Annual State Plan Work Plan

Federal Fiscal Year 2018

State Plan Goals [Section 124(4); Section 125(c)(5)]

Self-Advocacy

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

Area Of Emphasis:

☑ Quality Assurance
☐ Education and Early Intervention
☐ Child Care
☐ Health
☐ Employment
☐ Housing
☐ Transportation
☐ Recreation
☐ Formal and Informal Community Supports

Activities to be used in achieving each goal:

☑ Outreach
☑ Training
☐ Technical Assistance
☑ Supporting and Educating Communities
☑ Interagency Collaboration and Coordination
☑ Coordination with Related Councils, Committees and Programs
☐ Barrier Elimination
☐ Systems Design and Redesign
☑ Coalition Development and Citizen Participation
☐ Informing Policymakers

☐ Demonstration of New Approaches to Services and Supports
☐ Demonstration of Projects or Activities
☐ Other Activities

This goal addresses:

☑ Individual/Family Advocacy
☑ System Change
☑ Self-Advocacy Requirement
☐ Targeted Disparity
☑ DD Network Collaboration
☐ Rights of Individuals
☐ Capacity Building

Collaborators Planned for this goal(if known):

☑ State Protection and Advocacy System
☑ University Center(s)
☑ State DD agency
☑ Other

Other collaborator

1. Self-Advocates in Action (SiñA) Organization
2. Parents Empowering Parents (PEP) Organization
3. Guam Community College (GCC)
4. Dept. of Integrated Services for Individuals with Disabilities (DISID), Division of Vocational Rehabilitation (DVR)
5. Dept. of Public Health & Social Services (DPHSS)
6. Autism Community Together (ACT)
7. Guam Behavioral Health & Wellness Center (GBHWC)
8. Catholic Social Services (CSS)
9. Guma' Mami, Inc.
10. Guam Dept. of Education, Division of Special Education (GDOE SpEd)

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

1. Support self-advocacy training workshops.
2. Support self-advocacy leadership training opportunities on or off-island.
3. Support self-advocates in the publication of newsletters of individuals with IDD featuring their life stories.
4. Conduct cultural outreach, awareness, and understanding about self-advocacy.

Expected Outputs

1. 4 Self-advocacy training workshops will be held with opportunities to participate on or off-island.
2. 6 Self-advocates will become leaders and train other leaders to become leaders. 1.3 2 Newsletters will be disseminated. 6 Self-advocates will become leaders and train other leaders to become leaders.
3. 2 Newsletters will be disseminated.
4. 3 Cultural outreach and awareness conducted.

Expected Objective Outcomes

1. Self-advocates will use their leadership knowledge, skills, and abilities to effectively advocate for supports and/or services they are eligible to receive.
2. Self-advocates are in leadership roles in Schools, Councils, Boards, Commissions and others.

3. Self-advocates contribute their success stories in the newsletter.

4. Increased participants of self-advocates.

Data Evaluation And Measurement

1. Sign-in Sheets of training workshop agenda's 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.

2. 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.

3. A focus group will be held with self-advocates to collaborate and measure the use of leadership skills and identify the number of self-advocates ready to assume leadership roles or now serving in leadership roles with Councils, Boards, or Commission.

Project the performance measure(s) that will be targeted for each objective

Individual & Family Advocacy (IA)

IA Code
IA 1.1
IA 1.2
IA 2.1
IA 2.2
IA 2.2.1
IA 2.2.2

System Change (SC)

SC Code
SC 1.1.1
SC 1.2.1
SC 1.3.1
SC 1.3.2
SC 1.3.3
SC 1.3.4
SC 1.4.1

IA 2.2.3	SC 1.5.1
IA 3.1	SC 2.1
IA 3.2	SC 2.2
	SC 2.1.1
	SC 2.1.2
	SC 2.1.3
	SC 2.1.4

Objective #2: By the end of each year, the Council will strengthen the self-advocacy organization that will be a lifelong resource in the community.

Key Activities

1. Provide funding for a consultant to work with the SiñA organization led by individuals with IDD.
2. Conduct Planning meetings with SiñA and other disability network partners.
3. Collaborate with SiñA to development a strategic plan.
4. Collaborate with SiñA to implement the strategic plan.
5. Support at least one submission of funding opportunities and/or provide in-kind supports/services (i.e. office space for meetings, supplies, etc. at no cost to the organization).

Expected Outputs

1. 4 Planning meetings will be held.
2. 6 Self-advocates will actively participate.
3. 1 Strategic plan will be developed.
4. 1 Strategic plan will be implemented.

