

Massachusetts Developmental Disabilities Council

Program Performance Report

For Federal Fiscal Year 2015

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Massachusetts Developmental Disabilities Council
100 Hancock St

Quincy, MA
02171

Section I: Identification

State or Territory: MA - Massachusetts Developmental Disabilities Council

Reporting Period: October 1, 2014 through September 30, 2015

Name of Person to Contact Regarding PPR Information

Contact Last Name: Shannon

Contact First Name: Daniel

Phone: (617) 770-7676 x 108

Email: dan.shannon@state.ma.us

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

FFY 15 was a significant year in improving opportunities for people with DD in Massachusetts. Many Council priorities were effectively addressed through the legislative process, including expanding eligibility for adult services, enhancing protections for people with DD, and creating a mechanism to save for future disability related expenses. Most essential was expanding self-determination through a bill mandating self-direction opportunities for people with DD to enhance community living. In addition, final steps were completed to close the Fernald Development Center.

The Autism Omnibus bill was passed in spring 2014. The law created a permanent Autism Commission, established a mechanism to save for disability related expenses without losing benefits, expanded eligibility for The Department of Developmental Services (DDS) adult services, added coverage for autism therapies, and established services for those with autism and a comorbid mental health diagnosis. Adult services eligibility was previously contingent on IQ, and most individuals with IQs above 70 were ineligible. DDS will now use the federal definition of DD, and Individuals who do not meet the IQ criteria but have substantial functional limitations will now be eligible. The law provides eligibility for "individuals with autism, Prader-Willi syndrome, or smith-magenis syndrome who meet the federal definition of DD and have functional limitations".

Families in MA now have a mechanism for creating tax free savings accounts for disability related expenses. Modeled after the 529 Plan education savings accounts, the law proves a similar mechanism as used to save for a child's future educational expenses. Passed in 2010, the Autism Insurance law (ARICA) requires private insurance policies subject to MA law to cover autism related therapies. ARICA did not mandate the same for state MassHealth (Medicaid) coverage. The Autism Omnibus requires all insurance plans to cover autism related therapies for members under 21, including ABA therapies and alternative communication devices. The law also mandates DDS and DMH to work collaboratively to implement a plan to treat and serve individuals with autism who also have a comorbid mental health diagnosis.

The National Background Checks law requires all potential employees who may have unsupervised contact with a client served by DDS to undergo a background check through the federal criminal records database. Previously only state level criminal checks were conducted, so criminal records outside of MA would not be detected. The "Real Lives" bill places into statute a number of self-person-centered procedures to be implemented by DDS. It redirects funds for individuals with DD toward developing support systems that increase self-direction. It also requires implementing a new HCBS State plan program, 1115 waiver or 1915C waiver to allow public funds to be used as flexibly as possible by the individual. The changes prioritize individual choice and freedom in their home, real connections to citizens and membership in community organizations, friends, family and other significant relationships it also gives people economic self-sufficiency through supports or funds as needed.

The DDS Community Services Expansion and Facilities Restructuring Plan began in 2009 to eliminate most state facilities and expand community services. The Plan targeted closing 4 developmental centers by 2013. As of September 2014, there was only one resident remaining at the Fernald Development Center. In operation for 126 years, Fernald is the western hemisphere's oldest state institution. Targeted for closure in 2010 as the first step of a multi-year plan, Fernald remained open due to several lawsuits that were filed, tried, retried, appealed and finally denied. The legal process has played out and the last resident of Fernald moved out in November 2014.

Section III: Progress Report - Goals and Objectives

Goal 1: Transition

Youth with developmental disabilities will receive the supports they need to develop the prerequisite skills to live as adults.

Area of Emphasis	Planned for this Goal	Areas Addressed
Quality Assurance	planned	addressed
Education and Early Intervention	planned	addressed
Child Care		
Health		
Employment	planned	addressed
Housing		
Transportation		
Recreation		
Formal and Informal Community Supports	planned	addressed

Strategies	Planned for this Goal	Strategies Used
Outreach		
Training	planned	used
Technical Assistance		
Supporting and Educating Communities		
Interagency Collaboration and Coordination	planned	used
Coordination with Related Councils, Committees and Programs		
Barrier Elimination	planned	used
Systems Design and Redesign	planned	used
Coalition Development and Citizen Participation	planned	used
Informing Policymakers	planned	used
Demonstration of New Approaches to Services and Supports		
Other Activities		

Intermediaries/Collaborators	Planned for this Goal	Actual
State Protection and Advocacy System	planned	used
University Center(s)	planned	used
State DD Agency		

Other Collaborators Planned:

MA Advocates for Children, Secondary School Systems, Higher Education Programs, Easter Seals, the National Youth Leadership Network, Partners for Youth with Disabilities, MA Advocates Standing Strong

Other Collaborators Actual:

Objective 1.1:

A minimum of 400 youth with developmental disabilities will improve knowledge and skills needed for adult life by September 30, 2016.

Implementation activities:

1. Develop collaborative partnerships with secondary school systems to identify students and public colleges to provide locations and supports for trainings.
2. Increase from one training team by adding at least one SALS trainer and supporter certified to conduct youth in transition training.
3. Conduct youth in transition trainings.
4. Provide support to the annual Youth Leadership Forum (YLF).
5. Conduct follow-up activities to measure skill development.

Activities undertaken were:



All met

☐ Partially met

☐ Not met

Timelines:

1. Completed. See FFY12 PPR.
2. Completed. See FFY12 PPR.
3. 10/1/11 - 9/30/16
4. 10/1/12 - 9/30/16
5. 1/1/12 - 9/30/16

Timelines established were:



All met

☐ Partially met

☐ Not met

Annual Progress Report:

In FY 2015, The Council continued to expand its' partnerships with area colleges and universities to train youth with developmental disabilities the skills needs for adult life. The total partnerships since the start of the FY 2014 state plan now includes seven the Massachusetts Colleges and Universities: Bridgewater State University, Lesley University, North Shore Community College, Holyoke Community College, Westfield State University, University of Massachusetts, and the American International College. These colleges provide on-campus classroom space and supports for the Youth in Transition Self-Advocacy Leadership Series. The Youth SALS is an 8-week training program that prepares students with developmental disabilities to gain the skills they need to successfully transition to life as adults in their local communities. The SALS transition series gained an additional 10 school districts that were not represented in the prior FY. At the end of FY 2015, the SALS Transition series was offered to transition aged students in 24 school districts across the state. The Council has mostly recently gained the attention of Boston Public Schools. A meeting with held with representatives of the Boston Public School's Special Education department to discuss ways the Council could offer the SALS Transition series to their transition aged students from multicultural backgrounds. The goal is to pilot the SALS Transition program to those students in FY 2016.

