



GUAM DD COUNCIL

Annual State Plan Work Plan

2019-2020

GENERAL MEMBERSHIP MEETING
WEDNESDAY, MARCH 14, 2018
HOLIDAY RESORT & SPA, TUMON



State Plan Goal #1: **Self-Advocacy**

By September 2021, the Council will support self-advocacy initiatives for youth and adults with intellectual and developmental disabilities (IDD) in cross-disability culturally diverse traditions to encourage and increase leadership and independence in the community.

- ▶ **Area of Emphasis** – Quality Assurance (Self-Advocacy).
- ▶ **Activities** – Outreach, Training, Supporting and Educating Communities, Interagency Collaboration and Coordination.
- ▶ **The goal addresses** – Individual/Family advocacy, Self-advocacy Requirement, and DD Network Collaboration.
- ▶ **Collaborators Planned for this goal** – State Protection and Advocacy System, University Center(s), and State DD Agencies (DISID, DVR(SRC), GDOE SpEd., GCC and others.
- ▶ **Other Collaborators** – Self-Advocates in Action (SiñA) Organization, Guma' Mami, Inc., Parents Empowering Parents (PEP) and others.

Objective #1: By the end of each fiscal year, the Council will promote self-advocacy skills development and increase participation of self-advocates through leadership training and development.

Key Activities:

- ▶ Support self-advocacy training workshops.
- ▶ Support self-advocacy leadership training opportunities on or off-island.
- ▶ Support self-advocacy topics in various conferences (i.e. social workers conference, youth for youth conferences, and others).
- ▶ Support and Conduct monthly self-advocacy seminars.
- ▶ Support self-advocacy success stories in newsletters.



Expected Outputs

- ▶ 4 Self-advocacy training workshops will be held with opportunities to participate on or off-island.
- ▶ 6 Self-advocates will become leaders and train other leaders to become leaders.
- ▶ 3 Cultural outreach and awareness conducted.
- ▶ 3 Types of communication media promote self-advocates.




Expected Objective Outcomes

- ▶ Self-advocates will use their leadership knowledge, skills, and abilities to effectively advocate for supports and/or services they are eligible to receive.
- ▶ Self-advocates are in leadership roles in Schools, Councils, Boards, Commissions and others
- ▶ Self-advocates contribute their success stories in various communication media.



Data Evaluation and Measurement

- ▶ Sign-in sheets of training workshop, meeting agendas and materials will measure the number of individuals with IDD in cross-disability culturally diverse traditions that attended training, workshops, etc. to increase self-advocacy knowledge, skills, and abilities to effectively advocate for themselves.
- ▶ Pre-test and post-test will be conducted to measure an increase of knowledge and understanding of concepts of self-advocacy from individuals with IDD in cross-disability culturally diverse traditions.
- ▶ A focus group meeting will be held with self-advocates to collaborate and measure the use of leadership skills and identify the number of self-advocates to assume leadership roles or now serving in leadership roles with Councils, Boards, or Commission.



Objective #2: By the end of each year the Council will strengthen the self-advocacy organization to serve as a lifelong resource entity in the community.

Key Activities

- ▶ Provide funding for a consultant to work with the SiñA Organization led by individuals with IDD.
- ▶ Support planning meetings with SiñA Organization and other disability network partners.
- ▶ Collaborate with SiñA to develop a strategic plan.
- ▶ Collaborate with SiñA to implement the strategic plan.
- ▶ Support one submission of funding opportunities and/or provide in-kind supports/services (i.e. office space for meetings/trainings, supplies, and others).



Expected Outputs

- ▶ 4 Planning meetings will be held.
- ▶ 6 Self-advocates will actively participate.
- ▶ 1 Strategic Plan will be developed.
- ▶ 1 Strategic Plan will be implemented.
- ▶ SiñA Organization received funding and/or in-kind supports.



Expected Objective Outcomes

- ▶ Self-advocate leaders will use their leadership knowledge and skills to effectively operate the SiñA Organization.
- ▶ The SiñA Organization will have structure to operate efficiently.
- ▶ The SiñA Organization leaders and members will have increased planning skills and ability to operate the organization.
- ▶ The SiñA Organization will coordinate and direct activities and obtain funding for sustainability.



Data Evaluation and Measurement

- ▶ Sign-in sheets and meeting agendas will measure the number of community meetings held and the number of self-advocates and collaborative partners that attended planning meetings to promote and strengthen the SiñA Organization led by individuals with IDD.
- ▶ Measure the number of self-advocates who are committed to training and to mentor other self-advocates to become leaders in the community.
- ▶ A focus group committee meeting will be held with self-advocates to measure the increased knowledge, skills, and abilities in leadership planning and coordination.

State Plan Goal #2: Employment

By September 2021, the Council will collaborate with public and private employment agencies to increase employment opportunities and awareness of culturally diverse individuals with IDD vulnerable to disparities.

