommendations for next steps

Activities undertaken were: ☑ All met ☐ Partially met ☐ Not met
Timelines:
Year 1
1. 07/12-09/12
2. 07/12-09/12
3. 09/12-05/13
4. 09/13
5. 10/13
6. 10/13

Year 2
1. 09/13
2. 09/13
3. 09/13-05/14
4. 09/14
5. 09/14
6. 09/14

Year 3
1. 09/14
2. 09/14
3. 09/14-05/15
4. 09/15
5. 09/15
6. 09/15

Year 4
1. 09/15
2. 09/15
3. 09/15-05/16
4. 09/16
5. 09/16
6. 09/16

Timelines established were:  
☐ All met  ☑ Partially met  ☐ Not met

Annual Progress Report:

**Introduction and Background**
As the potential for postsecondary education programs to enhance the achievement of employment goals has become evident, the need to expand these postsecondary programs in Florida has emerged. The Council has approached this expansion effort using multiple avenues, including supporting the Visions Conference and Hartwick Symposium that present information on postsecondary programs to individuals in the education systems and assist students with disabilities locate the programs they need, and sharing specific detailed information regarding the Council’s Project Achieve [now titled VERTICAL Training Program]. Specifically, the Council supported the Visions Conference and Hartwick Symposium, and has initiated development of a replication manual based on Project Achieve/VERTICAL Training Program (VTP) at Florida State College at Jacksonville (FSCJ).

**Description of Activities**
For the Visions Conference and Hartwick Symposium speakers were identified to give
presentations about emerging postsecondary programs throughout the state. The Visions Conference was supported through funding for speakers and funding for participants. The Hartwick Symposium was supported through funding for speakers and keynote speaker/lunches. All of the supported activities, speakers, and participants will support systems change by creating knowledge among stakeholders and encouraging policy entrepreneurs to adapt polices at state colleges and champion the creation of new programs.

In regard to the postsecondary replication manual, the writing of the manual began with the VTP project coordinator, but it became evident that the task was too large to be addressed along with the other responsibilities. Carmella Greenwood was, therefore, engaged and has been working with the VTP Project Coordinator and other stakeholders to write a manual that will provide detailed information about the program and step-by-step instructions for designing a program in a new setting. When completed, the manual will provide a scaffold of support for any organization that would like to replicate the VTP program. A wide variety of stakeholders have been providing expert advice and input to provide the most current information and ensure accuracy. In addition to the replication manual, webinars will be created to introduce the program to those who are not acquainted with it and provide additional instructions and support for the replication process. One of the webinars will be a brief, introductory webinar. A series of two to three webinars will be designed as replication instructional support.

**Target Dates**
The majority of this project took place in the previous PPR reporting year. The last part of the project from October 1, 2013 to contract close on November 30, 2013 included final plans for the Hartwick Symposium and continued technical assistance regarding how the Test of Adult Basic Education (TABE) is used in entrance and exit requirements for students with disabilities.

Plans for a replication manual for postsecondary programs that serve students with disabilities grew out of this project. The RFP was released in June 2013 and the contract was executed in October 2013. In November 2013 through January 2014, the provider researched “how to” manual structures and determined the necessary components for the replication guide. From January 2014 through March 2014 the provider collaborated with multiple stakeholders to determine content. From March 2014 through September 2014, multiple drafts of the guide were written, submitted for feedback, and edited. The guide is formatted to be viewed electronically, but is also being provided in a format that can be downloaded and printed.

**Deliverables/Products (submitted by 9/30/14)**
- A log of how project funds were used to support conference attendees and speaker.
- Copy of presentation titled, “Mentoring and Direct Student Support in Postsecondary Vocational Programs”.
- Schedule of telephone conferences and technical assistance.
- Report on evaluation forms from VERTICAL Training Open House.
- Report on VTP Open House.
- Report on the components of the manual that need revision and components that need to be added.
- Plan for revisions that outline the major steps needed to complete the project.
- Multiple drafts of the manual for review and feedback.
- Cover design and manual design.
- Sample photos for use in the manual.

**Evaluation/Outcomes**
Outcome 1. School Districts and postsecondary programs in Florida initiate a program on their campus to include students with developmental disabilities.
Progress: Achieved: Florida Key College implemented a post-secondary program on their campus that includes students with developmental disabilities. Three others school districts/post-secondary programs are considering adding vocational track options, similar to Project Achieve/Vertical Training Program.

Outcome 2. Families report more options around the state for people with developmental disabilities to attend postsecondary programs.
Progress. Not achieved: No data from families was reported.

Additional Evaluation Information: 100% of the attendees of the Hartwick Symposium strongly agreed that information at the Hartwick Symposium will help them create or strengthen a postsecondary program for persons with developmental disabilities in their community.

Federal Performance Measures: There were fifty-two (52) students who attended Hartwick and participated in self-determination training and thirty-three (33) others participated in Visions and the VERTICAL Training Open House. These 85 individuals are reflected in general public reached. The one college that implemented a post-secondary program for students with developmental disabilities on their campus is counted as a program created. The three school districts/post-secondary programs that are considering vocational track options are counted as organizations engaged in system change.

Impact on Objective and Goal: The training and information provided to postsecondary program representatives encourages and supports the continued development of postsecondary programs that are specifically designed to meet the educational needs of students with developmental disabilities. When the postsecondary replication manual is complete, it has great potential to contribute toward the creation of other postsecondary programs designed for students with developmental disabilities. The instructions that it provides will decrease apprehension about starting a new program and increase confidence in a successful replication.

**Stories of Lives Made Better**
No stories to report.

**Stories of Policy/Legislative Changes**
No stories to report.

Performance Measures

Performance Measure 1.1 (self-advocacy/advocacy):
- SA01 People trained in area related to goal/objective: 0
- SA02 People trained in leadership, self-advocacy, and self-determination: 0
- SA03 People trained in systems advocacy: 0

Performance Measure 1.2 (self-advocacy/advocacy):
- SA04 People active in systems advocacy: 0
- SA05 People attained membership on public/private bodies and leadership coalitions: 0
- SA06a Other self-advocacy measure: 0
Objective 11.11:

11.7 Provide training and technical assistance to at least ten (10) school districts and Project 10 Regional representatives to increase the number of students with developmental disabilities gaining employability skills that leads to employment at or above minimum wage.

Years 1 and 2

Implementation activities:
Project Discover Statewide Expansion Yr 1
1. Project continuation approved
2. Contract Begins
3. Select up to 5 school districts and educators to target training and technical assistance
4. Identify/select/refine training project materials
5. Provide Training and technical assistance to pertinent school district staff and Project 10 Regional representatives
6. Evaluate the Project activities
7. Develop final report and recommendations

Activities undertaken were: ☐ All met ☐ Partially met ☑ Not met

Timelines:
Year 1
1. 06/11
2. 07/11
3. 08/11
4. 08/11-10/11
5. 08/11-05/12
6. 06/12
7. 07/12

Timelines established were: □ All met □ Partially met ✔ Not met

Annual Progress Report:
Activities are reported and completed in the prior PPRs.

Performance Measures

Performance Measure 1.1 (self-advocacy/advocacy):
- SA01 People trained in area related to goal/objective: 0
- SA02 People trained in leadership, self-advocacy, and self-determination: 0
- SA03 People trained in systems advocacy: 0

Performance Measure 1.2 (self-advocacy/advocacy):
- SA04 People active in systems advocacy: 0
- SA05 People attained membership on public/private bodies and leadership coalitions: 0
- SA06a Other self-advocacy measure: 0
- SA06b Other self-advocacy measure: 0
- SA06c Other self-advocacy measure: 0

Performance Measure 2.1 (systems change):
- SC01 Programs/policies created or improved: 0
- SC02 Number of organizations involved coalitions/networks/partnerships: 0
- SC03 Organizations engaged in systems change efforts: 0
- SC04 Number of public policymakers educated: 0
- SC05 Members of the general public reached: 0
- SC06a Other systems change measure: 0
- SC06b Other systems change measure: 0
- SC06c Other systems change measure: 0

Performance Measure 3 (resource leveraging):
- RL01 Dollars Leveraged: $0

Objective 11.12:
11.7 Provide training and technical assistance to at least ten (10) school districts
and Project 10 Regional representatives to increase the number of students with developmental disabilities gaining employability skills that leads to employment at or above minimum wage.

Implementation activities:
Project Discover Statewide Expansion Yr 2
1. Staff to provide technical assistance to Project 10 regional representatives on training and providing technical assistance in targeted school districts on the Discovery process.
2. Project 10 staff implement training and technical assistance with targeted school districts on Discovery process.
3. Evaluate the Project activities
4. Develop final report and recommendations

Activities undertaken were: ☐ All met ☐ Partially met ☑ Not met

Timelines:
Year 2
1. 10/12-05/13
2. 10/12-5/13
3. 6/13
4. 7/13

Timelines established were: ☐ All met ☐ Partially met ☑ Not met

Annual Progress Report:
Activities are reported and completed in the prior PPRs.

Performance Measures

Performance Measure 1.1 (self-advocacy/advocacy):
SA01 People trained in area related to goal/objective: 0
SA02 People trained in leadership, self-advocacy, and self-determination: 0
SA03 People trained in systems advocacy: 0

Performance Measure 1.2 (self-advocacy/advocacy):
SA04 People active in systems advocacy: 0
SA05 People attained membership on public/private bodies and leadership coalitions: 0
SA06a Other self-advocacy measure: 0
SA06b Other self-advocacy measure: 0
SA06c Other self-advocacy measure: 0

Performance Measure 2.1 (systems change):
SC01 Programs/policies created or improved: 0
SC02 Number of organizations involved coalitions/networks/partnerships: 0
SC03 Organizations engaged in systems change efforts: 0
SC04 Number of public policymakers educated: 0
SC05 Members of the general public reached: 0
SC06a Other systems change measure: 0
SC06b Other systems change measure: 0
SC06c Other systems change measure: 0

Performance Measure 3 (resource leveraging):
   RL01 Dollars Leveraged: $0

Objective 11.13:
11.7 Provide training and technical assistance to at least ten (10) school districts and Project 10 Regional representatives to increase the number of students with developmental disabilities gaining employability skills that leads to employment at or above minimum wage.

Implementation activities:
Project Discover Statewide Expansion (monitoring)
1. Monitor the expansion of Project Discover across Florida
2. Gather feedback from stakeholders involved in the implementing the Discovery process

Activities undertaken were: ☐ All met ☐ Partially met ☑ Not met

Timelines:
Year 3
1. 10/13-09/14
2. 10/13-09/14
Year 4
1. 10/13-09/15
2. 10/13-09/15
Year 5
1. 10/13-09/16
2. 10/13-09/16

Timelines established were: ☐ All met ☐ Partially met ☑ Not met

Annual Progress Report:
In 2012, the efforts of this project were consolidated into the CODIE project. This project is being removed from the State Plan with the 2015 amendments. No activities to report.

Performance Measures
Performance Measure 1.1 (self-advocacy/advocacy):
SA01 People trained in area related to goal/objective: 0
SA02 People trained in leadership, self-advocacy, and self-determination: 0
SA03 People trained in systems advocacy: 0

Performance Measure 1.2 (self-advocacy/advocacy):
SA04 People active in systems advocacy: 0
SA05 People attained membership on public/private bodies and leadership coalitions: 0
SA06a Other self-advocacy measure: 0
SA06b Other self-advocacy measure: 0
SA06c Other self-advocacy measure: 0

Performance Measure 2.1 (systems change):
SC01 Programs/policies created or improved: 0
SC02 Number of organizations involved coalitions/networks/partnerships: 0
SC03 Organizations engaged in systems change efforts: 0
SC04 Number of public policymakers educated: 0
SC05 Members of the general public reached: 0
SC06a Other systems change measure: 0
SC06b Other systems change measure: 0
SC06c Other systems change measure: 0

Performance Measure 3 (resource leveraging):
RL01 Dollars Leveraged: $0

Objective 11.14:
11.5 Provide technical assistance and training to faculty in the Project Achieve Program to facilitate inclusion of students with developmental disabilities at one (1) Florida state college.

Implementation activities:
Project ACHIEVE – Year 3
1. Project continuation approved
2. Contract Begins
3. Select any additional students to participate in program
4. Update training materials based on needs
5. Provide Training to targeted students and pertinent college staff
6. Provide Technical Assistance for project implementation
7. Evaluate the Project activities
8. Develop final report and recommendations for next steps

Activities undertaken were:  ✔ All met  □ Partially met  □ Not met

Timelines:
Year 3
1. 07/13
2. 09/13
3. 09/13
4. 08/13-09/13
5. 09/13-06/14
6. 06/14
7. 07/14
8. 07/14

Timelines established were:  ✔ All met  □ Partially met  □ Not met

Annual Progress Report:

**Introduction and Background**
The Vertical Training Program (VTP) is composed of a comprehensive, inclusive transition and post-secondary career program model designed to provide innovative, supportive strategies for students, ages 18-22, with intellectual and other developmental disabilities. This type of program is needed because of employment needs for individuals with disabilities. Over seventy percent of individuals with disabilities are unemployed and need postsecondary opportunities to help them prepare for a meaningful career. Students in VTP work toward a “Certificate of Achievement” (Full certification) or a “Letter of Achievement” (Modified certificate, audit or shadow) which will help them to transition into the paid workforce.

**Description of Activities**
Students who are currently selected for the Florida State College at Jacksonville’s (FSCJ) VTP are enrolled in the Duval and Nassau County public schools’ system, working towards graduation or are recent graduates. Students who are working towards graduation attend their career path training on a college campus through dual enrollment processes. Students in the VTP at times use an exemption of TABE entry requirements to enter their programs of study.

The participating students are supported by a dedicated team to ensure maximum success in selected career paths, safety for the student’s participation, an inclusion program that offers socialization at their college campus, and orientation, as well as communication encouraging parent engagement. Students participating in this program are being offered a distinctive opportunity toward career preparation in a caring, collaborative environment. The College and both school districts have many articulation agreements for dual enrollment, high school completion, and exceptional education programs. With multiple workforce options, VTP students are able to select career preparation and job training options that match their interest and aptitudes and are most appropriate for their success. Some of the programs currently available include the following: Automotive Collision Repair, Carpentry, Child Care, Electrical Technology, Massage Therapy, Nursing, Office Administration, and Welding.

As students enter the program, they have an intensive support level of monitoring, assistance,
and guidance. Based on their individual needs, services are customized as they progress in their career and technical education (CTE) program; these services include academic support, facilitated group meetings, and mentoring. The expectation is that as students' progress towards graduation, the levels of support provided will gradually decrease as they become more confident, independent, and knowledgeable in their programs of study and the college campus.

During this past year, an Assessment Instructor Toolkit was developed that assists the instructor with guidelines for assisting students with disabilities and a detailed description of responsibilities.

The program generated funds in the form of student tuitions paid from multiple public and private sources. Funds in the amount of $306,250 were leveraged.

**Target Dates**
This project was approved for continuation and the contract was executed in July 2013, during the previous PPR reporting period (2013). In October 2013 through June 2014 training/technical assistance for instructors was ongoing and provided on an individual basis to address specific needs of each instructor. Job Coaches/Transition Specialists provided support to students continuously from October 2013 through July 2014. The project was evaluated and a final report was submitted in August 2014.