The Council graduated 36 students from the Youth SALS program. Each student delivered a graduation speech in front of family members, school personnel, elected officials, and members of the general public. Over 165 people attended the graduation. The Council also used the graduation as an opportunity to educate attendees about the importance of the Council's initiative to support young adults to gain the skills necessary to live as adults. After the Bridgewater graduation, The Sun Chronicle ran an article on the SALS reaching an estimated 4,402 subscribers. In addition, 19 people were educated about the SALS class for students in transition through email and workshops.

The post-survey tool to measure the long-term impact of training on students is in process of development. Survey tools will be developed and handed to participating educators to show how the

program makes a difference in the lives of students taught.

The Council is working with Partners for Youth with Disabilities who hosted a seminar called “Making Healthy Connections” in western MA. Council SALS trainers provided training on communication and advocacy to 20 students in transition and 3 parents.

The Council partnered with Easter Seals and 19 additional organizations that participated in the planning of the annual Youth Leadership Forum. The Youth Leadership Forum (YLF) is an opportunity for youth with disabilities across the state to attend workshops and gain knowledge about self-determination, systems advocacy, employment, independent living and the disabilities rights movement, among other topics, and is held at Bridgewater State University. The 2015 YLF had 41 delegates and 15 peer leaders. At the event, the Council provided training to the 56 delegates and peer leaders. The training focused on self-advocacy and an excerpt from the SALS communication class. The attendees participated in role plays and group discussions. In addition, 50 parents of the YLF participants participated in the parent workshop where they were trained in systems advocacy. 3 state policymakers also participated in the YLF. An estimated 1,000 people were reached via social media. Several collaborators posted information during YLF on their Facebook and Twitter accounts.

The Self Advocacy Leadership Series training, along with the transition training partnership has substantially contributed to youth with developmental disabilities improving knowledge and skills needed for adult life. Michaira gradate is a recent SALS graduate who was very determined to read better. She loved how SALS supported her. She said "It boosted my self-confidence, and my voice no longer trembles." Mary said at graduation that all she needed was "just a little encouragement and basic leadership tools that SALS offered to create the beginning of a full successful life". During our class, she was able to move forward in developing her dream goal. She said “The SALS helped clarify my personal story and I learned the leadership skills I need to make her dream happen as a public speaker”.

The Council in partnership with Massachusetts Family for Children (MAC) provided 30 people an opportunity to be a Young Adult Fellow. The fellowship is a one year part-time advocacy training that offers young adult leaders 18-26 with Autism Spectrum Disorder to learn the professional skills needed to advocate on behalf of other youth with disabilities. These Fellows provided vital information about the potential of young adults to succeed in the work place and the importance of providing special education services through trainings, presentations, and their involvement in IEP meetings and mediations. Because of the Fellow’s involvement, 20 students now have the education and support they need to reach their educational goals. In addition, 20 people were trained in self-advocacy, self-determination, and leadership. MAC utilized \$6,667 (13%) of a \$50,000 grant, and provided an additional \$4,000 towards this initiative.

Performance Measures

Performance Measure 1.1 (self-advocacy/advocacy):

SA01 People trained in area related to goal/objective:	56
SA02 People trained in leadership, self-advocacy, and self-determination:	132
SA03 People trained in systems advocacy:	106

Performance Measure 1.2 (self-advocacy/advocacy):

SA04 People active in systems advocacy:	30
SA05 People attained membership on public/private bodies and leadership coalitions:	0
SA06a Other self-advocacy measure:	20
Students have the support they need to reach their educational goals	
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:	31
SC03 Organizations engaged in systems change efforts:	0
SC04 Number of public policymakers educated:	3
SC05 Members of the general public reached:	5,586
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:	\$4,000
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Objective 1.2:

Standards for transition specialist qualifications will be adopted and implemented by the Department of Elementary and Secondary Education by September 30, 2016.

Implementation activities:

1. Award at least one grant to support advocacy efforts.
2. Collaborate with transition specialist stakeholders to ensure transition specialist qualifications meet the necessary standards.
3. Develop a position paper on transition services.
4. Educate and solicit the support of individuals, families, educators, policymakers and the general public on the benefits of transition specialist qualifications.
5. Coordinate advocacy activities with partners, educators, and policymakers to support transition specialist qualifications.

Activities undertaken were:



All met



Partially met



Not met

Timelines:

1. Completed. See FFY12 PPR.
2. Completed. See FFY14 PPR.
3. Completed. See FFY13 PPR.
4. Completed. See FFY14 PPR.
5. 4/1/13 - 9/30/16

Timelines established were:



All met



Partially met



Not met

Annual Progress Report:

In 2014, implementation activities for the Transition Specialist State Plan objective were achieved. During 2012, the Council in partnership with Massachusetts Advocates for Children (MAC) successfully led a policy initiative to improve transition services in Massachusetts through the establishment of a transition specialist qualification endorsement program. A transition specialist endorsement is a voluntary credential available to licensed special education teachers, guidance counselors, school social workers/adjustment counselors and rehabilitation counselors to gain specialized knowledge in transition. Transition Specialists attend a state approved transition specialist training program which includes courses and field work in the area of transition designed to provide the knowledge and skills necessary to be able to prepare students with disabilities ages 14-22 for life after high school. Educators who demonstrate significant experience in the field of transition can be grandfathered and receive the Transition Specialist endorsement based on their prior experience.

After legislation was passed, the Council in partnership with MAC and other stakeholders worked to ensure that the final transition specialist regulations were aligned with the original vision of the transition specialist endorsement policy. The Department of Elementary and Secondary Education issued its final guidelines for the Transition Specialist Endorsement in FFY 2014.

During FFY 2015, the Council worked with MAC to finalize the transition coordinator fact sheet, distributed it to stakeholders and posted it on MAC's website at <http://massadvocates.org/transition>. MAC also monitored the implementation of the state transition specialist law. MAC utilized \$10,000 (20%) of a \$50,000 grant on this initiative and contributed an additional \$6,000. Forty-seven educators have received the new Transition Specialist endorsement. Twenty-seven educators completed the transition specialist course work and practical experience through the state-approved educator preparation program, and twenty educators obtained the transition endorsement through the state's "grandfathering" process. In FFY 2015, forty public policymakers were educated regarding the transition specialist qualifications including school administrators and personnel from the Department of Elementary and Secondary Education (DESE).