5. The SiñA organization received funding and/or in-kind supports.

Expected Objective Outcomes

1. Self-advocate leaders will use their leadership skills and knowledge to effectively operate the SiñA Organization.

2. The SiñA organization will have structure to operate.

3. The SiñA organization leadership will have increased planning skills and ability to operate the organization.

4. The SiñA organization will focus in directing and coordinating activities without interruptions.

Data Evaluation And Measurement

1. Sign-in Sheets and meeting agenda's 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 IDD.

2. Measure the number of self-advocates committed to training and mentor other self-advocates to become leaders in the community.

3. A focus group will be held with self-advocates to measure the increased knowledge in planning skills.

Project the performance measure(s) that will be targeted for each objective

Individual & Family Advocacy (IA)	System Change (SC)
	SC Code
	SC 1.1.1

IA Code
IA 1.1
IA 1.2
IA 2.1
IA 2.2
IA 2.2.1
IA 2.2.2
IA 2.2.3
IA 3.1
IA 3.2

SC 1.2.1
SC 1.3.1
SC 1.3.2
SC 1.3.3
SC 1.3.4
SC 1.4.1
SC 1.5.1
SC 2.1
SC 2.2
SC 2.1.1
SC 2.1.2
SC 2.1.3
SC 2.1.4

Employment

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

Area Of Emphasis:

- ☐ Quality Assurance
- ☐ Education and Early Intervention
- ☐ Child Care
- ☐ Health
- ☑ Employment
- ☐ Housing
- ☐ Transportation
- ☐ Recreation

☐ Formal and Informal Community Supports

Activities to be used in achieving each goal:

☑ Outreach
☑ Training
☑ Technical Assistance
☑ Supporting and Educating Communities
☑ Interagency Collaboration and Coordination
☑ Coordination with Related Councils, Committees and Programs
☑ Barrier Elimination
☐ Systems Design and Redesign
☐ Coalition Development and Citizen Participation
☐ Informing Policymakers
☐ Demonstration of New Approaches to Services and Supports
☐ Demonstration of Projects or Activities
☐ Other Activities

This goal addresses:

☑ Individual/Family Advocacy
☑ System Change
☐ Self-Advocacy Requirement
☑ Targeted Disparity
☑ DD Network Collaboration
☑ Rights of Individuals
☑ Capacity Building

Collaborators Planned for this goal(if known):

☑ State Protection and Advocacy System
☑ University Center(s)
☑ State DD agency
☑ Other

Other collaborator

1. Department of Integrated Services for Individuals with Disabilities (DISID), Division of Vocational Rehabilitation (DVR), Guam State Rehabilitation Council (SRC)

2. Guam Department of Labor (GDOL), American Job Center (AJC)
3. ICan Resources, Inc.
4. Guam Community College (GCC)
5. Guam Rotary Club
6. Parents Empowering Parents (PEP)
7. University of Guam (UOG)

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 I/DD and other disabilities and their families.

Key Activities

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

Expected Outputs

1.4 SRC meetings will be held and referrals for employment will be provided.

2.6 Individuals with IDD will learn to be a self-advocates.

3.6 Individuals with IDD will actively participate in education and training initiatives in employment.

4.Public Law 26-109 (2% law) improved through policy education and monitoring.

5.2 Cultural Outreach and awareness conducted.

Expected Objective Outcomes

1.Information on employment opportunities disseminated to individuals with IDD and families.

2.Individuals with IDD use their self-advocacy training to get education, training, and obtained employment.

3.Individuals with IDD have increased knowledge and understanding of laws in employment for individuals with IDD.

4.Government agencies will prioritize and comply with P.L. 26-109 (2% law) and other employment state or federal statutes.

Data Evaluation And Measurement

1.Sign-in sheets and meeting agenda's will be reviewed to track the number of individuals with IDD who engaged in employment opportunities.

2.Measure and track the number of collaborative referrals for employment using manual log-in sheets and questionnaires. Also, measure the number of individuals with IDD who attended DVR orientation, assessment, training, etc. interested and committed to employment opportunities.

3.

Surveys will be used to measure the increased knowledge of self-advocates advocating for employment.

4.Measure and track employment of individuals with IDD who achieved employment under the Guam P.L. 26-109(2% law) or other state or federal statutes.

Project the performance measure(s) that will be targeted for each objective

Individual & Family Advocacy (IA)

IA Code	FFY 2018 Targeted #
IA 1.1	30
IA 1.2	20
IA 2.1	10
IA 2.2	10
IA 2.2.1	10
IA 2.2.2	10
IA 2.2.3	10
IA 3.1	
IA 3.2	

System Change (SC)

SC Code	FFY 2018 Targeted #
SC 1.1.1	0
SC 1.2.1	1
SC 1.3.1	1
SC 1.3.2	1
SC 1.3.3	
SC 1.3.4	
SC 1.4.1	
SC 1.5.1	
SC 2.1	
SC 2.2	
SC 2.1.1	
SC 2.1.2	
SC 2.1.3	
SC 2.1.4	

FFY 2018 Targeted #
10
10

FFY 2018 Targeted #
1
1
100
11
2
2
1
1
1
1

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

1.Conduct a planning meeting to promote interagency collaboration and coordination to better serve Chuukese people and families with developmental disabilities.