**Deliverables/Products (submitted by 9/30/14)**
- A report on collaboration with Vocational Rehabilitation Counselors to coordinate school schedules and billing.
- Student Recruitment Report.
- Report on AmeriCorps Mentoring Program.
- Update on Tests of Adult Basic Education (TABE) Waivers.
- Log of student support provided through Job Coaches/Transition Specialists.
- Input from VERTICAL instructors on training needs.
- Instructional Strategies Training PowerPoint for Instructors.
- Six (6) faculty members trained and provided with technical assistance.
- Application to become a Comprehensive Transition and Postsecondary (CTP) program was completed and will be submitted when FSCJ is ready to take that step.
- Excel document with student data including the following: exceptionality; demographic information; date of entry; date of exit; program of study; basic skills requirement status; postsecondary adult vocational (PSAV) program classes status; TABE waiver request; employment service provider; employment update.
- Report on social and cultural activities for students.
- Seventeen (17) new students added to the program.
- Assessment Instructor Toolkit

**Evaluation/Outcomes**

Outcome 1: Five to ten students with developmental disabilities will continue to participate in a career and technical training program on a Florida State College and be trained in a career field of their choice. If any of the students exit the program other students will be added.
Progress: Achieved: A total of seventeen (17) new students were added and participated in a Career and Technical Education program.

Outcome 2: Increase the options for students with developmental disabilities ages 18-22 to
participate in post-secondary inclusive programs that train them for careers of their choice.

Progress: Partially Achieved: In the big picture, VTP is opening opportunities for students to pursue certificates in CTE programs of their choosing. However, some of the certificate programs have evolved into degree programs. This has reduced the certificate programs that are available to VTP students. We would like to see the certificate options increase instead of decrease.

Additional Evaluation Information: An unexpected outcome was identified regarding eligibility for Applied Academics for Adult Education (AAAE) classes. AAAE classes are designed to assist workforce or pre-college students with basic reading, writing, and math skills. Although the VTP does not specifically address these basic skills, it became evident that involvement in the program exercised these skills and contributed toward their development. All of the students saw increases in their TABE scores over the course of the program and some were increased to the point of qualifying them to access the AAAE classes.

Federal Performance Measures: Twenty-five (25) students were trained in an inclusive educational setting as they worked toward a CTE certificate and six (6) instructors were trained in inclusive educational practices/strategies. The program’s director continues to work with multiple organizations strengthen and ensure the success of the VTP program. A partial list includes the following: Consortium on Postsecondary Education and Intellectual Disabilities, Think College, ARC Jacksonville, Nassau County Public Schools, Duval County Public Schools, and Division of Career and Adult Education. These individuals and organizations are included as organizations engaged in system change efforts. Student tuition created $306,250 of leveraged funds.

Impact on Objective and Goal: This project is significantly impacting the goal to provide technical assistance and training to faculty in the Project Achieve Program to facilitate inclusion of students with developmental disabilities at one (1) Florida state college. Over the three-year history of the program twenty (20) students have completed a PSAV program with a certificate. This represents 71% of the all the students who started the program (excluding those who are still continuing to take courses and work toward their certificates). This rate of completion is higher than national completion rates published for Career and Technical programs for students without disabilities.

**Stories of Lives Made Better**
Student A is a student in the VTP at FSCJ. When he entered the program, he came in with a willingness to learn and embraced college life head on. He participated in outside activities and supported his cousin who competed in the Special Olympics. It was his dedication to his studies, as well as his extracurricular activities, that attracted a company that provides mentoring and respite care to kids in foster care and kids with special needs to hire and train him. It was student A’s willingness to learn and his kind demeanor that made the perfect combination for this assignment. He began his employment shadowing other employees and assisting with their clients. He first served as an assistant and then, as his skills grew, he has worked his way up to a solo provider. He is now one of the lead counselors at a summer camp for children in foster care. He is able to connect with the kids and makes sure they are having a great time at camp. He is known for being punctual, respectful, and a joy to have as an employee.

**Stories of Policy/Legislative Changes**
VTP staff contributed significantly to the legislatively created Students with Disabilities Education Pathways Task Force leading up to the 2014 legislative sessions. This included a tour and conference call with task force members and several follow up calls with policy analysts at Office of Program Policy Analysis and Government Accountability (OPPAGA). VTP has been encouraging and supporting mandates to improve access to postsecondary education for students with developmental disabilities.
Performance Measures

Performance Measure 1.1 (self-advocacy/advocacy):

<table>
<thead>
<tr>
<th>Measure</th>
<th>Value</th>
</tr>
</thead>
<tbody>
<tr>
<td>SA01 People trained in area related to goal/objective:</td>
<td>31</td>
</tr>
<tr>
<td>SA02 People trained in leadership, self-advocacy, and self-determination:</td>
<td>0</td>
</tr>
<tr>
<td>SA03 People trained in systems advocacy:</td>
<td>0</td>
</tr>
</tbody>
</table>

Performance Measure 1.2 (self-advocacy/advocacy):

<table>
<thead>
<tr>
<th>Measure</th>
<th>Value</th>
</tr>
</thead>
<tbody>
<tr>
<td>SA04 People active in systems advocacy:</td>
<td>0</td>
</tr>
<tr>
<td>SA05 People attained membership on public/private bodies and leadership coalitions:</td>
<td>0</td>
</tr>
<tr>
<td>SA06a Other self-advocacy measure:</td>
<td>0</td>
</tr>
<tr>
<td>SA06b Other self-advocacy measure:</td>
<td>0</td>
</tr>
<tr>
<td>SA06c Other self-advocacy measure:</td>
<td>0</td>
</tr>
</tbody>
</table>

Performance Measure 2.1 (systems change):

<table>
<thead>
<tr>
<th>Measure</th>
<th>Value</th>
</tr>
</thead>
<tbody>
<tr>
<td>SC01 Programs/policies created or improved:</td>
<td>0</td>
</tr>
<tr>
<td>SC02 Number of organizations involved coalitions/networks/partnerships:</td>
<td>0</td>
</tr>
<tr>
<td>SC03 Organizations engaged in systems change efforts:</td>
<td>7</td>
</tr>
<tr>
<td>SC04 Number of public policymakers educated:</td>
<td>0</td>
</tr>
<tr>
<td>SC05 Members of the general public reached:</td>
<td>0</td>
</tr>
<tr>
<td>SC06a Other systems change measure:</td>
<td>0</td>
</tr>
<tr>
<td>SC06b Other systems change measure:</td>
<td>0</td>
</tr>
<tr>
<td>SC06c Other systems change measure:</td>
<td>0</td>
</tr>
</tbody>
</table>

Performance Measure 3 (resource leveraging):

<table>
<thead>
<tr>
<th>Measure</th>
<th>Value</th>
</tr>
</thead>
<tbody>
<tr>
<td>RL01 Dollars Leveraged:</td>
<td>$306,250</td>
</tr>
</tbody>
</table>

Objective 11.15:

11.4 Provide training and technical assistance to career and technical centers across the state of Florida to ensure students with significant developmental disabilities have increased access to career and technology training.

Implementation activities:

<table>
<thead>
<tr>
<th>Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Release RFP</td>
</tr>
<tr>
<td>2. Select Grantee</td>
</tr>
<tr>
<td>3. Contract begins</td>
</tr>
<tr>
<td>4. Recruit and select Program Director/Inclusion Specialist</td>
</tr>
<tr>
<td>5. Recruit and select school districts/schools to participate in the program</td>
</tr>
<tr>
<td>6. Develop recruitment and application process for interested students</td>
</tr>
</tbody>
</table>
7. Identify and develop project training materials
8. Provide training and technical assistance to targeted students and pertinent career and technology personnel

Activities undertaken were:  ☑️ All met  ☐ Partially met  ☑️ Not met

Timelines:
Year 2
1. 05/14
2. 09/14
3. 10/14
4. 12/14
5. 01/15-04/15
6. 01/15-06/15
7. 01/15-08/15
8. 05/15-08/15

Year 3
1. 10/15
2. 11/15
3. 12/15
4. 01/16-04/16
5. 01/16-06/16
6. 07/16
7. 08/16
8. 09/16

Timelines established were:  ☑️ All met  ☐ Partially met  ☑️ Not met

Annual Progress Report:
No work on this objective this year.

Performance Measures
Performance Measure 1.1 (self-advocacy/advocacy):
SA01 People trained in area related to goal/objective: 0
SA02 People trained in leadership, self-advocacy, and self-determination: 0
SA03 People trained in systems advocacy: 0

Performance Measure 1.2 (self-advocacy/advocacy):
SA04 People active in systems advocacy: 0
SA05 People attained membership on public/private bodies and leadership coalitions: 0
SA06a Other self-advocacy measure: 0
SA06b Other self-advocacy measure: 0
SA06c Other self-advocacy measure: 0
Performance Measure 2.1 (systems change):

SC01 Programs/policies created or improved: 0
SC02 Number of organizations involved coalitions/networks/partnerships: 0
SC03 Organizations engaged in systems change efforts: 0
SC04 Number of public policymakers educated: 0
SC05 Members of the general public reached: 0
SC06a Other systems change measure: 0
SC06b Other systems change measure: 0
SC06c Other systems change measure: 0

Performance Measure 3 (resource leveraging):

RL01 Dollars Leveraged: $0

Objective 11.16:

11.1: Provide training and technical assistance to key staff at each of Project SEARCH High School Transition programs to build their capacity to support the sustainability and stability of the programs.

Implementation activities:
Progressive Employment Practices (Project SEARCH Statewide Meetings, Trainings and Technical Assistance) - Implementation Activities - Year 2
1. Project approved
2. Contract Begins
3. Identify training and technical assistance of key staff at Project SEARCH High School Transition programs
4. Provide technical assistance and training
5. Evaluate the training and technical assistance and student outcomes
6. Develop and submit final report with recommendations for next steps

Activities undertaken were: ☑ All met ☐ Partially met ☐ Not met

Timelines:
Year 2
1. 06/13
2. 10/13
3. 10/13-09/14
4. 10/13-09/14
5. 03/14-06/14
6. 09/14

Timelines established were: ☑ All met ☐ Partially met ☐ Not met
Annual Progress Report:

**Introduction and Background**

There are currently 20 Project SEARCH sites in Florida. Since 2007, Project Search in Florida has made significant progress in not only adding more sites but in gaining statewide backing from Vocational Rehabilitation and the Agency for Persons with Disabilities for funding and programmatic support. Currently, the Florida Project SEARCH sites average around 62% employment outcomes. While this figure is at least twice the national average for all transitioned age youth, the ultimate goal of Project SEARCH is 100% employment outcomes. One way to move the Florida sites closer to this goal is through ongoing communication and training.

During the first five years, the Council funded a Project SEARCH statewide coordinator position. This individual facilitated networking among existing sites, as well as assistance for potential new sites. When the funding of the statewide coordinator ended, it was felt that funding for technical assistance and training was important to ensure continued communication and collaboration between the Florida Project SEARCH sites. The Council entered into contract with Health First, Inc. to provide this technical assistance and training in May of 2013.

**Description of Activities**

The Cincinnati based Project SEARCH administrative team has developed tools and training based on the Project SEARCH fidelity model, including information on job coaching and job development, partnerships, and other effective strategies designed to help Project SEARCH sites have greater employment outcomes. It is equally important for sites to have the opportunity to communicate and share their own expertise around staffing, curriculum, best practice and other key learning’s. Forums for training and honest exchanges are critical for networking, open exchange of knowledge and problem solving. This project builds in elements of continuous improvement and training for new staff, as well as opportunities for exchanges between all Project SEARCH partners. It also allows for newly implemented Project SEARCH sites to join this learning community as they begin their programs. During the reporting period, a one day statewide meeting, and conference calls were held to strengthen the existing Project SEARCH network and build a statewide cohort whose mission is to partner with community stakeholders to train young adults with disabilities in a business led environment. Through this mission, they will increase the percentage of young adults with disabilities entering competitive employment, affect systems change, and continually raise aspirations for all stakeholders—including the families and interns themselves.

During the previous year the issue of funding streams was determined to be a critical area of need for training and information. This issue came to light during the recent funding constraints of Vocational Rehabilitation which resulted in a shutdown of services for a limited time. The Order of Selection was implemented which also brought forward the need for better communication between providers, school districts and Vocational Rehabilitation to ensure prospective Project SEARCH interns are eligible for services through Vocational Rehabilitation. The ability to have funding for conference calls and face to face meetings allowed stakeholders across the state to collaborate and share ideas on how to sustain the program when faced with a limited funding stream. One such outcome of these calls was the ability of the provider in Orlando, Quest, Inc. to reach out to the LYNX bus system and obtained free transportation for all Project SEARCH interns to their sites until the individuals funding was available through VR.

**Target Dates**

Funding was approved and a contract was executed by May 2013. The first statewide meeting was held in June of 2013 with follow-up conference calls in July and August. A two-day state-wide training is scheduled for October 2014. Project evaluation has been ongoing with a mid-point
progress report to be completed in October 2014.

**Deliverables/Products (submitted by September 30, 2014)**
- Technical Assistance and Training provided to each site
- Statewide meeting held June 2013
- Conference call held July 2013
- Conference call held with Vocational Rehabilitation in August 2013
- Quarterly Report

**Evaluation/Outcomes**

Outcome 1: Key staff and partners of Project SEARCH sites will be trained on building capacity and sustainability.

Progress: Achieved: The first statewide meeting was held in June with 30 participants coming from 12 Project SEARCH sites in 6 different counties. The meeting consisted of training by national Project SEARCH staff on job training, job development, using technology to enhance resumes and interviews, the family involvement plans, and the steps in transition after project SEARCH. Vocational Rehabilitation discussed the current order of selection and how it affects the funding of Project SEARCH sites. Plans for the second statewide meeting were made. A conference call was held in July to review the order of selection and funding with Vocational Rehabilitation. This call focuses on how Project SEARCH sites could sustain themselves if VR funding did not come through. VR ensured all sites that everyone would be off the waiting list and in service by January.

Outcome 2: Key staff and partners of Project SEARCH programs report an increase in knowledge and skills, in order to support and sustain the stability of the program as a result of the training and technical assistance.

Progress: Achieved: Several sites reported using the information they learned at the first statewide meeting to enhance resumes and job development plans. They requested additional training time be scheduled during the second statewide meeting to be held in October.

Outcome 3: As a result of key staff trained, there is an increase in the number of students with developmental disabilities completing the Project SEARCH program and employed at or above minimum wage.

Progress: Partially Achieved: Ten Florida sites were recognized at the national convention in July for achieving outcomes of 60% or better which is an increase over the number of sites recognized at last year’s convention. One site was recognized for having 100% outcomes. There were only 12 sites internationally recognized for 100% outcomes. Data provided by the national Project SEARCH office showed 62% employment outcomes statewide with an average hourly wage of $9.09 and average number of hours worked at 27.6. This is an increase over previous year’s data. We are reporting lag data due to the collection time period being in line with the school year. This data is for the 2012-2013 school year.