Approximately 1,800 students now have the education and support needed to reach their education goals. 140 schools have improved IEP practices and 147 people are active in systems advocacy due to the transition specialist endorsement, including 40 individuals with disabilities and 40 family members. Ten organizations participated on the Transition Coordinator sub committee including MAC, Lesley University, Department of Developmental Services, The Arc of Massachusetts, the Federation for Children with Special Needs, the Massachusetts Rehabilitation Commission, a Boston-based law firm and others.

As a result of these efforts Lesley University and the University of Massachusetts at Boston have developed a transition specialist endorsement program. A Special Education Teacher from Lynnfield High School participated in the transition leadership program at UMass Boston. "The Transition Leadership program has really opened my eyes to the numerous services available for Students with Disabilities. The impact this program has had on myself and my students, I feel, has been extremely rewarding. I feel more confident speaking to my juniors and seniors about preparing them for transitioning to their life after high school. In addition, I am working with my freshmen and sophomores in developing their self-determination and self-advocacy skills to be successful as they transition through high school. Within this program I learned how important it is for the students to participate actively in their Individualized Education Plan (IEP) meetings and their educational programming to meet their needs. I have developed activities that my students participate in to prepare for their meetings and to be an active participant. I am also a member of Transition Task Force Team that meets every two months. This is a regional team made up of all the surrounding towns, touching on topics such as: ICEI, new certificate programs at the area Community Colleges, laws effecting students with disabilities, and also new and emerging post-graduate programs for students with disabilities. I feel that through this program and the practices I have learned that I will be able to offer my students opportunities in the adult world to be as successful as others their age who do not have disabilities."

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:	147
SA05 People attained membership on public/private bodies and leadership coalitions:	0
SA06a Other self-advocacy measure:	1,800
Students have the support they need to reach their educational goals	
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:	10
SC03 Organizations engaged in systems change efforts:	140
SC04 Number of public policymakers educated:	40
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:	\$6,000
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Objective 1.3:

The Chapter 766 Individual Education Plan process will be integrated with the Chapter 688 Individual Service Plan process through the Bridges to Success initiative by September 30, 2016.

Implementation activities:

1. Establish advocacy partnerships with the Disability Law Center (DLC), Arc and other transition advocates.
2. Develop a position paper on the importance of integrating Chapter 766 with Chapter 688.
3. Educate and solicit the support of individuals, families, providers and the general public on the benefits of Bridges to Success.
4. Coordinate advocacy activities with partners and policymakers for policy and budget initiatives that support the Bridges to Success initiative.

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

Timelines:

1. Completed. See FFY12 PPR.
2. Completed. See FFY13 PPR.
3. 4/1/13 - 9/30/16
4. 4/1/13 - 9/30/16

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

Annual Progress Report:

Chapter 766 is the Massachusetts law that guarantees children and youth with disabilities have access to appropriate education programs. Ch. 688 is also a Massachusetts special education law but it establishes a process for determining which adult service agencies will be responsible for serving transition age youth upon completion of their secondary education. Two issues often confront those transitioning from a Ch. 766 program while going through the Ch. 688 process: the individual is found to be ineligible for adult services or the individual is found eligible but there are insufficient funds available in the state agency's budget to properly meet his or her needs. The Bridges to Success bill (Bridges) and the Passages to Independence bill (Passages) were each drafted to address these issues. As was previously reported in the 2012 PPR, the Council established

advocacy partnerships with the Disability Law Center (DLC) and the Arc of MA (Arc) to combine efforts to support the passage of each of these bills.

The Bridges bill, developed in partnership by the Council and Disability Law Center, addressed the ineligibility for services issue. In a position paper the Council released and reported on in 2013, the Council presented information about the Bridges bill and stressed the importance of changing eligibility for DDS adult services. In 2014, the Council reported on the development of legislation that was passed, signed into law and subsequently updated the eligibility criteria for adult services through the Department of Developmental Services (DDS). This law impacts the same population the Bridges bill targeted by expanding eligibility for DDS and ultimately offering individuals supports they needed to live successfully after high school. Due to this development the Bridges bill was not refiled at the beginning of the current Legislative session and the Council chose to engage in other activities that would increase the likelihood that youth with developmental disabilities will receive the supports they need to develop the prerequisite skills to live as adults.

The Passages bill drafted in partnership by the Council and the ARC of MA, aimed to increase and improve the quality of services offered to young adults transitioning from special education to adult services. If signed into law, DDS would be required to support a minimum of 200 persons in competitive employment and the MRC would be required to provide community based supported employment to all individuals no longer served by special education. Residential services for individuals with developmental disabilities who never received family or residential supports would be further developed through the DDS. In January 2015, the Council chose to SB 85 Passages to Independence as one of its policy priorities because it focuses on increasing and improving the quality of services for individuals who are eligible for adult service agencies.

The Council drafted and presented testimony on Passages at a hearing sponsored by the Joint Committee on Children, Families and Persons with Disabilities in order to educate individuals, families, providers and the general public on the benefits of the bill. In this excerpt from the Council's testimony, the lack of post special education services is described and how this is detrimental to young people with developmental disabilities: "When an individual graduates their educational program, nearly 100% of the time, he or she will still require services and supports to lead a full and safe life. Because of the lack of services offered to transition age youth, the parents or guardians of the individual with developmental disabilities often become full-time unpaid service providers for the individual with developmental disabilities. With no program or employment supports to assist them, it is not uncommon for many individuals with developmental disabilities to sit at home, which results in these individuals losing skills they worked so hard to develop in school-causing the previous state and federal monetary investment in their education to go to waste." At the time of the drafting of this report, Passages was still in the Joint Committee on Children, Families and Persons with Disabilities. The Council will continue to coordinate education activities with the Arc of MA to support passage of this bill.

The Council also partnered with Massachusetts Advocates for Children (MAC), a private non-profit organization dedicated to advocating for the rights of children, to enhance quality transition services for students with developmental disabilities so that they can attain the skills they need for adulthood. Under this partnership new state transition IEP forms and procedures were developed to help ensure provision of transition planning and services necessary to support employment, higher education, and independent living. MAC utilized \$3333 (6.7%) of a \$50,000 grant from the Council towards the development of the new state transition IEP form, providing an additional \$2000 toward this initiative.