2.Support activities to eliminate language barriers.

3.Collaborate with partners to support education and training initiatives and self-advocacy training workshops in employment.

4.Engage in outreach and awareness in the Chuukese community to promote information on employment opportunities,

5.Inform policymakers on employment disparities.

Expected Outputs

1.2 Planning meetings will be held to develop and implement initiative.

2.1 interpreter or bilingual speaking specialist will be available.

3.6 Individuals with IDD and family members will actively participate.

4.2 Outreach and awareness conducted to promote self-advocacy.

5.5 Policymakers educated on disparities in employment for Chuukese people and families with IDD.

Expected Objective Outcomes

1.Chuukese people and families of IDD will have access to interpreters or bilingual speaking specialist for translation,

2.Chuukese people and families of IDD are informed, supported, and engaged in employment opportunities.

3.Chuukese people and families with IDD will exercise their self-advocacy skills to obtain employment.

4.Inform policymakers about results and offer recommendation to continue barrier elimination.

Data Evaluation And Measurement

1.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 opportunities.

2.

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 exercise self-advocacy skills and are able to obtain employment.

3.On-site observation and monitoring will be conducted to ensure targeted disparity in Chuukese people and families with disabilities are served in the community. To measure and evaluate the number of Chuukese committed to education, training, etc. who are in integrated competitive, supported or self-employment setting.3. On-site observation and monitoring will be conducted to ensure targeted disparity in Chuukese people and families with disabilities are served in the community. To measure and evaluate the number of Chuukese committed to education, training, etc. who are in integrated competitive, supported or self-employment setting.

Project the performance measure(s) that will be targeted for each objective

Individual & Family Advocacy (IA)

IA Code
IA 1.1
IA 1.2
IA 2.1
IA 2.2
IA 2.2.1
IA 2.2.2
IA 2.2.3
IA 3.1

System Change (SC)

SC Code
SC 1.1.1
SC 1.2.1
SC 1.3.1
SC 1.3.2
SC 1.3.3
SC 1.3.4
SC 1.4.1
SC 1.5.1
SC 2.1
SC 2.2

IA 3.2	SC 2.1.1 SC 2.1.2 SC 2.1.3 SC 2.1.4

Transportation

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

Area Of Emphasis:

☐ Quality Assurance
☐ Education and Early Intervention
☐ Child Care
☐ Health
☐ Employment
☐ Housing
☑ Transportation
☐ Recreation
☐ Formal and Informal Community Supports

Activities to be used in achieving each goal:

☐ Outreach
☑ Training
☑ Technical Assistance
☑ Supporting and Educating Communities
☑ Interagency Collaboration and Coordination
☑ Coordination with Related Councils, Committees and Programs
☐ Barrier Elimination
☑ Systems Design and Redesign
☑ Coalition Development and Citizen Participation

☑ Informing Policymakers
☐ Demonstration of New Approaches to Services and Supports
☐ Demonstration of Projects or Activities
☐ Other Activities

This goal addresses:

☑ Individual/Family Advocacy
☑ System Change
☐ Self-Advocacy Requirement
☐ Targeted Disparity
☑ DD Network Collaboration
☑ Rights of Individuals
☑ Capacity Building

Collaborators Planned for this goal(if known):

☑ State Protection and Advocacy System
☑ University Center(s)
☑ State DD agency
☑ Other

Other collaborator

1. Guam Regional Transit Authority (GRTA)
2. Self-Advocates in Action (SiñA) Organization
3. Department of Integrated Services for Individuals with Disabilities (DISID), Division of Vocational Rehabilitation (DVR)
4. Guam Rotary Club

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

Key Activities

1. Maintain membership in the Guam Regional Transit Authority (GRTA) Advisory Board.

2. Collaborate with Tri-Agency Partners and other disability network to co-sponsor a conference, forum, or other related events to address issues and concerns about transportation.

3. Collaborate with partners to support transportation training and self-advocacy initiatives.

4. Advocate for GRTA to acquire a long-term contract for transportation to improve efficiency, stability, and longevity of services.

5. Inform and educate policymakers.

Expected Outputs

1. 4 Board meetings will be held.

2. 1 Conference or forum will be held.

3. 6 Individuals with IDD will actively participate in training and education initiatives.

4. 1 Long-term transportation contract approved.

5. 1 Oral and/or written testimony or white paper on a transportation bill.

Expected Objective Outcomes

1. Individuals with IDD will use their knowledge and skills to effectively advocate for improved transportation services.