Additional Evaluation Information: Lag data, which reflects employment outcomes for youth who exited school during the previous school year, has been used annually to collect and report data. To this end, culmination of data reported reflects outcomes through the end of 2012-2013 school year. The project has grown from 5 sites in 2007 to 21 sites in 2014. The overall employment rate for the life of the program in Florida is 62% with 465 interns being hired. Demographic information for the life of the program through the 2012-2013 school year indicate the following. 86% of all interns who enter the program are completers; Average Hours worked per week is 27.6; Average
hourly wage is $9.09. Types of employment include: Food Service: 21%; Maintenance 3.5%; Administration 3.5%; Government 3.5%; Hospitality 16%; health care 21%; Retail &%; parks and Recreation 3.5%; Higher Education 5%; Other 16%

Federal Performance Measures: The VR funding structure for Project SEARCH sites has aided in the sustainability of the program. Sites receive $4395 per intern during training with an additional $5433 or $7560 per intern after employment for job coaching services. The difference in payment is dependent on the amount of services determined to be required by Vocational Rehabilitation. The $461,475 is the minimum amount of dollars leveraged for the Florida Project SEARCH sites through VR funding. This is based on the 105 students who completed the program at $4395 each. The sites had the potential to earn between $402,042 and $509,440 additional dollars from VR through job placement and coaching. This figure does not include figures of funds provided from school districts, Agency for Persons with Disabilities or other community partners. There were 65 staff/stakeholders trained and 120 interns trained through the Project SEARCH sites. There are 120 individuals and entities involved in the local partnerships at the Project SEARCH sites.

Rosen Shingle Creek is a Project SEARCH site that has previously been recognized for 100% employment outcomes and continues to be recognized yearly at the national convention for their high percentage of employment outcomes. The human resources department of the resort has realized the importance of the job coaching aspect of the Project SEARCH model in training and retention of individuals with disabilities. This realization has moved them to create a position on their staff to aid individuals with disabilities be successful on the job. This person’s sole job will be to coach and support employees who have disabilities throughout their employment at the hotel. This is being reported as program changed or improved.

Impact on Objective and Goal: The objective of providing technical assistance to Project SEARCH sites to support the sustainability and stability of the program has been achieved. Project SEARCH has been operating in Florida since 2007 with expansion to new sites each year. With the Vocational Rehabilitation Milestone/benchmark funding, there is sustainability and stability with ongoing funding. The Project SEARCH initiative has expanded training and employment opportunities for individuals with disabilities therefore meeting the Council’s Goal11.

**Stories of Lives Made Better**
During his first rotation, Alberto was responsible for making enough pizzas for the lunch crowd daily. He took initiative and researched new pizza recipes to create and worked with the other team members to collect ingredients. He made a great impression and was brought on board as soon as a position was available, permanently joining the Florida Hospital East team.

Porsha with her bubbly personality and hardworking nature was a perfect fit for the Winter Park Hospital Project SEARCH. Soon after her employment in Nutritional Services, Porsha was faced with many responsibilities and overcame several challenges in order to maintain her goals and shine as a valuable asset in her department.

Jonathan has been an exemplary Project SEARCH participant at the Hilton Orlando/Altamonte Springs this year. He could be counted on to follow directions and complete all jobs quickly and accurately. Jonathan is best known for his pleasant personality and his outstanding ability to work as a team member. In March, Jonathan’s dream came true . . . he was offered a job in food prep at the Hilton.
**Stories of Policy/Legislative Changes**
Vocational rehabilitation continues to use an amended funding model for Project SEARCH interns.

Performance Measures

Performance Measure 1.1 (self-advocacy/advocacy):

SA01 People trained in area related to goal/objective: 185
SA02 People trained in leadership, self-advocacy, and self-determination: 0
SA03 People trained in systems advocacy: 0

Performance Measure 1.2 (self-advocacy/advocacy):

SA04 People active in systems advocacy: 0
SA05 People attained membership on public/private bodies and leadership coalitions: 0
SA06a Other self-advocacy measure: 0
SA06b Other self-advocacy measure: 0
SA06c Other self-advocacy measure: 0

Performance Measure 2.1 (systems change):

SC01 Programs/policies created or improved: 1
SC02 Number of organizations involved coalitions/networks/partnerships: 120
SC03 Organizations engaged in systems change efforts: 0
SC04 Number of public policymakers educated: 0
SC05 Members of the general public reached: 0
SC06a Other systems change measure: 0
SC06b Other systems change measure: 0
SC06c Other systems change measure: 0

Performance Measure 3 (resource leveraging):

RL01 Dollars Leveraged: $461,475

Objective 11.17:

11.4 Provide training and technical assistance to career and technical centers across the state to ensure students with significant and developmental disabilities have increased access to career and technology training.

Implementation activities:

Inclusion in Career & Technical Programs - Implementation Activities - Year 1

1. Collaborate with the State Secondary Transition Interagency Committee (Post-secondary subgroup) to review current entrance requirements for Career and Technical programs
throughout the state.
2. Conduct research to develop webinars for Career & Technical Programs to increase the enrollment for students with developmental disabilities.
3. Develop surveys to measure feedback on webinars
4. Facilitate webinars
5. Analyze data to determine impact of webinars
6. Write recommendations for next steps

Activities undertaken were: ☑ Partially met

Timelines:
1. 06/13-09/13
2. 06/13-09/13
3. 09/13
4. 10/13
5. 11/13
6. 12/13

Timelines established were: ☑ Partially met

Annual Progress Report:

**Introduction and Background**
There is a pressing need for students with disabilities to receive training that will lead to sustainable, independent employment. Many individuals with disabilities, over 70%, are currently unemployed. The inability to find employment causes individuals to rely on government aid, family or charity for income and fulfillment of essential needs. The difficulty in finding employment may, in part, be attributed to the fact that students with disabilities currently have limited opportunities for postsecondary education and additional job training that lead to skilled employment after high school. This in-house project proposed to build a foundation for a model program at a Career and Technical Center in which students with disabilities may study alongside students without disabilities and earn certificates. The Career and Technical Program Workgroup identified the need to assess the policies and procedures being actively used to advance the admission of students with disabilities to Career and Technical Programs.

**Description of Activities**
The Career and Technical Education (CTE) program work group was supported by the State Secondary Transition Interagency Committee and had representatives from the Division of Career and Adult Education, the Division of Florida Colleges, Project 10, and FDDC staff. A survey was distributed to CTE program providers to assess the policies and procedures that are currently in place to assist students with disabilities to successfully complete a Postsecondary Adult Vocational (PSAV) program. Based on the collected data, an instructional presentation was designed to present via a live webinar that would also be archived and accessible on the FDDC website.

**Target Dates**
The work group began to meet and review entrance and exit requirements for CTE programs throughout the state in February 2014. In April 2014, a survey aimed at gathering data from Career and Technical program providers was completed and sent out through the Florida Department of Education. In June 2014 the data was analyzed and plans to design a webinar
were made. Work on the webinar continued from June 2014 through September 2014. The webinar and evaluation of the webinar will be presented in the 2015 PPR.

**Deliverables/Products (submitted by 9/30/14)**

- Entrance and exit requirements for Career and Technical Education programs were reviewed and researched.
- Content for a webinar was developed to build an understanding of the policies and procedures that would assist students with disabilities access and complete a postsecondary program.

**Evaluation/Outcomes**

Outcome 1: School districts, career and technical centers and families have the information they need to advocate for admission to career and technical programs for students 16 years and older to attend career programs statewide.

Progress: Partially Achieved: The assessment and data-gathering has been completed and the webinar has been nearly completed. The webinar was delivered in October 2014 and will be reported in the 2015 PPR.

Outcome 2: Policies, procedures and practices in up to three career and technical centers are changed to allow more students with developmental disabilities to be included in inclusive career and technical education training.

Progress: Not Achieved: After the webinar is presented, the potential for adjustment to policy and procedures will be possible.

Additional Evaluation Information: The statistics collected in the first survey indicate the CTE program providers are endeavoring to make their programs attractive and feasible for students with disabilities and there are areas that would benefit from additional effort. Relevant statistics gathered are reported as follows:
- 84.6% of the CTE programs work with local high schools to share information about dual enrollment with students with disabilities.
- 74.4% of the CTE programs partner with school districts to assist with the transition of students with disabilities from secondary to Postsecondary Adult Vocational (PSAV) programs.
- 69.2% of the CTE programs expressed interest in a PSAV pilot program aimed toward assisting students with disabilities to transition into the CTE programs through dual enrollment.

Federal Performance Measures: At this point in the project, no one has received training and there are no new programs or policies being developed. However, Project 10, the Division of Career and Adult Education, the Division of Florida Colleges, and the Bureau of Exceptional Education and Student Services are networking with the Council to engage in systems change.

Impact on Objective and Goal: The work that has been completed to this point will determine the training and technical assistance that will facilitate inclusion of students with disabilities into Career and Technical Education programs. Students with significant developmental disabilities will have increased access to career and technology training as a result of these efforts.

**Stories of Lives Made Better**

No stories to report.

**Stories of Policy/Legislative Changes**

No stories to report.
Performance Measures

Performance Measure 1.1 (self-advocacy/advocacy):
SA01 People trained in area related to goal/objective: 0
SA02 People trained in leadership, self-advocacy, and self-determination: 0
SA03 People trained in systems advocacy: 0

Performance Measure 1.2 (self-advocacy/advocacy):
SA04 People active in systems advocacy: 0
SA05 People attained membership on public/private bodies and leadership coalitions: 0
SA06a Other self-advocacy measure: 0
SA06b Other self-advocacy measure: 0
SA06c Other self-advocacy measure: 0

Performance Measure 2.1 (systems change):
SC01 Programs/policies created or improved: 0
SC02 Number of organizations involved coalitions/networks/partnerships: 0
SC03 Organizations engaged in systems change efforts: 4
SC04 Number of public policymakers educated: 0
SC05 Members of the general public reached: 0
SC06a Other systems change measure: 0
SC06b Other systems change measure: 0
SC06c Other systems change measure: 0

Performance Measure 3 (resource leveraging):
RL01 Dollars Leveraged: $0
Goal 12: Employment

In partnership with individuals with developmental disabilities, their families, advocates, and key stakeholders, the Council will educate and provide training and technical assistance to employers, and stakeholders that will enable individuals with developmental disabilities to obtain and sustain employment at or above minimum wage.

<table>
<thead>
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<th>Area of Emphasis</th>
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<th>Areas Addressed</th>
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<td>Education and Early Intervention</td>
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<td>Health</td>
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<td>Employment</td>
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<td>Housing</td>
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<td>Transportation</td>
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<td>Recreation</td>
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<td>Formal and Informal Community Supports</td>
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<tr>
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<th>Planned for this Goal</th>
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<tbody>
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<td>Training</td>
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<td>Technical Assistance</td>
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<td>Supporting and Educating Communities</td>
<td>planned</td>
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<tr>
<td>Interagency Collaboration and Coordination</td>
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<td>Coordination with Related Councils, Committees and Programs</td>
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<td>Barrier Elimination</td>
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<td>Systems Design and Redesign</td>
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<td>Coalition Development and Citizen Participation</td>
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<tr>
<td>Informing Policymakers</td>
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<tr>
<td>Demonstration of New Approaches to Services and Supports</td>
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<tr>
<td>Other Activities</td>
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<thead>
<tr>
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<th>Actual</th>
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<tr>
<td>University Center(s)</td>
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<tr>
<td>State DD Agency</td>
<td>planned</td>
<td>used</td>
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</tbody>
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Other Collaborators Planned:


Objective 12.1:

12.1: Provide training and technical assistance to individuals with developmental disabilities, families and key stakeholders across Florida regarding benefits planning and asset development.
Implementation activities:
Benefits Planning Trainings - Implementation Activities - Year 1
1. Project Continuation approved
2. Contract Begins
3. Provide technical assistance to maintain relevance and current knowledge in the area of benefits planning and asset development.
4. Provide technical assistance to have the Benefits Planning modules accessible on-line
5. Promote the availability of the on-line Benefits Planning Modules
6. Identify locations for Benefits Planning trainings
7. Recruit training participants
8. Conduct trainings on Benefits Planning and asset development
9. Evaluate the project activities
10. Develop final report and recommendations

Activities undertaken were:  ☑  All met  ☐  Partially met  ☑  Not met

Timelines:
Year 1
1. 06/11
2. 10/11
3. 04/1-01/11
4. 04/1-01/11
5. 04/10-08/10
6. 04/10-08/10
7. 04/10-08/10
8. 04/10-08/10
9. 02/11
10. 01/13

Timelines established were:  ☑  All met  ☐  Partially met  ☑  Not met

Annual Progress Report:
Activities are reported and completed in the prior PPRs.

Performance Measures
Performance Measure 1.1 (self-advocacy/advocacy):
   SA01 People trained in area related to goal/objective:  0
   SA02 People trained in leadership, self-advocacy, and self-determination:  0
   SA03 People trained in systems advocacy:  0

Performance Measure 1.2 (self-advocacy/advocacy):
   SA04 People active in systems advocacy:  0
   SA05 People attained membership on public/private bodies and leadership coalitions:  0
   SA06a Other self-advocacy measure:  0
   SA06b Other self-advocacy measure:  0
Objective 12.2:

12.1: Provide training and technical assistance to individuals with developmental disabilities, families and key stakeholders across Florida regarding benefits planning and asset development.

Implementation activities:

Benefits Planning – Monitoring Implementation Activities - Years 2-5
1. Continue to promote the availability of the on-line Benefits Planning training Modules
2. Monitor the use of the training modules
3. Gather input from individuals trained on the benefits of the training, application of knowledge learned and impact of such trainings
4. Analyze the input received
5. Develop report and recommendations to the Council for next steps

Activities undertaken were: ☑ Partially met ☐ Not met

Timelines:
Year 2
1. 02/13-09/13
2. 02/13-09/13
3. 02/13-09/13
4. 02/13-09/13
5. 09/13

Year 3
1. 02/14-09/14
2. 02/14-09/14
3. 02/14-09/14
Annual Progress Report:

**Introduction and Background**
In previous years, in collaboration with the National Disability Institute, the Council funded a Benefits Training and Asset Building Initiative for the creation of tools and resources designed to steady the ladder to economic self-sufficiency for persons with disabilities, their families, and community stakeholders. A downloadable guide and online module were developed by the project, and continuing education units were offered to professionals that support persons with developmental disabilities to entice them to access the online course. Through project activities and webinars, the importance of economic self-sufficiency for persons with disabilities was introduced to a larger audience.

The Council’s support of the Benefits Training and Asset Building Initiative has created user-friendly resources that make a difficult subject more easily understood. The Benefits Training and Asset Building Initiative will help individuals with developmental disabilities, their families and key stakeholders develop economic self-sufficiency.

**Description of Activities**
The Council’s continued activities related to Benefits Planning and Asset Development initiative has been promotion of the online “The Changing Face of Benefits” Workbook and online course. During this contract year, 95 individuals accessed “The Changing Face of Benefits” workbook, and 155 registered for the online course. A continuation project has been approved to translate all deliverables/products into Spanish.

**Target Dates**
Council has continued to promote the existing “The Changing Face of Benefits” materials. Data on the use of the website was gathered and is contained in the customer satisfaction surveys. No data was collected on if they knowledge gained was used.