The Council conducted substantial research and collaborated with MAC to convene a series of meetings with a transition working group to develop recommendations to direct the development of the new state transition IEP form. Twenty five people participated in these meetings and were trained in inclusive education including parents, adult agencies and private organizations. Five staff members from the DESE were also present at the meeting and were educated about issues related to the on-line transition IEP process. The Council's and MAC's efforts focused on revision of the following IEP sections: emphasizing mechanisms to ensure direct input from youth with developmental disabilities; student participation in the IEP; key information from parent and/or student; student vision statement; assessments; postsecondary transition goals, annual goals, and short term objectives; assistive technology/AAC; inclusive community participation; unique needs of students with ASD; accommodations; related services; specially designed instruction; and the service delivery grid. The Council and MAC submitted the transition working group's recommendations to DESE in August. A follow up meeting with DESE will be held in 2016 to discuss the recommendations.

The Council supported a number of parents of individuals with developmental disabilities to attend conferences to educate them on how to get the most for their children from the transition planning process. Without the Council's supports, these parents would not have been able to attend these conferences and gain valuable skills to assist their child through the transition to adult services. One parent stated, "The training introduced and educated me about the transition planning process and what it looks like. I had no idea what a big jump it is for our kids to be leaving public school and now needing to connect into the world of adult services. The speakers demystified the process, providing us with tons of information about existing state services. I had discounted the need to register with MRC, now it's a high priority. We practiced writing a transition plan, and identified key assessments needed- some formal, others informal. I knew nothing about this prior to the training. Every parent of a student on an IEP needs this workshop and I am so relieved to have gained the skills, knowledge and confidence to push forward." Another parent that attended the same conference stated, "I also learned about a range of resources that are available to her- such as supports at the community college and job counselors at adult agencies. Just as importantly, I have been trained on how to support my daughter in creating a vision for herself which ultimately guides the transition planning process and form. I am grateful for the empowerment I've gained from this knowledge and being able to share that with my daughter so she can achieve whatever dreams she can imagine for herself, and not what others put upon her."

The Council support of parents to attend workshops on transition empowered them to work with their children and plan for their futures. The partnership with MAC provided an opportunity for input on how to improve the state's transition IEP form, consequently creating a document that promotes skill development that will assist individuals with developmental disabilities as they transition to life after special education. The Council's work on Passages to Independence has provided a forum to educate the public and state legislators on the lack of services provided to people with developmental disabilities transitioning into adult services and potential improvements. The Council's work has resulted in changes to policies and practices so that youth with developmental disabilities will receive the supports they need to develop the prerequisite skills to live as adults.

Performance Measures

Performance Measure 1.1 (self-advocacy/advocacy):

SA01 People trained in area related to goal/objective:

25

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:	5
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:	\$2,000
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Objective 1.4:

Short-term measurable objectives will be a requirement for all Individual Education Plans by September 30, 2016.

Implementation activities:

1. Establish advocacy partnerships with MA Advocates for Children, Disability Law Center and other transition advocates.
2. Develop a position paper on the benefits of utilizing short-term objectives for students in special education.
3. Educate and solicit the support of individuals, families, providers and the general public on the benefits of utilizing short-term objectives.
4. Coordinate advocacy activities with partners and policymakers to support utilizing short term objectives.

Activities undertaken were:



All met



Partially met



Not met

Timelines:

1. Completed. See FFY12 PPR.
2. Completed. See FFY13 PPR.
3. Completed. See FFY14 PPR.
4. Completed. See FFY14 PPR.

Timelines established were:



All met



Partially met



Not met

Annual Progress Report:

Massachusetts maintained a requirement for short term objectives in the education plan for students with disabilities after it was removed from the federal reauthorization of the Individuals with Disabilities Education Act. The Council recognized that maintaining this practice was vulnerable to administrative revocation at any time. Advocates filed a bill to require school districts to continue the current practice of including short-term objectives and benchmarks in the Individualized Education Plans (IEPs) for all students with disabilities. The inclusion of measurable short-term objectives in IEPs is important to assist in measuring the impact of special education services, providing essential information for educators to adjust services and strategies in a timely fashion.

Under the Council's leadership, the Special Education Collaborative Group was formed. The four partners included MA Advocates for Children (MAC), Arc Massachusetts, Disability Law Center, and MA Department of Special Education. Meetings were open to legislators, parents and students with disabilities. The establishment of the partnerships and frequency of meetings were reported in the 2012 and 2013 PPRs. As reported in 2013, the Council worked in collaboration with MAC to develop a position paper on short term objectives. Council staff utilized the position paper to educate numerous stakeholders about the importance of short term objectives. In 2014, the Council educated all 200 legislators utilizing the position paper and a related bill fact sheet. An Act to Maintain Short Term Objectives in the IEP (Chapter 140 of the Acts of 2013), was signed into law in November 2013.

In 2015, follow up was conducted with 5 policy makers around implementation. The Council and MA Advocates for Children conducted working group meetings with the Special Education Collaborative Group to develop recommendations on the implementation of Short Term Objectives. The recommendations were provided to the Department of Elementary and Secondary Education in MA, emphasizing the importance of incorporating short term objectives necessary for students to achieve their measurable post-secondary goals in the state's new transition IEP forms and process. MAC utilized \$3,333 (6.7%) of a \$50,000 grant from the Council towards this initiative, contributing an additional \$2,000.

These improved IEP practices will have a positive impact on students with disabilities in all 487 schools across the Commonwealth of MA. The Council will continue to advise the Department of Elementary and Secondary Education throughout the implementation process.

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:	5
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:	\$2,000
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Objective 1.5:

The number of students in the Inclusive Concurrent Enrollment program attending college and living on campus will increase from 0 to at least 10 students by September 30, 2016.

Implementation activities:

1. Develop Inclusive Concurrent Enrollment (ICE) advocacy partnerships with MAC, Institute for Community Inclusion and other DD/higher education advocacy groups.
2. Identify barriers and develop strategies to overcome the identified barriers.
3. Educate and solicit support of individuals, families, providers, policymakers and the general public on the benefits of expanding the Inclusive Concurrent Enrollment program to include residential

colleges.

4. Coordinate advocacy activities with partners and policymakers.

5. Educate administrators at Institutes of Higher Education (IHE) about benefits and opportunities to include students w/DD in college dormitories.