- ▶ **Area of Emphasis** – Employment
- ▶ **Activities** – Outreach, Training, Technical Assistance Supporting and Educating Communities, Interagency Collaboration and Coordination, Coordinate with Related Councils, Committees, and Programs and Barrier Elimination.
- ▶ **The goal addresses** – Individual/Family advocacy, Systems Change, Targeted Disparity, DD Network Collaboration, Rights of Individuals, and Capacity Building.
- ▶ **Collaborators Planned for this goal** – State Protection and Advocacy System, University Center(s), and State DD Agency such as the Department of Integrated Services for Individuals with Disabilities (DISID) and Guam Department of Education (GDOE).
- ▶ **Other Collaborators** – Department of Labor (American Job Center), Ican Resources, Guam Community College, University of Guam, Parents Empowering Parents, Guma' Mami Inc., Flame Tree Freedom Center, and others.

Objective #1: By the end of each fiscal year, the Council will provide information and referrals on self, supported, competitive and other employment programs to increase options available to individuals with IDD and other disabilities and their families.

Key Activities

- ▶ Maintain membership and participation in the State Rehabilitation Council (SRC) Planning meetings and provide referrals for orientation and/or assessment.
- ▶ Collaborate with partners to support self-advisory training workshops.
- ▶ Support employment initiatives in education, training, and other related activities.
- ▶ Promote statutes that create and provide employment opportunities for individuals with IDD.
- ▶ Support and encourage cross-disability cultural outreach awareness and understanding of employment opportunities available in the community.



Expected Outputs

- ▶ 4 SRC meetings will be held and referrals for employment opportunities will be provided.
- ▶ 6 Individuals with IDD will learn to be self-advocates.
- ▶ 6 Individuals with IDD will actively participate in education and training initiatives in employment.
- ▶ Public Law 26-109 (2% Law) recognized through education and training.
- ▶ 4 Cultural outreach and awareness conducted.



Expected Objective Outcomes

- ▶ Information on employment opportunities disseminated to individuals with IDD and their families.
- ▶ Individuals with IDD use their self-advocacy training to get education, training, and obtained employment.
- ▶ Individuals with IDD have increased knowledge and understanding of regulations relating to employment for individuals with IDD.
- ▶ Government agencies will prioritize and comply with P.L. 26-109 (2% law) and other related employment statutes.



Data Evaluation and Measurement

- ▶ Sign-in sheets and meeting agendas will be reviewed to track the number of individuals with IDD who engaged in employment opportunities.
- ▶ Measure and track the number of collaborative referrals for employment using manual log-in sheets and questionnaires.
- ▶ Assess the number of individuals with IDD who attended DVR orientation, assessment, training, and others through collaboration and reporting information.
- ▶ Surveys will be used to measure the increased knowledge of self-advocates advocating for employment opportunities.
- ▶ Evaluate feedback from surveys taken during outreach and awareness events.
- ▶ Measure and track individuals with IDD who achieve employment under P.L 26-109 (2% law) or other related statutes.

Objective #2: By the end of each fiscal year, the Council will educate the Chuukese population on employment opportunities to promote participation and independence in the community.

Key Activities

- ▶ Conduct planning meeting to promote interagency collaboration and coordination to better serve Chuukese people and families with IDD.
- ▶ Support activities to eliminate language barriers.
- ▶ Collaborate with partners to support education and training initiatives and self-advocacy workshops in employment.
- ▶ Participate in outreach and awareness activities in the Chuukese community and provide information on employment opportunities.
- ▶ Inform policymakers on employment disparities.



Expected Outputs

- ▶ 2 Planning meetings will be held to develop and implement employment initiatives.
- ▶ 1 Interpreter or bilingual speaking specialist available for services to reduce barriers to employment.
- ▶ 6 Individuals with IDD members will actively participate in employment opportunities.
- ▶ 2 Outreach and awareness conducted to promote self-advocacy.
- ▶ 6 Policymakers educated in disparities in employment for Chuukese people and families with IDD.



Expected Objective Outcomes

- ▶ Chuukese people and families of IDD will have access to interpreters or bilingual speaking specialist for translation and understanding of employment opportunities in the community.
- ▶ Chuukese people and families of IDD are informed, supported, and engaged in employment opportunities.
- ▶ Chuukese people and families with IDD will exercise their self-advocacy skills to obtain employment.
- ▶ Inform policymakers on results and offer recommendations to remove barriers to employment the Chuukese population are experiencing.



Data Evaluation and Measurement

- ▶ Sign-in sheets will be measured and reviewed for participation on the number of individuals with IDD and Chuukese individuals with IDD interested in integrated, competitive, supported, or self-employment settings.
- ▶ Data will be tracked to demonstrate a decrease in the disparity of Chuukese in employment settings.
- ▶ To measure and evaluate the number of Chuukese who used self-advocacy skills and are able to obtain employment.
- ▶ On-site observation and monitoring will be conducted to ensure targeted disparity in Chuukese people and families with IDD are served in the community.
- ▶ To measure and evaluate the number of Chuukese committed to education and training and are employed in various employment settings.

State Plan Goal #3: Transportation

By September 2021, culturally diverse individuals with IDD will benefit from an accessible and reliable transportation for work, school, medical, and other personal needs.