**Deliverables/Products (submitted by September 30, 2014)**
- 95 individuals accessed “The Changing Face of Benefits”
- 155 individuals completed the on-line course “the Changing Face of Benefits”

**Evaluation/Outcomes**
Outcome 1: Increase knowledge among individuals with developmental disabilities, families and stakeholders concerning benefits planning and asset development.
Progress: Partially Achieved: 99% of individuals who took the course reported they were satisfied with the activity.
Comments in support of increased knowledge include:
• More aware of benefits and incentives.
• I learned the different programs offered through Social Security.
• The information provided a lot of resources that I can use to assist consumers, as well as myself.
• Helpful information for my employment.
• I understand more about SSI and SSDI and benefits people are entitled to.
• Financial information was very clear.

Outcome 2: Increase the number of individuals with developmental disabilities working since the completion of training.
Progress: Not Achieved: No data collected on this outcome.

Outcome 3: Increase the number of individuals with developmental disabilities accumulating assets as a result of the trainings.
Progress: Not Achieved: No data collected on this outcome.

Outcome 4: Increase in the number of individuals using social security work incentives in Florida.
Progress: Not Achieved: No data on this outcome achieved.

Federal Performance Measures: During the reporting period 155 individuals completed the online course of “The Changing Face of Benefits” and are reported as being trained in the area of the goal and objective. 95 individuals downloaded “The Changing Face of Benefits” workbook or supplement and are being reported as members of the general public reached.

Impact on Objective and Goal: “The Changing Face of Benefits” workbook and online course provide training and information to individuals with disabilities, their families and other agency members on benefits that are available and how they can be used alone or in conjunction with employment. This supports the Council objective of providing training and technical assistance to individuals with developmental disabilities on benefits planning and asset development. It also supports the Councils’ Goal 12 to educate and provide training in relation to obtaining and sustaining employment at or above minimum wage.

**Stories of Lives Made Better**
No stories to report.

**Stories of Policy/Legislative Changes**
No stories to report.

Performance Measures

Performance Measure 1.1 (self-advocacy/advocacy):

SA01 People trained in area related to goal/objective: 155
SA02 People trained in leadership, self-advocacy, and self-determination: 0
SA03 People trained in systems advocacy: 0
Performance Measure 1.2 (self-advocacy/advocacy):

SA04 People active in systems advocacy: 0
SA05 People attained membership on public/private bodies and leadership coalitions: 0
SA06a Other self-advocacy measure: 0
SA06b Other self-advocacy measure: 0
SA06c Other self-advocacy measure: 0

Performance Measure 2.1 (systems change):

SC01 Programs/policies created or improved: 0
SC02 Number of organizations involved coalitions/networks/partnerships: 0
SC03 Organizations engaged in systems change efforts: 0
SC04 Number of public policymakers educated: 0
SC05 Members of the general public reached: 95
SC06a Other systems change measure: 0
SC06b Other systems change measure: 0
SC06c Other systems change measure: 0

Performance Measure 3 (resource leveraging):

RL01 Dollars Leveraged: $0

Objective 12.3:

12.4: Provide technical assistance to stakeholders in up to five (5) rural communities in Florida to develop and implement a strategic plan to creatively address strategies that leads to an increase in employment opportunities for individuals with developmental disabilities living in rural communities.

Implementation activities:
Rural Routes to Employment - Implementation Activities - Year 1
1. Release RFP.
2. Select Grantee
3. Contract Begins
4. Develop process and select two (2) rural communities to develop a community specific employment strategic plan to increase employment opportunities for individuals with developmental disabilities
5. Conduct research to identify community specific barriers, national best practices and unique solutions in order to develop community specific employment plan for each area
6. Provide Technical Assistance to develop the community specific employment strategic plan for each area
7. Evaluate the overall project activities
8. Develop and submit final report and recommendations
Activities undertaken were:  
☐ All met  ☐ Partially met  ☑ Not met

Timelines:
Year 1
1. 07/11
2. 10/11
3. 12/11
4. 01/12 – 02/12
5. 02/12 -11/13
6. 02/12 -11/13
7. 11/13
8. 12/13

Timelines established were:  
☐ All met  ☐ Partially met  ☑ Not met

Annual Progress Report:
Activities completed and reported in prior PPRs.

Performance Measures
Performance Measure 1.1 (self-advocacy/advocacy):
SA01 People trained in area related to goal/objective: 0
SA02 People trained in leadership, self-advocacy, and self-determination: 0
SA03 People trained in systems advocacy: 0

Performance Measure 1.2 (self-advocacy/advocacy):
SA04 People active in systems advocacy: 0
SA05 People attained membership on public/private bodies and leadership coalitions: 0
SA06a Other self-advocacy measure: 0
SA06b Other self-advocacy measure: 0
SA06c Other self-advocacy measure: 0

Performance Measure 2.1 (systems change):
SC01 Programs/policies created or improved: 0
SC02 Number of organizations involved coalitions/networks/partnerships: 0
SC03 Organizations engaged in systems change efforts: 0
SC04 Number of public policymakers educated: 0
SC05 Members of the general public reached: 0
SC06a Other systems change measure: 0
SC06b Other systems change measure: 0
SC06c Other systems change measure: 0
Objective 12.4:

12.5: Provide technical assistance to develop, adopt and implement an Employment First initiative in Florida.

Implementation activities:
Employ Me 1st - Implementation Activities - Year 1
1. Release RFP
2. Select Grantee
3. Contract begins
4. Conduct comprehensive research on Employment First including issues, policies, and initiatives from other states
5. Recruit key stakeholders for the Employ Me 1st Steering Committee
6. Provide technical assistance to develop an Employment First plan for Florida
7. Provide legislative and state agency education and advocacy for Employment First policies and practices
8. Develop and submit final report and recommendations for/against implementation of plan

Activities undertaken were:  ☑️ All met  ☐ Partially met  ☑️ Not met

Timelines:
Year 1
1. 06/11
2. 09/11
3. 11/11
4. 11/11- 02/12
5. 11/11 -03/12
6. 11/11 – 10/12
7. 11/11 – 10/12
8. 10/12

Timelines established were:  ☑️ All met  ☐ Partially met  ☑️ Not met

Annual Progress Report:
Activities are reported and completed in the prior PPRs.

Performance Measures
Performance Measure 1.1 (self-advocacy/advocacy):
SA01 People trained in area related to goal/objective:  0
SA02 People trained in leadership, self-advocacy, and self-determination:  0
SA03 People trained in systems advocacy:  0
Performance Measure 1.2 (self-advocacy/advocacy):
SA04 People active in systems advocacy: 0
SA05 People attained membership on public/private bodies and leadership coalitions: 0
SA06a Other self-advocacy measure: 0
SA06b Other self-advocacy measure: 0
SA06c Other self-advocacy measure: 0

Performance Measure 2.1 (systems change):
SC01 Programs/policies created or improved: 0
SC02 Number of organizations involved coalitions/networks/partnerships: 0
SC03 Organizations engaged in systems change efforts: 0
SC04 Number of public policymakers educated: 0
SC05 Members of the general public reached: 0
SC06a Other systems change measure: 0
SC06b Other systems change measure: 0
SC06c Other systems change measure: 0

Performance Measure 3 (resource leveraging):
RL01 Dollars Leveraged: $0

Objective 12.5:
12.5: Provide technical assistance to develop, adopt and implement an Employment First initiative in Florida.

Implementation activities:
Employ Me 1st - implementation Activities - Year 2-4
1. Project continuation approved
2. Contract begins
3. Continue to work with the Employ Me 1st steering committee on Employment First issues
4. Provide technical assistance to address policies and legislation related to Employment First
5. Provide technical assistance to implement the Employment First plan for Florida
6. Evaluate the project activities
7. Develop and submit final report and recommendations

Activities undertaken were: ☐ All met ☑ Partially met ☐ Not met

Timelines:
Year 2
1. 09/12
2. 08/13
Annual Progress Report:

**Introduction and Background**

In 2011, the Florida Developmental Disabilities Council, Inc. entered into a partnership with The Institute for Community Inclusion (ICI) and the National Association of State Directors of Developmental Disability Services (NASDDDS) to develop an Employment First initiative in the state. The overarching goal was to ensure broad participation from Florida stakeholders to develop and support an Employment First initiative that would contribute to greater employment opportunities for Floridians with disabilities. Employment First is a declaration of both philosophy and policy stating that integrated employment, including supported employment, customized employment, and self-employment, where an individual is paid by an employer at minimum wage or greater or receives earnings through one’s self-employment business that is fully integrated in the community workforce with a goal of maximum self-sufficiency, is the first and preferred priority outcome for individuals with disabilities.

Within the 2013 PPR timeframe, the project developed recommendations based on the primary findings in the Florida Findings Report and made in the areas of the seven elements of high performing states (i.e., leadership, financing and contracting, training and technical assistance, etc.). These focused on establishing employment as the first option for funding and supports for people with intellectual and developmental disabilities and to establish a cross-stakeholder leadership team that “owns” the initiative and integrates it within the existing framework of services and supports. The project was instrumental in working with Council staff, state level agencies and disability service organizations to develop a draft Executive Order for Employment First that was signed by the Governor on October 8, 2013. The Executive Order not only named the Council as a partner but used language that mirrored the Council’s definition of employment as Florida’s definition of competitive employment. The Governor’s Executive Order mandates development of an interagency cooperative agreement between key Florida agencies and
organizations, including the Council, and it requires that the agreement formalize objectives aligned with the elements of high-performing states which have an evidence base for improving integrated employment services and outcomes.

**Description of Activities**
The partnership of the state level agencies, the Council and disability service organizations was instrumental in the execution of the Employment First Executive Order. In July 2014, this partnership’s unprecedented Florida’s Employment First Interagency Cooperative Agreement went into effect, which represents cross-agency commitment to improving employment outcomes for individuals with disabilities. Signatory parties to the Agreement include the Agency for Persons with Disabilities; Department of Education, Bureau of Exceptional Education and Student Services; Department of Education, Division of Vocational Rehabilitation; Department of Education, Division of Blind Services; Department of Economic Opportunity; Workforce Florida (Career Source Florida); Department of Children and Families, Substance Abuse and Mental Health Office; Florida Developmental Disabilities Council; and the Florida Association of Rehabilitation Facilities. The Council was asked to take the lead on facilitating Employment First efforts.

Through Florida’s collaborative efforts three associated workgroups were formalized, including the Employment Partnership Coalition, the Employment First Collaborative Team, and the Employment First Florida Grassroots Group. These groups meet regularly, have incorporated many recommendations from the Governor’s Commission on Jobs for Floridians with Disabilities into their work, and have been reporting regularly to the Governor’s Commission on their work. The state’s Employment First Collaborative Team, composed of representatives from the nine collaborative partners, developed a collaborative strategic action implementation plan (which was approved by the Employment Partnership Coalition) to support provision of quality employment services that promote sustained quality integrated competitive employment outcomes for the persons whom they serve. The Partners identified the following three areas as top collaborative priorities for 2014-15: ensuring that Florida has a comprehensive training program that fosters quality integrated competitive employment for all individuals with disabilities, ensuring that state level policies and procedures support employment as the first option available for people with disabilities, and ensuring that Florida has a strong network of partners that work collaboratively to promote employment as the first option for individuals with disabilities. The Partners are currently working on a long-term communications plan for messaging to employers. It is anticipated that the long-term communications plan will be finalized by November 2014.

The Council’s 2015 legislative platform and position paper relative to Employment First is requesting specific legislation to further support these efforts and a specific funding allocation to help with transportation for employment, which has been identified as the number one barrier to employment.

During this reporting period, ICI has been instrumental in supporting all aspects of the Employment First efforts of Florida by assisting in facilitation of the various groups and translating the Executive order and interagency agreement into plain language documents that could be easily understood by self-advocates. ICI did a site visit in April 2014 where they met with and interviewed all agency partners in relation to the strategic plan and what needed to be done specifically in their organization. This feedback led to the development of agency specific implementation plans and a revised work plan for the collaborative groups. The following meetings were held during the reporting period: four Governors commission, five Employment Partnership Coalition, nine Employment First Collaborative team, Five Grassroots webinars and a self-advocate meeting.
**Target Dates**
For year two, the continuation contract was executed in September 2013. Between September 2013 and September 2014, the project continued to work with the Employ Me 1st Steering Committee, until the committee was replaced by the Employment First Collaborative Team. Ongoing technical assistance was provided to address policies and legislation, as well as implementation of the collaborative strategic action implementation plan throughout the year and has resulted in numerous positive outcomes and some needed shifts in direction. To date, evaluation of efforts has been gauged primarily through deliverables and a site visit with major stakeholders, as well as feedback from grassroots groups. Additional work needs to be performed to fully evaluate the project’s outcomes. A final report of recommendations was submitted with the final year two deliverable and a revised work plan aligned with recommendations was created for year 3.

**Deliverables/Products (submitted by September 30, 2014)**
- Executive Order 13-284
- Interagency Agreement
- Quarterly Grassroots Group Webinars
- Grassroots Self-Advocacy Meetings
- EF Long Range Communications Plan
- EF website draft
- Identification of a branding strategy for Florida’s EF efforts
- Develop and disseminate 4 mini-guides on Employment First
- Sustainability plan

**Evaluation/Outcomes**
Outcome 1: Infrastructure changes are being addressed to facilitate employment and an increase in the number of individuals with developmental disabilities becoming employed at or above minimum wage.
Progress: Partially Achieved: The partnership’s work was instrumental in the execution of the Employment First Executive Order and in the successful in execution of Florida’s Employment First Interagency Cooperative Agreement, which represents unprecedented cross-agency commitment to improving employment outcomes for individuals with disabilities. The Partners have identified the following three areas as their top collaborative priorities for 2014-15: Training and Technical Assistance, Strategic Goals and Operating Policies, and Interagency Collaboration

Additional Evaluation Information: A follow-up survey was conducted with the Employment Partnership Coalition members to evaluate the effectiveness of activities and strategies implemented during 2013-14. One hundred percent of the eleven respondents representing 10 state agencies and one non-profit organization indicated that they were satisfied or very satisfied with the Council’s leadership of Florida’s Employment First initiative. One hundred percent of all respondents indicated that they were satisfied or very satisfied that 1) the initiative will ensure that state level policies and procedures support employment as the first option available for people with disabilities, and 2) the initiative embraces a strong network of Partners working collaboratively to promote employment as the first option for individuals with disabilities. Ninety-one percent of the respondents indicated that they were satisfied or very satisfied that the efforts will result in systems change. One respondent did not complete the survey question related to systems change.

Federal Performance Measures: The nine members of the Employment Collaborative Team are reflected in organizations engaged in systems change. The 56 members of the Employment
Partnership Coalition Members (65 members minus the 9 members of the collaborative team) are counted as Members of Coalitions/Partnerships. The 47 individuals who attended the Grassroots group Self-Advocates meeting in Orlando and 250 individuals who participated in the Grassroots webinars (for a total of 297) are counted as general public reached. The Employment First Interagency Cooperative Agreement and collaborative strategic action implementation action plan are included as policy/programs improved (the Employment First Executive Order was counted in the 2013 PPR).

Impact on Objective and Goal: This project and all activities support the Council Objective 12.5 to provide technical assistance to develop, adopt and implement the Employment First Initiative in Florida. These activities also support the Council's Goal 12. The activities provided by this project is facilitating systems change discussions and activities and a flow of unprecedented interagency collaboration towards the goal of improved employment outcomes at or above minimum wage for individuals with disabilities in Florida.