Activities undertaken were:



All met



Partially met



Not met

Timelines:

1. Completed. See FFY13 PPR.

2. By 9/30/16

3. 10/1/13 – 9/30/16

4. 10/1/13 – 9/30/16

5. 10/1/13 – 9/30/16

Timelines established were:



All met



Partially met



Not met

Annual Progress Report:

As reported in the FY 2014 PPR, the Council in partnership with Massachusetts Advocates for Children (MAC) successfully led efforts to expand the Inclusive Concurrent Enrollment Initiative (ICEI). ICEI is a statewide program providing inclusive opportunities for students aged 18-22 with severe disabilities to attend college with their same aged peers. MAC was awarded a grant from the Council to work toward expanding the ICEI program to include residential options on college campuses for students with disabilities. MAC used \$26,700 (53.4%) of a \$50,000 grant from the Council to implement activities in FFY15, contributing an additional \$16,000 toward this project. In 2015 the partnership focused on implementing a range of activities in order to expand inclusive college options, including living in dormitories, for students with severe disabilities.

As a result of this initiative 13 institutions of higher education included students with intellectual disabilities and autism disabilities on their campuses, partnering with 66 school districts and two collaboratives representing urban, rural, and suburban communities. Through the Inclusive Concurrent Enrollment Initiative (ICEI), approximately 100 students with ID and ASD attended college. Middlesex Community College and Cape Cod Community successfully launched the ICEI initiative on their campuses this year. The inclusive model also is expanding to two additional colleges which received planning grants this past year: Framingham State University and Northern Essex Community College.

MAC led efforts to help ensure that Bridgewater State University (BSU) is able to move forward with an implementation grant to develop inclusive dormitory opportunities for young adults with autism and intellectual disabilities. The goal is to develop model inclusive resident life practices and programs for students, ages 18-22, with necessary accommodations, supports, and services. The model is designed to promote and enhance social, functional, and independent living skills and other transition-related goals and promote participation in the student life of the college community. Although Bridgewater had to delay implementation this year, the new President recently approved this new groundbreaking initiative. The university plans to submit the Phase I implementation grant which will enable the university to build the infrastructure, recruit and select a small number of students in the spring of 2016, and provide orientation necessary for students to begin living on

campus in August 2016.

The project also actively supported efforts of the state Executive Office of Education and State Representative Tom Sannicandro to conduct a series of college nights for parents and educators to increase awareness about college opportunities for students with intellectual disabilities. College nights were held in Boston, Lawrence, Melrose, Somerset, and Marlborough with presentations by students with autism and intellectual disabilities, parents, and educators already participating in ICEI. Over 90 people attended these sessions including legislators, parents, and educators.

Outreach and education to support the Inclusive Concurrent Enrollment resulted in an appropriation of \$1.2 million in the FY 16 budget, an increase of \$200,000 from FY 15. Informational materials regarding ICEI were provided to 200 state legislators, including legislators with ICEI partners located in their district. Fact sheets and analysis were developed for the lead legislative sponsors, assisting their efforts to draft new legislation providing inclusive higher education opportunities for individuals with intellectual disabilities (ID) and autism spectrum disorders (ASD). The proposed legislation addresses key recommendations of the legislative Task Force on College Inclusion for Students with ID/ASD. The bill H. 1064/S 672 An Act Creating Higher Education Opportunities for Students with Intellectual Disabilities, Autism Spectrum Disorders, and other Developmental Disabilities would remove barriers and provide access to college, improving the rates of employment, wages, self-determination skills, and independent living. The legislation expands the Inclusive Concurrent Enrollment Initiative (ICEI) grant program and also provides that individuals with intellectual disabilities and with autism do not have to pass MCAS standardized test, have a high school diploma, or take a standardized college entrance aptitude test in order to attend college.

The ICEI program provided colleges and school districts with learning webinars and other professional development opportunities focused on person centered planning, promoting inclusive communities and developing career opportunities. An ICEI annual learning community meeting was held in June 2015 at Westfield State University. The meeting focused on "Emerging Trends: A Conference on High Impact Transition Practices." 112 people attended the meeting, including ICEI partners, parents and professionals.

250 Public policymakers were educated about the Inclusive Concurrent Enrollment Initiative including 200 legislators and 50 policy makers in colleges and high schools participating in a partnership through ICEI. Six unique products were shared with policymakers related to ICEI.

Thirteen post-secondary institutions improved inclusive education practices by participating in the ICEI program this year. Seventy nine inclusive education programs and policies were created or improved through ICEI, including 68 school districts and 13 colleges.

An estimated 25,000 members of the general public were reached through print media coverage about ICEI. Press included Wicked Local online news from Weymouth, Taunton and Cohasset. The Berkshire Eagle Newspaper published an article on ICEI and Bridgewater State University ran an article in their college paper. In December, New England Cable News featured a segment on ICEI and profiled a student who participated in the program. NECN is available across New England, reaching approximately 3 million households.

117 entities are participating in ICEI, and approximately 560 people facilitated inclusive education through the ICEI program to sustain and expand ICEI, including peer mentors, youth participating in ICEI, teachers, coaches and administrators from school districts and colleges. 1640 people were

trained in inclusive education through trainings and webinars and the Westfield State University's transition conference.

One hundred students participated in ICEI in FFY15. A young man named "J" who attended the ICEI program at Mass Bay Community College provided the following statement about how attending the ICEI program helped him succeed and reach his goal of working full time: "My name is J. I am 25 years old and live in Brockton. I grew up in Dorchester and have 2 brothers and 3 sisters. I have a learning and speech disability. Courses in school were difficult for me. Doing in class assignments was the hardest. I almost failed my college courses at Mass Bay because some of my professors did not realize I had a learning disability. It was a struggle to keep up with the work and understand assignments. Thankfully I was able to get assistance from the ICEI program and receive support and tutoring in order to keep up with my college coursework. When I had to complete journal entries for a communications course, the staff from the ICEI program helped keep me on track and turn in my entries on time. Without the ICEI program I may not be standing here today as a proud college graduate.

In May of 2014 I enrolled in the Transitions to Work Program. I was a part of the Brigham and Women's cycle. I was an intern in the Housekeeping Department. Some of my tasks included: taking out the trash, gathering wheel-chairs and bringing them to the lobby area, wheeling the patients to their rooms, and cleaning hospital equipment. Since remembering tasks is sometimes challenging for me, during my internship at Brigham and Women's hospital, I often needed support around getting the correct phone numbers to notify supervisor's when I found extra wheelchairs. After I graduated in August, JVS even helped me find a job by teaching me interview skills. I attended a job fair at JVS for Swissport for a Cabin Cleaner position. I was so excited to be offered this job which was similar to the internship I had just completed at the hospital. I started working at Swissport at the airport in September of 2014, and have been there for over a year. I started off working part-time. My supervisor felt I was doing such a great job that she promoted me to a full-time position after only 3 months. My starting salary was \$9/hour and now I am proud to be making \$10.50 an hour with paid vacation and sick time and full health benefits. Thank you to the ICEI Program for all your help."