2. Policy developed to improve transportation services.

3. Transportation services improved with extended hours/services, increased fleet, new or enhanced bus shelters, and gained accessible services.

4. Policymakers informed and educated.

Data Evaluation And Measurement

1.

Sign-in Sheets and meeting agenda's will be measured on the number of meetings held and attended by individuals with IDD and self-advocates advocating for systems change in transportation services.

2. A focus group will review satisfaction surveys from transportation and 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.

3. 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.

4. GRTA and collaborative partners will review agreements/contract to improve transportation systems for individuals with IDD to achieve their full potential in the community.

Project the performance measure(s) that will be targeted for each objective

Individual & Family Advocacy (IA)

IA Code
IA 1.1
IA 1.2
IA 2.1
IA 2.2
IA 2.2.1
IA 2.2.2
IA 2.2.3

System Change (SC)

SC Code
SC 1.1.1
SC 1.2.1
SC 1.3.1
SC 1.3.2
SC 1.3.3
SC 1.3.4
SC 1.4.1
SC 1.5.1

IA 3.1
IA 3.2

SC 2.1
SC 2.2
SC 2.1.1
SC 2.1.2
SC 2.1.3
SC 2.1.4

Education

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

Area Of Emphasis:

- ☐ Quality Assurance
- ☑ Education and Early Intervention
- ☐ Child Care
- ☐ Health
- ☐ Employment
- ☐ Housing
- ☐ Transportation
- ☐ Recreation
- ☐ Formal and Informal Community Supports

Activities to be used in achieving each goal:

- ☑ Outreach
- ☑ Training
- ☑ Technical Assistance
- ☑ Supporting and Educating Communities
- ☑ Interagency Collaboration and Coordination
- ☑ Coordination with Related Councils, Committees and Programs
- ☐ Barrier Elimination
- ☐ Systems Design and Redesign

☑ Coalition Development and Citizen Participation
☑ Informing Policymakers
☐ Demonstration of New Approaches to Services and Supports
☐ Demonstration of Projects or Activities
☐ Other Activities

This goal addresses:

☑ Individual/Family Advocacy
☑ System Change
☐ Self-Advocacy Requirement
☐ Targeted Disparity
☑ DD Network Collaboration
☑ Rights of Individuals
☑ Capacity Building

Collaborators Planned for this goal(if known):

☑ State Protection and Advocacy System
☑ University Center(s)
☑ State DD agency
☑ Other

Other collaborator

1. Guam Dept. of Education, Division of Special Education (GDOE SpEd)
2. Guam Advisory Panel for Students with Disabilities (GAPSD)
3. Guam Interagency Coordinating Council (ICC)
4. Department of Integrated Services for Individuals with Disabilities (DISID), Division of Vocational Rehabilitation (DVR)
5. Guam Community College (GCC)
6. University of Guam (UOG)
7. Parents Empowering Parents (PEP)
8. Self-Advocates in Action (SiñA) Organization
9. Guam Positive Parents Together (GPPT)

10. Autism Community Together (ACT)

11. Down Syndrome Association of Guam (DSAG)

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

1. Participate in the Guam Advisory Panel for Students with Disabilities (GAPSD) meetings.
2. Support self-advocacy training to students with IDD and their families.
3. Support and promote person centered planning methods and resources to students with IDD.
4. Collaborate with partners to educate and train students with IDD and families on transition planning initiatives.
5. Support cultural outreach and awareness on available services.

Expected Outputs

1. 5 Students with IDD will be in post-secondary education and/or training
2. 5 Students with IDD obtain employment with some post-secondary education.
3. 5 Students with IDD are independent and participating in the community.

Expected Objective Outcomes

1.

Students will use their self-advocacy skills and knowledge to understand and develop an effective transition plan.

2. Students will be empowered to direct their life for greater inclusion.

3. Families are engaged in identifying their children's strengths and abilities and are actively involved in the transition planning process.

4. Contract and/or /MOU with training presenters initiated.

Data Evaluation And Measurement

1. Sign-in Sheets, meeting agenda's and materials will measure the number of meetings held and number of parents and/or family engagement.

2. Surveys will be conducted to measure an increase of knowledge and understanding of transition planning, process and recommendations for improvement.

3. 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.

Project the performance measure(s) that will be targeted for each objective

Individual & Family Advocacy (IA)

IA Code
IA 1.1
IA 1.2
IA 2.1
IA 2.2

System Change (SC)

SC Code
SC 1.1.1
SC 1.2.1
SC 1.3.1
SC 1.3.2
SC 1.3.3

IA 2.2.1
IA 2.2.2
IA 2.2.3
IA 3.1
IA 3.2

SC 1.3.4
SC 1.4.1
SC 1.5.1
SC 2.1
SC 2.2
SC 2.1.1
SC 2.1.2
SC 2.1.3
SC 2.1.4