**Stories of Lives Made Better**
No stories to report.

**Stories of Policy/Legislative Changes**
Florida’s Employment First Interagency Cooperative Agreement represents cross-agency commitment to improving employment outcomes for individuals with disabilities. This agreement was followed by a collaborative strategic action implementation plan with specific areas of focus for collaboration. These agreements, plans and on-going meetings have resulted in unprecedented collaborative planning and action.

Performance Measures

Performance Measure 1.1 (self-advocacy/advocacy):

SA01 People trained in area related to goal/objective: 0
SA02 People trained in leadership, self-advocacy, and self-determination: 0
SA03 People trained in systems advocacy: 0

Performance Measure 1.2 (self-advocacy/advocacy):

SA04 People active in systems advocacy: 0
SA05 People attained membership on public/private bodies and leadership coalitions: 0
SA06a Other self-advocacy measure: 0
SA06b Other self-advocacy measure: 0
SA06c Other self-advocacy measure: 0

Performance Measure 2.1 (systems change):

SC01 Programs/policies created or improved: 2
SC02 Number of organizations involved coalitions/networks/partnerships: 56
SC03 Organizations engaged in systems change efforts: 9
SC04 Number of public policymakers educated: 0
SC05 Members of the general public reached: 297
SC06a Other systems change measure: 0
Objective 12.6:

12.6: Provide training, technical assistance and resources to employers and community stakeholders in Florida, on employing individuals with developmental disabilities.

Implementation activities:
Employment Nuts & Bolts: Employers Implementation Activities - Years 1-2
1. Council approves funding
2. Project begins
3. Establish a training team of representatives from DVR, APD, FDDC, Employer and Self-Advocate
4. Gather information and develop materials to train employers and community stakeholders on employing individuals with developmental disabilities
5. Select up to 2 areas in Florida for training
6. Recruit employers and community stakeholders
7. Provide training to employers and community stakeholders
8. Provide Technical assistance to employers and community stakeholders
9. Evaluate the training and technical assistance provided each year
10. Evaluate the impact of the training and technical assistance provided across the years
11. Develop and submit final report and recommendations

Activities undertaken were: ☑ All met ☐ Partially met ☒ Not met

Timelines:
Year 1
1. 09/14
2. 11/14
3. 11/14 – 03/15
4. 11/14- 03/15
5. 04/15
6. 04/15 – 05/15
7. 06/15- 08/15
8. 06/15 – 08/15
9. 09/15
10. 09/15
11. 10/15
Year 2
1. 09/15
2. 11/15
Timelines established were: ☑️ Not met

Annual Progress Report:
This initiative is being removed from the State Plan. Instead, the Council will be focusing its employment training related efforts on moving forward our Employment First initiative. See the Employment First Training Initiative.

Performance Measures
Performance Measure 1.1 (self-advocacy/advocacy):

SA01 People trained in area related to goal/objective: 0
SA02 People trained in leadership, self-advocacy, and self-determination: 0
SA03 People trained in systems advocacy: 0

Performance Measure 1.2 (self-advocacy/advocacy):

SA04 People active in systems advocacy: 0
SA05 People attained membership on public/private bodies and leadership coalitions: 0
SA06a Other self-advocacy measure: 0
SA06b Other self-advocacy measure: 0
SA06c Other self-advocacy measure: 0

Performance Measure 2.1 (systems change):

SC01 Programs/policies created or improved: 0
SC02 Number of organizations involved coalitions/networks/partnerships: 0
SC03 Organizations engaged in systems change efforts: 0
SC04 Number of public policymakers educated: 0
SC05 Members of the general public reached: 0
SC06a Other systems change measure: 0
SC06b Other systems change measure: 0
SC06c Other systems change measure: 0

Performance Measure 3 (resource leveraging):

RL01 Dollars Leveraged: $0
Objective 12.7:
12.6: Provide training, technical assistance and resources to employers and community stakeholders in Florida, on employing individuals with developmental disabilities.

Implementation activities:
Let’s get Everyone to Work - Implementation Activities - Years 2-4
1. Monitor the distribution of the Let’s Get Everyone to Work videos
2. Gather input from individuals viewing the videos on the benefits of the information on the video, the use of the practices, and outcomes
3. Develop and submit report with recommendations

Activities undertaken were: ✔️ All met □ Partially met □ Not met

Timelines:
Year 2
1. 10/13-09/14
2. 10/13-0914
3. 10/13-09/14
Year 3
1. 10/14-09/15
2. 10/14-09/15
3. 10/14-09/15
Year 4
1. 10/15-09/16
2. 10/15-09/16
3. 10/15-09/16

Timelines established were: ✔️ All met □ Partially met □ Not met

Annual Progress Report:
**Introduction and Background**
In Year 1 of Let’s Get Everyone to Work, the Council contracted to create three videos targeted at specific audiences to raise knowledge and expectations of people with significant disabilities working in their desired career fields. In year 2, the Council contracted with the provider to add Spanish captioning as an option to the student/family video.

**Description of Activities**
During year 3, the Council has continued to distribute the video and rack cards at events. Videos have also been ordered through our website, which we have monitored. Staff promote videos by use of rack cards with QR codes and video display at meetings and conferences.

**Target Dates**
The target dates of video distribution from 10/14-9/14 were met. Monthly tracking was kept to determine interest level patterns.

**Deliverables/Products (submitted by September 30, 2014)**
Let’s Get Everyone to Work videos remain in stock and are shipped to individuals when
**Evaluation/Outcomes**

Outcome 1: Dissemination of three high quality videos highlighting best practices in transition and person-center planning leading to employment in the state of Florida, for self-advocates, families, educators, community agencies and students in higher education to promote the use of best practices in high school transition programs that lead to employment for students with developmental disabilities.

Progress: Achieved; A total of 750 videos were shipped; 301 student and family editions, 227 for employers, and 222 for Pre-Service professionals. We do not have data as to how many individuals watched the videos from our website or streamed through the QR code on the rack cards.

Outcome 2: Self-advocates, families, educators, community agencies and students in higher education who plan to work in the field of developmental disabilities, who received the videos report using best practices in transition and person centered planning.

Progress: Partially Achieved: Surveys were sent to stakeholders who had received or downloaded the DVD. Of those who responded, 90% felt that they gained knowledge from watching and 40% stated that they took action from what they learned.

Federal Performance Measures: During this reporting period, 750 videos were ordered and sent out. This is being reported as members of the general public reached.

Impact on Objective and Goal: The objective of providing resources to employers and community stakeholders on employing individuals with developmental disabilities was reached. The survey responses indicate that information was gained in reference to employment for individual with disabilities. This increased knowledge and awareness is essential to individuals with developmental disabilities gaining and sustaining employment.

**Stories of Lives Made Better**

No stories to report

**Stories of Policy/Legislative Changes**

No stories to report

Performance Measures

Performance Measure 1.1 (self-advocacy/advocacy):

- **SA01 People trained in area related to goal/objective:** 0
- **SA02 People trained in leadership, self-advocacy, and self-determination:** 0
- **SA03 People trained in systems advocacy:** 0

Performance Measure 1.2 (self-advocacy/advocacy):

- **SA04 People active in systems advocacy:** 0
- **SA05 People attained membership on public/private bodies and leadership coalitions:** 0
- **SA06a Other self-advocacy measure:** 0
- **SA06b Other self-advocacy measure:** 0
Objective 12.8:

12.7: Provide training and technical assistance and resources to individuals with developmental disabilities, families and stakeholders in eight (8) areas of Florida about the roles and responsibilities of the employee.

Implementation activities:
Employment roles & responsibilities for individuals with developmental disabilities
Years 1-3
1. Council approves funding
2. Project begins
3. Establish a training team of representatives from DVR, APD, FDDC, Employer and Self-Advocate
4. Gather information and develop materials to train individuals with developmental disabilities and community stakeholders on roles and responsibilities as an employee
5. Select up to 2 areas in Florida for training
6. Recruit individuals with developmental disabilities and community stakeholders
7. Provide training to individuals with developmental disabilities and community stakeholders
8. Provide Technical assistance to individuals with developmental disabilities and community stakeholders
9. Evaluate the training and technical assistance provided each year
10. Evaluate the impact of the training and technical assistance provided across the years
11. Develop and submit final report and recommendations

Activities undertaken were:  ☑️ All met  ☐ Partially met  ☑️ Not met

Timelines:
Year 1
Timelines established were:  
☐ All met  ☐ Partially met  ☑ Not met

Annual Progress Report:

**Introduction and Background**

Individuals with disabilities, including those with developmental and/or intellectual disabilities, are gaining access to employment in their communities. However, opportunities for these individuals to obtain quality integrated competitive employment at or above minimum wage remain scarce; for those who do, maintaining such positions is an even greater rarity.

In order to address this disparity, the Employment First Collaborative Team for the Employment First initiative considered seven categorical areas which are among practices identified by the Institute for Community Inclusion as having a high level of evidence for improving employment outcomes for individuals with intellectual and developmental disabilities. Of those seven areas, training and technical assistance was identified in the top three priority areas by the Team’s nine collaborating Partners.

As a result, one of the three priorities for the first year’s Employment First strategic plan is to develop consistent parameters and mechanisms for training among partner agencies. To facilitate achievement of this collaborative strategy, the Council has contracted for the provision of ensuring that Florida has comprehensive training strategies within an Employment First Comprehensive Training Toolkit. This initiative will provide consistent training competencies and materials to be used by collaborating Partner agencies and organizations to support quality employment services that promote sustained integrated competitive employment outcomes for all individuals with disabilities, including individuals with intellectual and developmental disabilities.

This initiative is a realignment of the Employment Roles and Responsibilities for Individuals with
Developmental Disabilities initiative originally in the state plan. It is being revised to be more in line with the focus areas and strategies of the Employment First efforts.

**Description of Activities**
First, a comprehensive review of evidence-based and promising practices in employment training and resource provisions at the national and state levels was conducted, and findings reported and distilled into matrices. These matrices were shared with the advisory committee. Since being developed, these matrices are being used to create a gaps analysis to identify deficiencies in current staff development efforts, and in determining related solutions to be incorporated during development of the toolkit.

Next, an Employment Competencies/Qualifications Report will be generated and used to compare existing qualifications for direct services and support professionals with those determined to be critical to achieve sustained, high quality employment outcomes. Current competencies and qualifications will then be revised as appropriate, and related training needs identified and incorporated into the Employment First Comprehensive Training Toolkit.

The training will be targeted to agency and organization staff charged with all facets of employment for individuals with disabilities, and will be piloted in a minimum of two diverse locations. As a statewide initiative designed to impact youth and adults with disabilities, it will work to address the needs of unserved and underserved persons, particularly those living in geographic areas that have typically not had access to training or quality training materials. Throughout the development of materials, consideration will be given to cultural sensitivity and diversity.

**Target Dates**
The Council approved the Employment First Training Initiative in May 2104 with contract execution in September 2014.

**Deliverables/Products (submitted by September 30, 2014)**
- State and national level examination of employment training and resources

**Evaluation/Outcomes**
Outcome 1: Increase the knowledge of individuals with developmental disabilities and community stakeholders on supports, resources, and accommodations for employing individuals with developmental disabilities.
Progress: Not achieved: These outcomes are being revised to align with the change to this initiative.

Outcome 2: Increase the use of knowledge gained and skills by individuals with developmental disabilities and community stakeholders on supports, resources, and accommodations for employing individuals with developmental disabilities.
Progress: Not achieved: These outcomes are being revised to align with the change to this initiative.

Federal Performance Measures: No measures to report yet.

Impact on Objective and Goal: No impact to report yet.

**Stories of Lives Made Better**
No stories to report.
**Stories of Policy/Legislative Changes**
No stories to report.

Performance Measures

Performance Measure 1.1 (self-advocacy/advocacy):
- SA01 People trained in area related to goal/objective: 0
- SA02 People trained in leadership, self-advocacy, and self-determination: 0
- SA03 People trained in systems advocacy: 0

Performance Measure 1.2 (self-advocacy/advocacy):
- SA04 People active in systems advocacy: 0
- SA05 People attained membership on public/private bodies and leadership coalitions: 0
- SA06a Other self-advocacy measure: 0
- SA06b Other self-advocacy measure: 0
- SA06c Other self-advocacy measure: 0

Performance Measure 2.1 (systems change):
- SC01 Programs/policies created or improved: 0
- SC02 Number of organizations involved coalitions/networks/partnerships: 0
- SC03 Organizations engaged in systems change efforts: 0
- SC04 Number of public policymakers educated: 0
- SC05 Members of the general public reached: 0
- SC06a Other systems change measure: 0
- SC06b Other systems change measure: 0
- SC06c Other systems change measure: 0

Performance Measure 3 (resource leveraging):
- RL01 Dollars Leveraged: $0

Objective 12.9:

12.2: Provide TA to key stakeholders in employment to develop a model on progressive employment practices for individuals w/DD.

Implementation activities:
- Progressive Employment Practices (model development) Year 1
  1. Project Continuation approved.
  2. Contract begins
  3. Identify key stakeholders to establish a Employment Consortium
  4. Provide TA to develop model on Progressive Employment Practices,
5. Obtain commitment from Employment Consortium through a Memorandum of Agreement
6. Develop & submit final report & recommendations

Activities undertaken were:  
☐ All met  ☐ Partially met  ☑ Not met

Timelines:
Year 1
1. 03/12
2. 05/12
3. 06/12
4. 06/12 – 05/13
5. 06/12 – 05/13
6. 04/13

Timelines established were:  
☐ All met  ☐ Partially met  ☑ Not met

Annual Progress Report:
Activities are reported and completed in the prior PPRs.

Performance Measures

Performance Measure 1.1 (self-advocacy/advocacy):
SA01 People trained in area related to goal/objective: 0
SA02 People trained in leadership, self-advocacy, and self-determination: 0
SA03 People trained in systems advocacy: 0

Performance Measure 1.2 (self-advocacy/advocacy):
SA04 People active in systems advocacy: 0
SA05 People attained membership on public/private bodies and leadership coalitions: 0
SA06a Other self-advocacy measure: 0
SA06b Other self-advocacy measure: 0
SA06c Other self-advocacy measure: 0

Performance Measure 2.1 (systems change):
SC01 Programs/policies created or improved: 0
SC02 Number of organizations involved coalitions/networks/partnerships: 0
SC03 Organizations engaged in systems change efforts: 0
SC04 Number of public policymakers educated: 0
SC05 Members of the general public reached: 0
SC06a Other systems change measure: 0
SC06b Other systems change measure: 0
SC06c Other systems change measure: 0
Objective 12.10:

12.3: Provide technical assistance & training to implement a model on progressive employment practices for individuals w/DD.

Implementation activities:
Progressive Employment Practices (model implementation) Yr 1
1. Release RFP
2. Select Grantee
3. Contract Begins
4. Recruit & select pilot steps
5. Provide TA to implement Model
6. Evaluate the TA
7. Develop & submit final report & recommendations

Activities undertaken were: [ ] All met [ ] Partially met [✓] Not met

Timelines:
Year 1
1. 10/13
2. 01/13
3. 02/13
4. 06/13
5. 06/13 – 09/13
6. 09/13
7. 10/13

Timelines established were: [ ] All met [ ] Partially met [✓] Not met

Annual Progress Report:
Activities are reported and completed in the prior PPRs.