Performance Measures

Performance Measure 1.1 (self-advocacy/advocacy):

SA01 People trained in area related to goal/objective:	1,640
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:	560
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:	79
SC02 Number of organizations involved coalitions/networks/partnerships:	117
SC03 Organizations engaged in systems change efforts:	5
SC04 Number of public policymakers educated:	250
SC05 Members of the general public reached:	25,000
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:	\$216,000
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Section III: Progress Report - Goals and Objectives

Goal 2: Leadership

People with developmental disabilities will be actively engaged in leadership and systems advocacy.

Area of Emphasis	Planned for this Goal	Areas Addressed
Quality Assurance	planned	addressed
Education and Early Intervention		
Child Care		
Health		
Employment		
Housing		
Transportation		
Recreation		
Formal and Informal Community Supports	planned	addressed

Strategies	Planned for this Goal	Strategies Used
Outreach	planned	used
Training	planned	used
Technical Assistance	planned	used
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	planned	used
Informing Policymakers	planned	used
Demonstration of New Approaches to Services and Supports		
Other Activities		

Intermediaries/Collaborators	Planned for this Goal	Actual
State Protection and Advocacy System	planned	used
University Center(s)	planned	used
State DD Agency		

Other Collaborators Planned:

MA Advocates Standing Strong, Arc Massachusetts, Local and Regional Self-advocacy groups, Local Community Organizations

Other Collaborators Actual:

Objective 2.1:

A minimum of 100 people with developmental disabilities will become leaders in disability advocacy by September 20, 2016..

Implementation activities:

1. Utilize multiple marketing strategies to connect to people with developmental disabilities.

2. Support opportunities for individuals to participate in leadership training opportunities.
3. Partner with the DD Network to support the Gopen Fellowship for people with developmental disabilities.
4. Establish working relationships with agencies and advocacy groups to identify individuals for SALS training.
5. Expand the number of SALS trainers and supporters certified to conduct adult SALS.
6. Train adults with developmental disabilities in SALS.
7. Support opportunities to actively engage in leadership and systems advocacy.

Activities undertaken were:



All met

☐ Partially met

☐ Not met

Timelines:

1. 10/1/11 - 9/30/16
2. 10/1/11 - 9/30/16
3. 10/1/11 - 9/30/16
4. 10/1/11 – 9/30/16
5. Completed. See FFY13 PPR.
6. 10/1/11 - 9/30/16
7. 10/1/12 - 9/30/16

Timelines established were:



All met

☐ Partially met

☐ Not met

Annual Progress Report:

In FFY 15, the Council continued training initiatives across the state through the Self Advocacy Leadership Series. Through these trainings people develop skills they can use to actively engage in advocacy, gain memberships on public/private boards and commissions, and pursue competitive employment. The Council has continued to utilize marketing strategies and social media (twitter, Facebook, YouTube) to connect to people with developmental disabilities and facilitate the sharing of training opportunities. The Council increased awareness of Self-Advocacy Leadership Series (SALS) training opportunities available cross the state through social media, email outreach, local calendars, postings on the Mass Network of Information Providers (MINP), and at the annual state-wide self-advocacy conference. 1,310 members of the general public were reached through these efforts. In addition, the SALS graduation has become an opportunity for trainers to share information about the Council and talk about Council initiatives. 331 members of the general public were educated about the Council through these graduation events. This activity is on track to be completed by September 30, 2016.

The Council continued conducting film showings of the documentary, The Sandy Houghton Story, at the Leadership Series in Westminister, MA Families Organizing For Change (MFOFC), the Learning and Development Training, and also in Delaware. 175 people were in attendance and were educated about the Council through the film and Q&A led by self-advocate leader Sandy Houghton. The Sandy Houghton Story is a poignant documentary showcasing the extraordinary life of a woman with cerebral palsy. The film recounts the barriers she faced, the emotional memories and experience that shaped her life and have led her to become a successful professional and advocate, describes the challenges Sandy faces as a person with a developmental disability, and her developmental of the SALS.

The Council partnered with the MA DD Network (Disability Law Center, UMASS Shriver, and the Institute on Community Inclusion) contributing \$8,856 to support two Gopen Fellowships in FFY 15. ICI contributed an additional \$2,022 for the fellowships. The Gopen Fellowship offers a unique opportunity for a person with a developmental disability to gain valuable knowledge and experience by working with the Massachusetts Developmental Disabilities Network programs. The selected fellow designs and implements a project of their choice and gains expertise in their field of interest. Additional activities are based on the fellow's interest and may include grassroots advocacy, public policy analysis, research, and leadership development. Marie Saldi completed her Gopen Fellowship in June 2015. The focus of Marie's project was on inclusive playgrounds and educating and advocating for people with disabilities. Marie participated in the LEND Program classes and was trained in leadership, self-advocacy, and systems advocacy through the Self-Advocacy Leadership Series (SALS). She used the knowledge and skills she gained from these classes to actively engage in systems advocacy when she attended the National Disability Policy Conference in Washington, DC in April 2015. During this conference, Marie met with several members of the MA Congressional Delegation to discuss and educate them about accessible playgrounds. In June, Marie made her final presentation to the Council and its stakeholders. Some performance measures associated with Marie's project are related to and reported under Goal 2, Objective 2 of this PPR.

Finn Gardiner began his Gopen Fellowship in July 2015. Finn's project focuses on creating a created a six-month mentoring program for adults on the autism spectrum called Spectrum Skillshare. The project entails recruiting autistic adults who are experienced with the working world, higher education, navigating bureaucracy and other life skills to serve as mentors for other autistic adults who are less experienced with these skills. His efforts and results will be reported in the 2016 PPR.