- ▶ **Area of Emphasis** – Transportation
- ▶ **Activities** – Outreach, Training, Technical Assistance Supporting and Educating Communities, Interagency Collaboration and Coordination, Coordinate with Related Councils, Committees, and Programs, Eliminate Barriers, and Informing Policymakers.
- ▶ **The goal addresses** – Individual/Family advocacy, Systems Change, DD Network Collaboration, Rights of Individuals, and Capacity Building.
- ▶ **Collaborators Planned for this goal** – State Protection and Advocacy System, University Center(s), and State DD Agency such as the Guam Regional Transit Authority (GRTA) and Department of Integrated Services for Individuals with Disabilities (DISID).
- ▶ **Other Collaborators** – SiñA Organization and others.



Objective#1: By the end of each year, Transportation services improved for community independence and participation.

Key Activities:

- ▶ Support Council membership to GRTA.
- ▶ Collaborate with GRTA to improve para-transit services to individuals with IDD and their families.
- ▶ Collaborate with GRTA and partners to co-sponsor a conference, forum, or other related events to address issues and concerns on transportation services.
- ▶ Collaborate with GRTA and partners to support training and self-advocacy initiatives.
- ▶ Support activities to eliminate barriers.
- ▶ Support GRTA efforts to acquire a long-term contract for efficiency, stability, and longevity of transportation services.



Expected Outputs

- ▶ 4 Board meetings will be held.
- ▶ 1 Conference or forum will be held.
- ▶ 6 Individuals with IDD will actively participate in training and education initiatives.
- ▶ 1 Long-term transportation contract approved.
- ▶ 1 Oral and/or written testimony or white paper on a transportation bill prepared.



Expected Objective Outcomes

- ▶ Individuals with IDD will use their knowledge and skills to effectively advocate for improved transportation services.
- ▶ Policy enhanced to improve transportation services.
- ▶ Transportation services improved with extended hours/services, increased fleet, new or enhanced bus shelters, and better services.
- ▶ Policymakers informed and educated.




Data Evaluation and Measurement

- ▶ Sign-in sheets and meeting agendas will be measure the number of meetings held and attended by individuals with IDD and self-advocates advocating for systems change in transportations services.
- ▶ A focus group will review satisfaction surveys from transportation an self-advocacy initiatives to measure the number of individuals with IDD and self-advocates with increased knowledge and understanding of transportation services and recommendations for improvement.
- ▶ A focus group meeting will be held to measure improved transportation services to culturally diverse riders and their families on transportation policies and/or best practices and provide recommendations to the GRTA Board.
- ▶ GRTA and collaborative partners will review agreements/contracts to improve transportation systems for individuals with IDD to achieve their full potential in the community.

State Plan Goal #4: Education

By September 2021, Culturally diverse students with IDD will achieve their educational potential from school to adulthood.

- ▶ **Area of Emphasis** – Education
- ▶ **Activities** – Outreach, Training, Technical Assistance Supporting and Educating Communities, Interagency Collaboration and Coordination, Coordinate with Related Councils, Committees, and Programs, and Informing Policymakers.
- ▶ **The goal addresses** – Individual/Family advocacy, Systems Change, DD Network Collaboration, Rights of Individuals, and Capacity Building.
- ▶ **Collaborators Planned for this goal** – State Protection and Advocacy System, University Center(s), and State DD Agency such as Guam Department of Education, Division of Special Education, Department of Integrated Services for Individuals with Disabilities (DISID), Guam Community College, and University of Guam.
- ▶ **Other Collaborators** – Guam Advisory Panel for Students with Disabilities(GAPSD), Parents Empowering Parents (PEP), SiñA Organization and others.



Objective #1: By the end of each fiscal year, the Council will support GDOE SpEd and partners in increasing student and family involvement to improve transition services that promote post-secondary opportunities.

▶ **Key Activities:**

- ▶ Participate in the GAPSD meetings.
- ▶ Support education and training activities on transition planning.
- ▶ Support self-advocacy training to students with IDD and their families.
- ▶ Support and promote person centered planning activities.



Expected Outputs

- ▶ 5 Students with IDD will be in post-secondary and/or training setting.
- ▶ 5 Students with IDD obtain employment with some post-secondary education.
- ▶ 5 Students with IDD are independent and participating in the community



Expected Objective Outcomes

- ▶ Students will use their self-advocacy skills and knowledge to understand and develop an effective transition plan.
- ▶ Students will be empowered to direct their life for greater inclusion.
- ▶ Parents and/or families involved in the transition planning process.
- ▶ Contract and/or MOU for specialized trainers executed.



Data Evaluation and Measurement

- ▶ Sign-in sheets, meeting agendas, and materials will measure the number of meetings held and number of parents and/or family involved.
- ▶ Surveys will be conducted to measure an increase of knowledge and understanding of transition planning, process and recommendations for improvement.
- ▶ A focus group meeting will be held with school teams, students, and families to measure the effectiveness of transition planning initiatives and assess post-school outcomes of students with IDD.