Performance Measures

Performance Measure 1.1 (self-advocacy/advocacy):

SA01 People trained in area related to goal/objective: 0
SA02 People trained in leadership, self-advocacy, and self-determination: 0
SA03 People trained in systems advocacy: 0

Performance Measure 1.2 (self-advocacy/advocacy):

SA04 People active in systems advocacy: 0

Performance Measure 3 (resource leveraging):
RL01 Dollars Leveraged: $0
SA05 People attained membership on public/private bodies and leadership coalitions: 0
SA06a Other self-advocacy measure: 0
SA06b Other self-advocacy measure: 0
SA06c Other self-advocacy measure: 0

Performance Measure 2.1 (systems change):
SC01 Programs/policies created or improved: 0
SC02 Number of organizations involved coalitions/networks/partnerships: 0
SC03 Organizations engaged in systems change efforts: 0
SC04 Number of public policymakers educated: 0
SC05 Members of the general public reached: 0
SC06a Other systems change measure: 0
SC06b Other systems change measure: 0
SC06c Other systems change measure: 0

Performance Measure 3 (resource leveraging):
RL01 Dollars Leveraged: $0

Objective 12.11:
12.6: Provide training, technical assistance and resources to employers and community stakeholders in Florida, on employing individuals with developmental disabilities.

Implementation activities:
Let's Get Everyone to Work - Year 1
1. Release RFP
2. Select grantee
3. Contract begins
4. Gather content information for videos
5. Develop process for video production
6. Select entities to be included in videos
7. Develop scripts and information for videos
8. Begin video production
9. Finalize video production and distribute videos
10. Develop and submit report with recommendations

Activities undertaken were: ☑️ All met ☐ Partially met ☑️ Not met

Timelines:
Year 1
1. 03/11
2. 06/11
3. 09/11
4. 09/11-01/12
5. 09/11 – 01/12
6. 12/11-07/12
7. 12/11 – 07/12
8. 12/11 – 08/12
9. 08/12
10. 08/12 -10/12

Timelines established were:  ☑ All met  ☐ Partially met  ☑ Not met

Annual Progress Report:
Activities are reported and completed in the prior PPRs.

Performance Measures

Performance Measure 1.1 (self-advocacy/advocacy):

SA01 People trained in area related to goal/objective: 0
SA02 People trained in leadership, self-advocacy, and self-determination: 0
SA03 People trained in systems advocacy: 0

Performance Measure 1.2 (self-advocacy/advocacy):

SA04 People active in systems advocacy: 0
SA05 People attained membership on public/private bodies and leadership coalitions: 0
SA06a Other self-advocacy measure: 0
SA06b Other self-advocacy measure: 0
SA06c Other self-advocacy measure: 0

Performance Measure 2.1 (systems change):

SC01 Programs/policies created or improved: 0
SC02 Number of organizations involved coalitions/networks/partnerships: 0
SC03 Organizations engaged in systems change efforts: 0
SC04 Number of public policymakers educated: 0
SC05 Members of the general public reached: 0
SC06a Other systems change measure: 0
SC06b Other systems change measure: 0
SC06c Other systems change measure: 0

Performance Measure 3 (resource leveraging):

RL01 Dollars Leveraged: $0
Objective 12.12:
12.1: Provide training and technical assistance to individuals with developmental disabilities, families and key stakeholders across Florida regarding benefits planning and asset development.

Implementation activities:
Benefits Planning - (Translation) - Implementation Activities - Year 2
1. Project Approved
2. Contract begins
3. Translate The Changing Face of Benefits online module, workbook and supplement to Spanish
4. Monitor the use of the Spanish translation training modules, workbook and supplement
5. Develop report and recommendations based on use of the Spanish versions of the online module, workbook and supplement

Activities undertaken were: ☑ All met ☐ Partially met ☐ Not met

Timelines:
1. 06/13
2. 10/13
3. 10/14-02/15
4. 04/14-09/14
5. 09/14

Timelines established were: ☑ All met ☐ Partially met ☐ Not met

Annual Progress Report:
**Introduction and Background**
During 2012-2013, the Benefits Planning and asset Development project created a new accessible self-paced workbook, “The Changing Face of Benefits”, a downloadable guide that provides an overview of public benefit programs and asset building strategies. The project also created a new accessible on-line course, “The Changing Face of Benefits”, an e-learning course that provides an overview of public benefit programs and asset building strategies for individuals, family members, community-based organizations and asset development partners. The project also enticed more learners to access the on-line course by providing continuing education units for professional that support individuals with developmental disabilities. The self- paced workbook, the on-line module, and the supplemental handbook were not available in Spanish. It was decided that to meet the needs of Florida’s diverse population, it was imperative to translate the workbook, supplement and on-line module into Spanish.

**Description of Activities**
In March 2014, the Council entered into a contract with the National Disability Institute to translate "The Changing Face of Benefits" workbook, supplement and on-line module into Spanish. The National Disability Institute was successful in securing a qualified, certified Community Work Incentive Coordinator (CWIC) with proficient Spanish skills to review the Spanish translations and ensure a high quality product that is in Spanish and maintains the accuracy of Social Security Administration’s rules, regulations, and nuances.

**Target Dates**
The Council approved this project in May 2013 and the plan was to have the contract in place by October 204. However, due to delays from contract and budget negotiations and staff changes at the National Disability Institute, the contract did not begin until March 2014. The provider selected a translation service during the first quarter but was unable to secure a qualified CWIC to review. A qualified CWIC was brought on during the second quarter and began review the translation. The workbook and supplement has been reviewed and approved and he is in the process of reviewing the modules. The new materials should be ready for dissemination during the next deliverable period.

**Deliverables/Products (submitted by September 30, 2014)**
- Selection of a Translation Service
- Selection of CWIC to ensure accurate translation
- Translation of “The Changing Faces of Benefits” work book and supplemental guide
- Translation of Modules 1 and 2 of on-line course

**Evaluation/Outcomes**

Outcome 1: Increase knowledge among individuals with developmental disabilities, families and stakeholders concerning benefits planning and asset development.
Progress: Not yet achieved: Materials in Spanish have not yet been disseminated.

Outcome 2: Increase the number of individuals with developmental disabilities working since the completion of training.
Progress: Not yet achieved: Materials in Spanish have not yet been disseminated.

Outcome 3: Increase the number of individuals with developmental disabilities accumulating assets as a result of the trainings.
Progress: Not yet achieved: Materials in Spanish have not yet been disseminated.

Outcome 4: Increase in the number of individuals using social security work incentives in Florida.
Progress: Not yet achieved: Material in Spanish have not yet been disseminated.

Federal Performance Measures: None to report

Impact on Objective and Goal: “The Changing Face of Benefits” workbook and on-line course that provides training and information on the benefits that are available and how they can be used alone or in conjunction with employment will be available to Spanish speaking individuals and families. This will further support the Council objective of providing training and technical assistance to individuals with developmental disabilities on benefits planning and asset development by making the training and technical assistance available to more individuals and an underserved population.

**Stories of Lives Made Better**
No stories to report.

**Stories of Policy/Legislative Changes**
No stories to report.

Performance Measures
Performance Measure 1.1 (self-advocacy/advocacy):
SA01 People trained in area related to goal/objective: 0
SA02 People trained in leadership, self-advocacy, and self-determination: 0
SA03 People trained in systems advocacy: 0

Performance Measure 1.2 (self-advocacy/advocacy):
SA04 People active in systems advocacy: 0
SA05 People attained membership on public/private bodies and leadership coalitions: 0
SA06a Other self-advocacy measure: 0
SA06b Other self-advocacy measure: 0
SA06c Other self-advocacy measure: 0

Performance Measure 2.1 (systems change):
SC01 Programs/policies created or improved: 0
SC02 Number of organizations involved coalitions/networks/partnerships: 0
SC03 Organizations engaged in systems change efforts: 0
SC04 Number of public policymakers educated: 0
SC05 Members of the general public reached: 0
SC06a Other systems change measure: 0
SC06b Other systems change measure: 0
SC06c Other systems change measure: 0

Performance Measure 3 (resource leveraging):
RL01 Dollars Leveraged: 0

Objective 12.13:
12.1: Provide training and technical assistance to individuals with developmental
disabilities, families and key stakeholders across Florida regarding benefits
planning and asset development.

Implementation activities:
Benefits Planning - Train the trainer - Implementation Activities - Year 3
1. Project approved
2. Contract begins
3. Develop a train-the-trainer training on Financial Stability Strategies, including Benefits Planning
to include a trainer's guide and participant materials
4. Conduct at least one train-the-trainer training in Florida
5. Monitor train-the-trainer activities and impact on outcomes
6. Develop report and recommendations based on monitoring of train-the-trainer activities and
outcomes
Activities undertaken were:  ☑️ All met  ☐ Partially met  ☑️ Not met

Timelines:
Year 3
1. 05/14
2. 10/14
3. 10/14-02/15
4. 05/15
5. 05/15-09/15
6. 09/15

Timelines established were:  ☑️ All met  ☐ Partially met  ☑️ Not met

Annual Progress Report:
**Introduction and Background**
During 2012-2013, the Benefits Planning and asset Development project created a new accessible self-paced workbook, “The Changing Face of Benefits”, a downloadable guide that provides an overview of public benefit programs and asset building strategies. The project also created a new accessible on-line course, “The Changing Face of Benefits”, an e-learning course that provides an overview of public benefit programs and asset building strategies for individuals, family members, community-based organizations and asset development partners. The project also enticed more learners to access the on-line course by providing continuing education units for professional that support individuals with developmental disabilities. The self-paced workbook, the on-line module, and the supplemental handbook were not available in Spanish. It was decided that to meet the needs of Florida’s diverse population, it was imperative to translate the workbook, supplement and online module into Spanish.

In an attempt to reach more individuals with disabilities and increase the knowledge of service providers on benefits planning and asset development for individuals with developmental disabilities, the Council has determined it would be beneficial to have a train the trainer module developed. This training will allow for a face-to-face venue for providers to gain knowledge and skills that will allow them to train others, including individuals and families.

**Description of Activities**
No activities have been performed during this reporting period.

**Target Dates**
The project will be presented to the Council for approval in January 2015. The initiation of this project was delayed in order to begin after the translation of “The Changing Face of Benefits” was completed.

**Deliverables/Products (submitted by September 30, 2014)**
No deliverable/products during this reporting period.

**Evaluation/Outcomes**
Outcome 1: Increase knowledge among individuals with developmental disabilities, families and stakeholders concerning benefits planning and asset development.
Progress: Not yet achieved: Project has not begun
Outcome 2: Increase the number of individuals with developmental disabilities working since the completion of training.
Progress: Not yet achieved: Project has not begun

Outcome 3: Increase the number of individuals with developmental disabilities accumulating assets as a result of the trainings.
Progress: Not yet achieved: Project has not begun.

Outcome 4: Increase in the number of individuals using social security work incentives in Florida.
Progress: Not yet achieved: Project has not begun.

Federal Performance Measures: None to report

Impact on Objective and Goal: Nothing yet to report.

**Stories of Lives Made Better**
No stories to report.

**Stories of Policy/Legislative Changes**
No stories to report.

Performance Measures
Performance Measure 1.1 (self-advocacy/advocacy):
- SA01 People trained in area related to goal/objective: 0
- SA02 People trained in leadership, self-advocacy, and self-determination: 0
- SA03 People trained in systems advocacy: 0

Performance Measure 1.2 (self-advocacy/advocacy):
- SA04 People active in systems advocacy: 0
- SA05 People attained membership on public/private bodies and leadership coalitions: 0
- SA06a Other self-advocacy measure: 0
- SA06b Other self-advocacy measure: 0
- SA06c Other self-advocacy measure: 0

Performance Measure 2.1 (systems change):
- SC01 Programs/policies created or improved: 0
- SC02 Number of organizations involved coalitions/networks/partnerships: 0
- SC03 Organizations engaged in systems change efforts: 0
- SC04 Number of public policymakers educated: 0
- SC05 Members of the general public reached: 0
- SC06a Other systems change measure: 0
- SC06b Other systems change measure: 0
- SC06c Other systems change measure: 0
Objective 12.14:

12.4: Provide technical assistance to stakeholders in up to five (5) rural communities in Florida to develop and implement a strategic plan to creatively address strategies that leads to an increase in employment opportunities for individuals with developmental disabilities living in rural communities.

Implementation activities:
Rural Routes to Employment - Implementation Activities - Year 2
1. Project continuation approved
2. Contract begins
3. Refine and finalize the community specific employment strategic plans to increase employment opportunities for individuals with developmental disabilities living in targeted rural communities
4. Provide technical assistance to implement the community specific employment strategic plan in each selected community
5. Provide a status report on the state of employment in each community
7. Evaluate overall project activities
8. Develop & submit final report and recommendations

Activities undertaken were: ☑️ All met ☑️ Partially met ☐️ Not met

Timelines:
Year 2
1. 01/13
2. 03/13
3. 03/13-02/14
4. 03/13-02/14
5. 03/13-02/14
6. 02/14
7. 03/13-02/14
8. 02/14

Timelines established were: ☑️ All met ☑️ Partially met ☐️ Not met

Annual Progress Report:

** Introduction and Background**

The Rural Routes to Employment Project, implemented by the Center for Social Capital, is designed to identify barriers and solutions to employment in rural communities in Florida and improve employment outcomes through the use of Customized Employment and Community Action Teams (CATs). During year one, four project sites were established in Osceola, Okeechobee, Lake, and Santa Rosa counties. Each site received training and technical assistance in Customized Employment and development of CATs in addition to Resource
Mapping, and assistance with conducting Community Forums. In year two, Trio Employment Network, which served Santa Rosa County, closed their business and the Okeechobee project decided they were not ready to implement the initiative. Subsequently, a provider agency, Eagle Medical Management, picked up Santa Rosa County and agreed to add Walton, a more rural county located in the panhandle of Florida. A request for proposals was sent out, and a replacement site for Okeechobee was selected as a Consortium of at least four rural counties in north central Florida (i.e., Hamilton, Lafayette, Madison, and Suwannee) with VR taking lead on implementation. (The new consortium was selected by the Advisory Committee from two consortium applications received. The primary factor in selection was the fact that VR would be the lead agency, which added a new dimension as all other sites’ leads were service provider organizations.)

**Description of Activities**
Most activities for year 2 of the Rural Routes to Employment initiative were reported in the 2013 PPR. The activities performed during the final quarter will be reported here. The provider continued to provide technical assistance and support for the existing CAT’s and sites with intensified trainings being done at the VR consortium site as it was added later in the project. There were trainings held in Live Oak, Florida and Santa Rosa County with 34 individuals being trained.

The Community Action Team (CAT) is the key to sustainability for the Rural Routes to Employment Project through its mission of increasing the rate of employment for persons with disabilities in the workforce one person at a time. Research has demonstrated that as the number of job seekers becoming employed increases, so do employment opportunities. The CAT’s structure involves reviewing job seeker career plans that were developed using Discovering Personal Genius, visual portfolios, and using member contacts, knowledge and networks to support the person’s evolution from job seeker to employee or business owner. Enlisting members of the disability networks, business leaders and community “movers and shakers” is essential to the success of the Rural Routes to Employment project. This diversity of membership and perspective along with their rich social capital support the success of the job seeker and his/her team by assisting with planning and serving as connectors to employment opportunities and assisting with decision-making and next steps planning.