The Council conducted 7 Adult Self Advocacy Leadership Series trainings in FFY 15. Participants worked to develop skills needed to become leaders in disability advocacy and gain competitive employment. Students were also educated on leadership opportunities that exist across the state and in their region. 66 people graduated from SALS in FY15. MA Advocates Standing Strong (MASS) utilized \$ 15,625 (25%) of a \$62,500 grant from the Council toward this effort, contributing an additional \$22,021 in support of the project, and an additional \$800 was leveraged from private sources for community space. 17 SALS graduates attained membership on several boards and commissions, including the Department of Developmental Services Citizen Advisory Board, the Department of Developmental Services/ MASS Self-Determination Group, the MBTA Advisory Group, the CMS Community Rule Group, and the Real Lives State Oversight Board. In addition, 54 people were trained in self-advocacy, self-determination, and leadership through the partnership with MASS.

The Council hosted 6 self-advocates from Delaware in FFY15 where they learned about the SALS and how to bring the series to their state. The Council also traveled to South Carolina to train 12 self-advocates and 5 support staff on the SALS. The 8 week training was taught in 3 days, and included a review of the SALS curriculum and set up training opportunities for the trainees to practice teaching themselves. Members of the South Carolina self-advocacy group plan to offer the series throughout their state in the near future. \$5,529 was leveraged for this activity.

The Council has had a great impact in assisting people in developing their leadership skills in order to become active in disability advocacy. This impact has ranged from simply helping a person find the voice they never knew they had, to people becoming leaders and actively trying to engage others to do the same. One advocate said, "The MDDC funds allowed me to co-present a Buddy Walk

Conference session with Colleen Endres of the MA Down Syndrome Congress (MDSC) on including self-advocates in the Buddy Walk. The MDSC does a wonderful job working with self-advocates and this session allowed us to share the MDSC's strategies with Down Syndrome groups from other states. I am very grateful to have the opportunity to help other Down Syndrome groups be successful working with and including self-advocates. I want to make a difference in the lives of people with Down Syndrome."

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:	232
SA03 People trained in systems advocacy:	1

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:	17
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:	4
SC03 Organizations engaged in systems change efforts:	0
SC04 Number of public policymakers educated:	0
SC05 Members of the general public reached:	1,816
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:	\$30,372
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Objective 2.2:

A minimum of 400 people with developmental disabilities will engage in disability advocacy by September 30, 2016.

Implementation activities:

1. Partner with DD Network and DDS to support Allies in Self-advocacy State team.
2. Conduct Legislative Advocacy training to improve knowledge and skills about the legislative and budget process.
3. Support Massachusetts Advocates Standing Strong to conduct self-advocacy and related training.
4. Support opportunities for individuals to participate in disability advocacy.
5. Host annual Legislative reception to provide DD advocates opportunities for disability advocacy.

Activities undertaken were:



All met

☐ Partially met

☐ Not met

Timelines:

1. 1/1/12 -9/30/16
2. 10/1/13 - 9/30/16
3. 10/1/12 - 9/30/16
4. 10/1/12- 9/30/16
5. 3/1/12 - 3/31/16

Timelines established were:



All met

☐ Partially met

☐ Not met

Annual Progress Report:

The Council has continued to work in partnership with the Developmental Disabilities (DD) Network to provide legislative advocacy trainings and assist people with developmental disabilities to be active in systems advocacy. The DD Network includes the Council, UMASS Shriver Center, Disability Law Center, and the Institute for Community Inclusion. The Council continues to serve as the MA DD Network liaison to the North East Advocates Together (NEAT) grant advisory committee for the AIDD Regional Self Advocacy Technical Assistance Grant. The target timeline for establishing the partnership was met in FY 13 and efforts to support the Allies in Self Advocacy State team continue.

The Council continues to work in partnership with Massachusetts Advocates Standing Strong (MASS), the statewide self-advocacy organization directed by people with intellectual and developmental disabilities. MASS utilized \$10,417 (17%) of a \$62,500 grant from the Council to conduct self-advocacy and related trainings, contributing an additional \$14,681 for this effort. 11 legislative education advocacy days were held with 225 individuals with developmental disabilities, 10 family members, and 73 other advocates active in systems advocacy, meeting with policymakers and distributing 23 informational products about self-advocacy and related policy issues. 1,498 members of the general public were also reached with information about trainings, legislative education days, and related policy issues through e-mail initiatives, social media outreach, and network meetings. This activity is on track to be completed by September 30, 2016.

The Council held its semi-annual bill-sharing event in February, 2015. The purpose of this session was to help create an awareness and education of filed bills that will impact people with disabilities and their families, to educate policymakers, and to assist the MDDC and other disability advocacy organizations to develop their 2015-2016 Policy Priorities. 26 people from the general public attended the session and 4 state legislative aides also were present. Representatives from 8 different advocacy organizations and legislative aides from two Senators' offices presented information on 23 disability related bills.

The Council continued to support the Gopen Fellowship. The Gopen Fellowship offers a person with a developmental disability a unique opportunity to gain valuable knowledge and experience by working with members of the Massachusetts Developmental Disabilities Network programs. In FY 15, Marie Saldi was chosen as the Gopen Fellow. In April 2015, Marie attended the National Disability Policy Conference in Washington, D.C. where she actively engaged in systems advocacy by meeting with 3 members of the MA Congressional Delegation in Washington, D.C. In addition, Marie and her support Jennifer actively engaged in advocacy by arranging meetings with 6 state policymakers. Prior to these meetings, Marie trained Jennifer in systems advocacy. During these meetings, information was shared about her project, including products she created: a brochure on best practices for accessible playgrounds and a handbook with accessible playgrounds in Massachusetts. In addition to these meetings, Marie trained 64 people in accessible playgrounds. These activities utilized \$9,948 (67%) of a \$14,922 Council grant, and the Institute for Community Inclusion contributed \$2,537 toward the fellowship as match funds. (Please see Goal 2, Objective 1 for other information related to this Fellowship.)

The Council worked in collaboration with Arc of Massachusetts (ArcMA) to conduct an Annual Legislative Reception in March, 2015. The theme "Promises to Keep... Miles to Go" was chosen to reflect the passage of the Real Lives bill, but also recognize that there is still more to do to make it attainable to everyone. Over 409 people with developmental disabilities, family members and advocates attended the event to connect elected and appointed officials. Reception event speakers included the Speaker of the House, Senate President, Jim and Cathy Rurak (Parents of Rose Rurak, self-advocate) discussing their daughter's success using "Agency of Choice", and Representative Sean Garballey and Senator John Keenan whom were honored for their commitment to people with developmental disabilities through their leadership. 55 disability advocacy organizations cosponsored the event and exhibited, providing disability related information to participants. People with developmental disabilities and family members utilized the information they received at the event to actively engage with their legislators in meetings following the formal program. In addition to the information shared during the event, the Governor, every legislator, and state official attending received an information packet detailing Council and Arc MA initiatives. 204 packets were distributed to legislators at the reception.