As knowledge of the success of the Rural Route to Employment project has spread, interest in participating has increased. Additionally, there has developed added value that resulted from the Griffin-Hammis, Associates ACRE approved Community Employment Curriculum being approved through VR to certify providers as qualified to become VR Vendors for Discovery. As a result, the project sites increased in Year 3 to include the complete VR East Area One and Goodwill of Southwest Florida. Having VR as one of the project sites will enhance system change to ensure that VR counselors understand the best practices process of Discovery enabling them to identify quality profiles.

A draft of the replication manual was completed and will be finalized during year 3 of the project. The provider also provided a detailed explanation of what is to be completed during year 3 and the status of all objectives in progress and completed based on the overall 5 year plan for this project. There was an advisory committee meeting held November 4, 2013 to provide an update on the status of all sites. The project blog and Facebook page have been kept up to date with at least monthly entries.

**Target Dates**
The year 2 project was approved for continuation in January 2013, and the contract was executed
in March 2013. Between March and the end of the contract, the community specific employment strategic plans were developed or refined in each community, technical assistance and training was provided to all sites, and updates were received quarterly and more frequently in some cases. The final replication manual was moved to the third year of the project to allow time to incorporate the unique aspects of more rural communities due to project reconfigurations in 2013. Evaluation components have been conducted. The final deliverable for this project was received in January 2014.

**Deliverables/Products (submitted by September 30, 2014)**
- Technical assistance provided to existing sites and Community Action teams
- Minutes from Advisory Committee Meeting on November 4, 2013
- Detailed update on all objectives for the entire 5 years of the project
- Draft replication manual
- Executive summary
- Update on status of trainings, certifications and individuals employed for all sites
- Facebook page and blog used to keep individuals informed on upcoming trainings and to celebrate successes
- ACRE training and certifications offered

**Evaluation/Outcomes**

Outcome 1: Implement up to 4 community specific employment strategic plans to increase the employment opportunities of individuals with developmental disabilities living in rural communities.
Progress: Achieved: Community specific employment strategic plans were refined and implemented to increase employment opportunities for individuals with developmental disabilities in lake, Osceola, Santa Rosa/Walton and VR Consortium sites.

Outcome 2: Increase in the number of individuals with developmental disabilities becoming employed in targeted rural areas.
Progress: Achieved: Through this project to date, 5 individuals have been employed, with an additional 12 in the Discovery or job development process.

Additional Evaluation Information: Of the 34 individuals trained, 100% reported increased knowledge gained and that the training would improve their job performance.

Federal Performance Measures: The remaining 3 trainings were completed with 34 participants. These 34 are reflected in people trained. There are 53 individuals participating in the local CAT teams. Councilwoman Servis from Minneola attended a meeting. This is reflected in public policymakers educated. 166 individuals accessed the Facebook page or blog and are being reported as general public reached.

Impact on Objective and Goal: The Rural Route to Employment project focuses specifically on establishing community action teams, building the capacity of those teams and providing training on job development and supported employment in rural communities. This supports the Council objective of providing technical assistance to stakeholders in rural communities to develop and implement a strategic plan to creatively address strategies that lead to an increase in employment for individuals with developmental disabilities. This project also supports the Council’s Goal 12 to educate and provide training in relation to obtaining and sustaining employment at or above minimum wage.
**Stories of Lives Made Better**
Tommy got a job at Hibbit’s Sports. Tommy's job represents Bishop Grady Villa’s first job placement in a local St. Cloud business. This is an outcome they attribute directly to their participation in Rural Routes to Employment and the support of their CAT.

**Stories of Policy/Legislative Changes**
No stories to report.

Performance Measures

**Performance Measure 1.1 (self-advocacy/advocacy):**

| SA01 People trained in area related to goal/objective: | 34 |
| SA02 People trained in leadership, self-advocacy, and self-determination: | 0 |
| SA03 People trained in systems advocacy: | 0 |

**Performance Measure 1.2 (self-advocacy/advocacy):**

| SA04 People active in systems advocacy: | 0 |
| SA05 People attained membership on public/private bodies and leadership coalitions: | 0 |
| SA06a Other self-advocacy measure: | 0 |
| SA06b Other self-advocacy measure: | 0 |
| SA06c Other self-advocacy measure: | 0 |

**Performance Measure 2.1 (systems change):**

| SC01 Programs/policies created or improved: | 0 |
| SC02 Number of organizations involved coalitions/networks/partnerships: | 0 |
| SC03 Organizations engaged in systems change efforts: | 53 |
| SC04 Number of public policymakers educated: | 1 |
| SC05 Members of the general public reached: | 166 |
| SC06a Other systems change measure: | 0 |
| SC06b Other systems change measure: | 0 |
| SC06c Other systems change measure: | 0 |

**Performance Measure 3 (resource leveraging):**

| RL01 Dollars Leveraged: | $0 |

**Objective 12.15:**

12.4: Provide technical assistance to stakeholders in up to five (5) rural communities in Florida to develop and implement a strategic plan to creatively address strategies that leads to an increase in employment opportunities for individuals with developmental disabilities living in rural communities.
Implementation activities:
Rural Routes to Employment - Implementation Activities - Year 3
1. Continuation contract approved
2. Contract begins
3. Support existing sites and Community Action Teams to increase employment opportunities for individuals with developmental disabilities
4. Assist with identification of community specific barriers
5. Provide Technical Assistance on and off site to facilitate employment outcomes
6. Evaluate the overall project activities
7. Develop and submit final report and recommendations

Activities undertaken were: □ All met ✔ Partially met □ Not met

Timelines:
Year 3
1. 01/14
2. 03/14
3. 03/14-02/15
4. 03/14-02/15
5. 03/14-02/15
6. 02/15
7. 03/15

Timelines established were: □ All met ✔ Partially met □ Not met

Annual Progress Report:
**Introduction and Background**
The Rural Routes to Employment Project, implemented by the Center for Social Capital, is designed to identify barriers and solutions to employment in rural communities in Florida and improve employment outcomes through the use of Customized Employment and Community Action Teams (CATs). During year one, four project sites were established in Osceola, Okeechobee, Lake, and Santa Rosa counties. Each site received training and technical assistance in Customized Employment and development of CATs in addition to Resource Mapping, and assistance with conducting Community Forums. In year two, Trio Employment Network, which served Santa Rosa County, closed their business and the Okeechobee project decided they were not ready to implement the initiative. Subsequently, a provider agency, Eagle Medical Management, picked up Santa Rosa County and agreed to add Walton, a more rural county located in the panhandle of Florida. A request for proposals was sent out, and a replacement site for Okeechobee was selected as a Consortium of at least four rural counties in north central Florida (i.e., Hamilton, Lafayette, Madison, and Suwannee) with the Division of Vocational Rehabilitation (VR) taking lead on implementation. (The new consortium was selected by the Advisory Committee from two consortium applications received. The primary factor in selection was the fact that VR would be the lead agency, which added a new dimension as all other sites’ leads were service provider organizations.)

The focus of year 3 of this initiative will be to continue to support existing sites, establish CAT’s and provide training in all counties included in Vocational Rehabilitation Area One. The formation of the Community Action teams (CAT’s) is not only a priority but the foundation of the efforts. It is these teams that are the systems change agents for the initiative. With VR now accepting the
ACRE certification as an alternative to become and bill for Discovery, the training provided through this initiative has become an integral piece of the sustainability of this initiative.

**Description of Activities**
Identification of individuals and facilitation of the Discovery process was completed at Bishop Grady Villas and Building Block Ministries with 4 individuals being identified at each site. The Discovering Personal Genius and Customized Employment trainings and post tests were completed in the Division of Vocational Rehabilitation, Suwannee, Hamilton, Lafayette, and Madison Consortium and with Eagle medical management in Santa Rosa-Walton counties sites. All 21 participants in the training passed the posttest with a score of 70% or higher earning the Community Employment ACRE certificate. The e Griffin –Hammis ACRE Community Employment Curriculum was approved on June 25th by VR as an alternative certification to become a Discovery provider. The Facebook page and Project Blog were kept up to date with a minimum of monthly entries, including highlight trainings, job successes and other information relating to the initiative. The Center for Social capital continued to provide technical assistance, trainings and assistance with the CAT teams and identification of individuals. The advisory committee for the project was updated replacing individuals who had retired or changed positions in their agencies. The Center for Social capital has begun the pre-planning and training for the 14 new sites being brought on this project year. The draft of the replication manual is being edited as lessons are learned with completion expected later this project year. The Council realizes that all areas of the state will be reached through this initiative. This manual will be used to provide a framework for other counties and areas to begin using this model.

**Target Dates**
The Council approved continuation of this project in November of 2013 and the contract was executed in March 2014. The Center for Social capital began providing technical assistance and support to the existing sites, including identifying community specific barriers and developing unique solutions. The contract was amended in June 2014 to increase funding and add an additional 13 counties to the VR consortium and 1 Goodwill site that will serve 5 counties.

**Deliverables/Products (submitted by September 30, 2014)**
- Updated status on all existing sites
- Detailed plan for bringing on 14 new sites
- Edited/updated replication manual
- Completion of ACRE certification trainings in 2 locations
- 21 providers earned Community Employment ACRE certification
- Discovery process completed with 4 individuals at 2 sites

**Evaluation/Outcomes**

Outcome 1: Increase knowledge of stakeholders in rural communities relating to employment for individuals with developmental disabilities.
Progress: Achieved: Completion of ACRE certification by 21 individuals. This training consists of classroom and real world experience into the best practices for helping individuals with disabilities secure supported or customized employment. The specific competencies include application of core values and principles of practice; individualized assessment and employment/career planning; community research and job development; workplace and related supports. To complete the certification process, the individual must complete the hours required under each domain, as well as pass a written test and an additional 40 hours of real world experience.

Outcome 2: Increase employment opportunities for individuals with developmental disabilities
living in rural areas in each site.
Progress: Achieved: 3 individuals have been hired this project year with 17 cumulatively throughout the project. 8 individuals are in the process of completing customized employment with others being identified for the process. The CAT teams have continued to build community partnerships and identify employment opportunities for individuals with disabilities. Through the Discovering Personal Genius program (part of ACRE training), providers develop in depth knowledge of the individuals they serve. This allows them to match the needs of employers in the community with the skills, likes and abilities of the individuals they serve. This personal connection and job carving is very important in rural areas where there are no large employers and jobs are limited.

Federal Performance Measures: The Griffin –Hammis ACRE Community Employment Curriculum was approved on June 25th by VR as an alternative certification to become a Discovery provider, which is included as a policy created. This acceptance of certification allowed for the sites to receive $2,335 per individual with a disability with whom this process was used to customize employment. This is being reported as $7005 dollars leveraged. 21 individuals have been trained and received the ACRE certification. There were 567 members of the general public being reached through social media. Note, the individuals participating on the CAT teams continued their participation in year 3. These individuals are not being counted again for year 3 to avoid duplication with the numbers reported in this PPR for year 2.

Impact on Objective and Goal: The Rural Route to Employment project focuses specifically on establishing community action teams and building the capacity of these teams to provide training on job development and supported employment in rural communities. This supports the Council objective of providing technical assistance to stakeholders in rural communities to develop and implement a strategic plan to creatively address strategies that lead to an increase in employment for individuals with developmental disabilities. This project also supports the Council’s Goal 12 to educate and provide training in relation to obtaining and sustaining employment at or above minimum wage.

**Stories of Lives Made Better**
A customized job was negotiated for B (ID/DD) and he was hired after completing his internship at TJ Maxx. This was a good job match for B based on his work interests and skills. He is working 16 hours per week and paid the minimum wage with opportunities for advancement and increased work hours.

J (ID/DD; Mental Illness; Physical Health issues) has significant complexities regarding her multiple disabilities. She has been hired as a receptionist at Eagle Medical Management at minimum wage. J’s work hours have been increased to two half days per week at her request.

C (ID/DD) has been employed as an office clerk and is working two days per week at minimum wage.

**Stories of Policy/Legislative Changes**
A few years ago, the Division of Vocational Rehabilitation Services established a Discovery benchmark that enabled certified providers to be paid for providing Discovery. This Discovery training curriculum was the only approved curriculum for the state and only providers who took this training and completed all required activities could be certified. In April 2014, the Center for Social Capital staff submitted the Discovering Personal Genius and Customized Employment curriculum to the VR training department. In June 2014, the Griffin –Hammis ACRE Community Employment Curriculum was approved as an alternative certification for providers to obtain
Performance Measures

Performance Measure 1.1 (self-advocacy/advocacy):
- SA01 People trained in area related to goal/objective: 21
- SA02 People trained in leadership, self-advocacy, and self-determination: 0
- SA03 People trained in systems advocacy: 0

Performance Measure 1.2 (self-advocacy/advocacy):
- SA04 People active in systems advocacy: 0
- SA05 People attained membership on public/private bodies and leadership coalitions: 0
- SA06a Other self-advocacy measure: 0
- SA06b Other self-advocacy measure: 0
- SA06c Other self-advocacy measure: 0

Performance Measure 2.1 (systems change):
- SC01 Programs/policies created or improved: 1
- SC02 Number of organizations involved coalitions/networks/partnerships: 0
- SC03 Organizations engaged in systems change efforts: 0
- SC04 Number of public policymakers educated: 0
- SC05 Members of the general public reached: 567
- SC06a Other systems change measure: 0
- SC06b Other systems change measure: 0
- SC06c Other systems change measure: 0

Performance Measure 3 (resource leveraging):
- RL01 Dollars Leveraged: $7,005

Objective 12.16:

12.4: Provide technical assistance to stakeholders in up to five (5) rural communities in Florida to develop and implement a strategic plan to creatively address strategies that leads to an increase in employment opportunities for individuals with developmental disabilities living in rural communities.

Implementation activities:
Rural Routes to Employment - Implementation Activities - Years 4 & 5
1. Project continuation approved
2. Contract begins
3. Provide training & technical assistance to existing sites and expand to one additional site in
year 4 & 5
4. Evaluate the training and technical assistance
5. Develop and submit final report and recommendations

Activities undertaken were: ☐ All met ☐ Partially met ☑ Not met

Timelines:
Year 4
1. 01/15
2. 03/15
3. 03/15-02/16
4. 03/15-02/16
5. 02/16
Year 5
1. 02/16
2. 03/16
3. 03/16-09/16
4. 08/16
5. 09/16

Timelines established were: ☐ All met ☐ Partially met ☑ Not met

Annual Progress Report:
No work on this objective this year.

Performance Measures
Performance Measure 1.1 (self-advocacy/advocacy):
   SA01 People trained in area related to goal/objective: 0
   SA02 People trained in leadership, self-advocacy, and self-determination: 0
   SA03 People trained in systems advocacy: 0

Performance Measure 1.2 (self-advocacy/advocacy):
   SA04 People active in systems advocacy: 0
   SA05 People attained membership on public/private bodies and leadership coalitions: 0
   SA06a Other self-advocacy measure: 0
   SA06b Other self-advocacy measure: 0
   SA06c Other self-advocacy measure: 0

Performance Measure 2.1 (systems change):
   SC01 Programs/policies created or improved: 0
   SC02 Number of organizations involved coalitions/networks/partnerships: 0
   SC03 Organizations engaged in systems change efforts: 0
   SC04 Number of public policymakers educated: 0
Objective 12.17:

12.6: Provide training, technical assistance and resources to employers and community stakeholders in Florida, on employing individuals with developmental disabilities.

Implementation activities:
Post School Guide to Program Options for Individuals with DD - Implementation Activities - Year 2
1. Gather information on the range of post-school options (e.g. supported employment, customized employment, self-employment, career and technical, post-secondary transition programs), links to resources, agencies that support them and eligibility and explanations of the services and supports the agencies provide
2. Develop a guide describing the range of post-school options, links to resources, agencies supporting options and eligibility requirements, agency services and supports and contact information in user-friendly language
3. Translate the guide
4. Print and disseminate the guide to all relevant stakeholders both in print and via electronic media
5. Gather input from individuals using the guide on the benefits of the information, use and outcomes
6. Develop and submit final report with recommendations, if applicable

Activities undertaken were:  ☐ All met  ☐ Partially met  ☑ Not met

Timelines:
Year 2
1. 10/13-01/14
2. 10/13-01/14
3. 01/14-04/14
4. 04/14-05/14
5. 05/14-08/14
6. 09/14

Timelines established were:  ☐ All met  ☐ Partially met  ☑ Not met

Annual Progress Report:
**Introduction and Background**
An emerging need was identified by Council staff and stakeholders for a simple guide designed to provide information on post-school options, resources, and agencies specific to youth and adults with intellectual and developmental disabilities. The determination of need was based on numerous contacts by family members of transitioning youth, adults who have slipped through the system, and family members new to Florida or planning to move to Florida.

This project is designed to develop a brief guide describing the range of post-school options, links to resources, agencies supporting options and eligibility requirements, agency services and supports, and contact information in user-friendly language. The project will include Spanish translation and printing. Dissemination will be via print and electronic media.

**Description of Activities**
This project was originally slated to be an in-house document. After further evaluation, it was determined that staff workload did not permit this post school guide to be developed in-house. The Council approved contracting for this initiative in May 2014. The Request for Proposal is tentatively scheduled for release in December 2014.

**Target Dates**
No activity was conducted during 2014 PPR period. The timelines are being revised with the 2015 State Plan amendment to provide for contracting for development of the guide.

**Deliverables/Products (submitted by September 30, 2014)**
None

**Evaluation/Outcomes**
Outcome 1: Self-advocates, families, educators, community agencies and students understand the range of post-school options, resources available, and agency eligibility, services and supports.
Progress: Not achieved.

Outcome 2: Individuals with developmental and intellectual disabilities experience better adult outcomes, particularly with regard to employment and post-secondary education.
Progress: Not Achieved

**Additional Evaluation Information (if applicable)** N/A

**Federal Performance Measures** N/A

**Impact on Objective and Goal** N/A

**Stories of Lives Made Better**
No stories to report

**Stories of Policy/Legislative Changes**
No stories to report

Performance Measures
Performance Measure 1.1 (self-advocacy/advocacy):
Objective 12.18:

12.4: Provide technical assistance to stakeholders in up to five (5) rural communities in Florida to develop and implement a strategic plan to creatively address strategies that leads to an increase in employment opportunities for individuals with developmental disabilities living in rural communities.

Implementation activities:

Rural Routes to Employment - Implementation Activities - Year 1
1. Release RFP
2. Select Grantee
3. Contract begins
4. Develop process and select two (2) rural communities to develop a community specific employment strategic plan to increase employment opportunities for individuals with developmental disabilities
5. Conduct research to identify community specific barriers national best practices and unique solutions in order to develop community specific employment plan for each area
6. Provide Technical Assistance to develop the community specific employment strategic plan for each area
7. Evaluate the overall project activities
8. Develop and submit final report and recommendations

Activities undertaken were:  ☑ All met  ☐ Partially met  ☑ Not met

Timelines:
Year 1
1. 07/11
2. 10/11
3. 12/11
4. 01/12-02/12
5. 02/12-11/13
6. 02/12-11/13
7. 11/13
8. 12/13

Timelines established were:  ☑ All met  ☐ Partially met  ☑ Not met

Annual Progress Report:
Activities are reported and completed in the prior PPRs.

Performance Measures

Performance Measure 1.1 (self-advocacy/advocacy):

SA01 People trained in area related to goal/objective:  0
SA02 People trained in leadership, self-advocacy, and self-determination:  0
SA03 People trained in systems advocacy:  0

Performance Measure 1.2 (self-advocacy/advocacy):

SA04 People active in systems advocacy:  0
SA05 People attained membership on public/private bodies and leadership coalitions:  0
SA06a Other self-advocacy measure:  0
SA06b Other self-advocacy measure:  0
SA06c Other self-advocacy measure:  0

Performance Measure 2.1 (systems change):

SC01 Programs/policies created or improved:  0
SC02 Number of organizations involved coalitions/networks/partnerships:  0
SC03 Organizations engaged in systems change efforts:  0
SC04 Number of public policymakers educated:  0
SC05 Members of the general public reached:  0
SC06a Other systems change measure:  0
SC06b Other systems change measure: 0
SC06c Other systems change measure: 0

Performance Measure 3 (resource leveraging):
RL01 Dollars Leveraged: $0

Objective 12.19:

12.3: Provide technical assistance & training to implement a model on progressive employment practices for individuals w/DD.

Implementation activities:
Progressive Employment Practices (model implementation) Years 2-3
1. Release RFP
2. Select Grantee
3. Contract Begins
4. Recruit & select pilot steps
5. Provide Technical Assistance to implement Model
6. Evaluate the Technical Assistance
7. Develop & submit final report & recommendations

Activities undertaken were: ☐ All met ☐ Partially met ☑ Not met

Timelines:
Year 2
1. 10/14
2. 01/15
3. 02/15
4. 06/15
5. 06/15 – 09/15
6. 06/15 – 09/15
7. 09/15

Year 3
1. 10/15
2. 01/16
3. 02/16
4. 06/16
5. 06/16 – 09/16
6. 06/16 – 09/16
7. 09/16

Timelines established were: ☐ All met ☐ Partially met ☑ Not met

Annual Progress Report:
These implementing activities are being removed from the State Plan. Instead the Council's employment training and technical assistance efforts will focus on moving forward our Employment First Initiative.

Performance Measures

Performance Measure 1.1 (self-advocacy/advocacy):

SA01 People trained in area related to goal/objective: 0
SA02 People trained in leadership, self-advocacy, and self-determination: 0
SA03 People trained in systems advocacy: 0

Performance Measure 1.2 (self-advocacy/advocacy):

SA04 People active in systems advocacy: 0
SA05 People attained membership on public/private bodies and leadership coalitions: 0
SA06a Other self-advocacy measure: 0
SA06b Other self-advocacy measure: 0
SA06c Other self-advocacy measure: 0

Performance Measure 2.1 (systems change):

SC01 Programs/policies created or improved: 0
SC02 Number of organizations involved coalitions/networks/partnerships: 0
SC03 Organizations engaged in systems change efforts: 0
SC04 Number of public policymakers educated: 0
SC05 Members of the general public reached: 0
SC06a Other systems change measure: 0
SC06b Other systems change measure: 0
SC06c Other systems change measure: 0

Performance Measure 3 (resource leveraging):

RL01 Dollars Leveraged: $0
Section IV: Satisfaction with Council Supported or Conducted Activities

**Individual Survey Responses:**

<table>
<thead>
<tr>
<th>Number of responses: 531</th>
</tr>
</thead>
<tbody>
<tr>
<td>Respect (%): Yes 99.00%</td>
</tr>
<tr>
<td>Choice (%): Yes 95.00%</td>
</tr>
<tr>
<td>Community (%): Yes 91.00%</td>
</tr>
<tr>
<td>Satisfaction (%): 62.50% Strongly Agree</td>
</tr>
<tr>
<td>Better life (%): 53.00% Strongly Agree</td>
</tr>
<tr>
<td>Rights (%): Yes 93.00%</td>
</tr>
<tr>
<td>Safe (%): Yes 91.00%</td>
</tr>
</tbody>
</table>

**Individual Comments:**

All consumer responses were analyzed for consumer satisfaction with the FDDC’s activities. A significant increase was seen in the number of consumer surveys returned this year. There was also an increase in satisfaction reported in the key areas of respect, choice, community, rights and safety. The ratings for overall satisfaction and better life remained fairly consistent with the 2013 results. Multiple consumers reported increased empowerment, gaining knowledge to become better leaders, and increased knowledge in advocacy, rights and self-determination. One consumer stated, “This was a life changing experience for me. Words cannot express my appreciation…” One respondent noted that the FDDC activities help in outlining systemic issues that need to be addressed and allow the opportunity to create community team building to impact change. Another consumer stated, “It has taught people to stand up for what they believe in.” Based strictly on consumer survey responses, key areas receiving high levels of satisfaction ratings from consumers this year included self-advocacy and leadership efforts, health care, and postsecondary transition initiatives.

**Stakeholder Survey Responses:**

<table>
<thead>
<tr>
<th>Number of responses: 137</th>
</tr>
</thead>
<tbody>
<tr>
<td>Choices &amp; Control (%): 50.00% Strongly Agree</td>
</tr>
<tr>
<td>Participation (%): % Strongly Agree</td>
</tr>
<tr>
<td>Satisfaction (%): 68.00% Strongly Agree</td>
</tr>
</tbody>
</table>

**Stakeholder Comments:**

All stakeholder comments were analyzed for satisfaction with the FDDC’s activities. There was a decrease in the number of stakeholder surveys returned this year. There was also a decrease in the number of “strongly agree” responses over “agree” responses. This may or may not be attributable to the decreased overall number of surveys returned. One stakeholder noted “It has been helpful to provide training for individuals with developmental disabilities to engage in advocacy and self-determination training and to network with other individuals with disabilities to develop a strong identity and voice.” Stakeholder responses were very positive regarding activities that provide instruction in general education for students with significant intellectual disabilities and how these activities are resulting in access to school and curriculum through the use of technology. One stakeholder commented on a Council activity as “…a helpful seminar on information that I have not found elsewhere,” highlighting our unique efforts. Another stakeholder described an FDDC activity as placing “much more responsibility on individuals with disabilities, giving this population a sense of control.
over their own well-being," which is one of our major areas of emphasis. Another respondent stated, “…DD Council is always very professional and organized. The result of this 3-year project is a sustainable effort of expanding projects across the state – a huge success.” Based strictly on stakeholder survey responses, key areas receiving high levels of satisfaction ratings from stakeholders this year included self-advocacy and leadership, health care, child development screening, inclusive education, benefits planning and asset development, inclusive housing and restoration of capacity related to guardianship alternatives.
Section V: Measures of Collaboration

Critical issues/barriers affecting individuals with developmental disabilities and their families that the collaboration has jointly identified:

1. DD System Preservation and Future of System
2. Waitlist
3. Self Advocacy
Section V: Measures of Collaboration

Issue 1: DD System Preservation and Future of System

Description of collaborative issue/barrier or expected outcome:
The preservation and effectiveness of the DD Home and Community Based Services waiver continues to be a high priority. While the funding for these waiver services has not experienced further reductions in the last two years, the cumulative impact of multiple years of funding reductions on the services and provider infrastructure is jeopardizing the stability and effectiveness of the developmental disabilities system. Exacerbating this further is the Department of Labor companion rule issue and the efforts to move the developmental disabilities system into managed care.

Life Areas:

- Self-Determination
- Employment
- Community Inclusion
- Health
- Education
- Transportation
- Childcare
- Recreation
- Housing
- Quality Assurance

Council roles and responsibilities in collaboration:
The Florida DD Network has continued to collaborate on this issue in a number of ways. First the DD network agency directors discuss our common policy issues. Second, the Executive Director of Disability Rights Florida is on the Council's Public Policy and Advocacy Committee where she is continuously briefed on the Council’s issues and activities. She in turn, briefs the Council on Disability Rights Florida issues and activities. Note: for 2015 the Executive Director of Disability Rights Florida will be the Chair of the Council’s Public Policy and Advocacy Committee. The two UCEDD representatives participate in the Council’s discussion of legislative issue, including voting on the Council’s yearly Legislative priorities. Third, Disability Rights Florida, a UCEDD representative, and Council Public Policy staff participate in the DD Stakeholders meetings/calls where the status of the iBudget implementation and other aspects of the DD system are discussed and opportunities to collaborate identified.

Problems encountered as a result of collaboration:
None

Unexpected benefits:
None identified

Issue 2: Waitlist

Description of collaborative issue/barrier or expected outcome:
While funding has been allocated in the last two years for the waitlist, the number of individuals on the waitlist is still 20,000. As a result of the Council’s waitlist initiative, a Waitlist Strategic Plan was developed with a number of recommendations. One of the highest priority recommendations was continued and collaborative advocacy for addition waiver funds.

Life Areas:
Council roles and responsibilities in collaboration:
One key initiative that came out of the Waitlist Strategic Plan was the formation of a Policy and Advocacy workgroup that provides a collaborative venue to developing strategies for advocating for waitlist funding. The implementation of the Waitlist Strategic Plan strategies, including the facilitation and products of the Policy and Advocacy Work Group is funded by the Council. Included on the task force has been, among other developmental disabilities organizations, Disability Rights Florida, the Council and UM Mailman center. For the 2014 legislative session, this workgroup jointly reviewed data provided by the DD agency, reached consensus on the message of a multiple year funding commitment and on the funding level to pursue during the 2014 session, and developed a handout that was used by all the organizations on DD Day. This Policy and Advocacy Work Group is continuing its work with a focus on developing and providing legislative advocacy training to individuals and families around the state.

Problems encountered as a result of collaboration:
None

Unexpected benefits:
None

Issue 3: Self Advocacy

Description of collaborative issue/barrier or expected outcome:
The DD Network continues to collaborate in supporting the Florida Self-Advocacy Alliance. A representative from each of the DD Network organizations serves as an ally to the Alliance providing support and assistance as the Alliance determines needed.

Life Areas:
- Self-Determination
- Employment
- Community Inclusion
- Health
- Education
- Quality Assurance
- Transportation
- Childcare
- Recreation
- Housing

Council roles and responsibilities in collaboration:
The Council has provided the funding, conference call capacity and support staff to the work of FSAA. As reported on earlier in this PPR, FSAA experienced difficulties in sustaining its momentum. The DD Network allies advised and worked with the FSAA members on options for the organization. FSAA assessed the progress of the organization and reached a consensus that additional resources and supports were needed to allow for optimal functioning. As a follow-up, the FSAA Chair, an Ally and a representative from the non-profit organization that is supporting FL SANDs discussed the options for this organization to provide resources and supports to FSAA. FSAA as subsequently moved under the umbrella of FL SANDS. The DD Network allies continue to provide technical assistance through the advisory committee established to support the communication hub function of FSAA.

Problems encountered as a result of collaboration:
None

**Unexpected benefits:**
None
Section VI: Dissemination

The FDDC Annual Report will be created in a newsletter format to highlight the council's program of events during the year and will be distributed to our 3,524 list serve viewers, posted on the FDDC Website, as well as our Facebook page. In addition, 250 copies will be printed to use as handouts at various community meetings. A Palm Card, “hand sized” condensed version of the Annual Report will also be created with 250 copies printed for use at exhibit tables, during talks concerning the Council initiatives and for sending to various other agencies.