The impact of these Council activities of disability advocacy (both training and being active in advocacy) is wide-ranging. People with developmental disabilities are equipped with the tools needed to better self-advocate in their meetings with policymakers and are educated about policy initiatives that have a direct impact on their lives. Self-advocates and family members who have attended these trainings have shared their experiences with the Council. One parent shared, "My son is in the public school system, and easily will fall through the cracks if I let schools continue to not provide services. By becoming educated myself, I can educate the school team, as well as feel more empowered and positive when meeting and explaining his needs."

Performance Measures

Performance Measure 1.1 (self-advocacy/advocacy):

SA01 People trained in area related to goal/objective:	64
SA02 People trained in leadership, self-advocacy, and self-determination:	0
SA03 People trained in systems advocacy:	1

Performance Measure 1.2 (self-advocacy/advocacy):

SA04 People active in systems advocacy:	718
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:	55
SC03 Organizations engaged in systems change efforts:	0
SC04 Number of public policymakers educated:	204
SC05 Members of the general public reached:	1,524
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:	\$17,218
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Section III: Progress Report - Goals and Objectives

Goal 3: Employment

People with developmental disabilities will have more opportunities to work in jobs that meet their career expectations.

Area of Emphasis	Planned for this Goal	Areas Addressed
Quality Assurance		
Education and Early Intervention		
Child Care		
Health		
Employment	planned	addressed
Housing		
Transportation		
Recreation		
Formal and Informal Community Supports	planned	addressed

Strategies	Planned for this Goal	Strategies Used
Outreach	planned	used
Training	planned	used
Technical Assistance		
Supporting and Educating Communities		
Interagency Collaboration and Coordination	planned	
Coordination with Related Councils, Committees and Programs	planned	used
Barrier Elimination		
Systems Design and Redesign		
Coalition Development and Citizen Participation		
Informing Policymakers	planned	used
Demonstration of New Approaches to Services and Supports		
Other Activities		

Intermediaries/Collaborators	Planned for this Goal	Actual
State Protection and Advocacy System		
University Center(s)		
State DD Agency	planned	used

Other Collaborators Planned:

MA Advocates Standing Strong, MA Rehabilitation Commission, Independent Living Centers, Autism Commission

Other Collaborators Actual:

Objective 3.1:

A minimum of 100 individuals with developmental disabilities will establish portfolios for competitive employment by September 30, 2016.

Implementation activities:

1. Partner with the Department of Developmental Services and MA Advocates Standing Strong to develop a coordinated plan for portfolio building training.
2. Collaborate with MA Rehabilitation Commission, Independent Living Centers, provider organizations, youth organizations and others to conduct outreach to people with developmental disabilities.
3. Conduct Portfolio Building trainings.

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

Timelines:

1. Completed. See FFY12 PPR.
2. 10/1/12 – 9/30/15
3. 10/1/12 – 9/30/16

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

Annual Progress Report:

The council launched an initiative in FFY 12 to train individuals with disabilities on how to create a portfolio for competitive employment. The portfolio would consist of a collection of items detailing the skills and attributes a person possesses which makes him or her more marketable for competitive employment opportunities. The Council partnered with Massachusetts Advocates Standing Strong (MASS) to offer an introduction to portfolio building called Explore Prepare Act (EPA). MASS utilized \$5,208 (8%) from a \$62,500 Council grant in FFY 2015 to assist individuals with developmental disabilities to gain competitive employment, contributing an additional \$7,340 to the project. EPA is a 3 hour training that highlights important aspects of seeking employment to include interviewing skills and creating a portfolio. In FFY 15, 588 people were trained through 44 EPA trainings.

One of the barriers with building portfolios through EPA is the absence of 1:1 training and or follow up group activity to assist some individuals to complete a personal portfolio. Completing a personal portfolio involves identifying marketable strengths and abilities that can be shown through pictures, documented accomplishments and the like. Through Independence College, (see Goal 7, Objective 2), 11 students with developmental disabilities received the level of support needed to complete portfolios. The portfolios included classes they attended and information collected for their final practicum. Each student was provided a binder and was instructed on the types of information that could be included, in order to reflect the individual's accomplishments and interests. Students included pictures, letters, and activities they participated in. Three students included survey tools they created to measure their project goals. Others included PowerPoint projects they created to highlight their marketable skills.

Performance Measures

Performance Measure 1.1 (self-advocacy/advocacy):

SA01 People trained in area related to goal/objective:	588
SA02 People trained in leadership, self-advocacy, and self-determination:	11
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:	\$7,340
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Objective 3.2:

A minimum of 50 people living with autism and other developmental disabilities will receive employment supports through various state agencies by September 30, 2016.

Implementation activities:

1. Educate and solicit the support of individuals, families, providers, policymakers and the general public on the benefits of Employment Supports.
2. Conduct coordinated advocacy activities with partners and policymakers.
3. Support budget and policy initiatives that enhance employment supports.
4. Advocate for the implementation of the Autism Commission recommendations related to employment services for people with autism.
5. Collaborate with various state agencies to develop and implement more comprehensive employment supports for people with autism/DD.

Activities undertaken were:



All met



Partially met



Not met

Timelines:

1. 10/1/11 – 9/30/16
2. 10/1/12 – 9/30/16
3. Completed. See FFY 14 PPR.
4. 1/1/13 – 9/30/16
5. 1/1/13 – 9/30/16

Timelines established were:



All met



Partially met



Not met

Annual Progress Report:

The Council's employment goal is to increase opportunities for individuals to work in competitive employment that meet their career expectations. The Council has focused on the need to increase the number of individuals with autism and other developmental disabilities who receive employment supports through state agencies. In the FFY14 PPR, the Council reported on its involvement with state and community agencies and how these connections allowed the Council to develop and implement more comprehensive employment supports for individuals with autism and/or other developmental disabilities.

The Council initiated collaboration with the Massachusetts Rehabilitation Commission (MRC) to develop and implement more comprehensive employment supports for people with autism and other developmental disabilities through the Council's participation on the Statewide Rehabilitation Council (SRC). The Council works to advise MRC on how to provide high quality rehabilitation services that result in sustainable, competitive employment for the people MRC serves. In FY 2015, the Council actively participated on two SRC subcommittees: the State Plan subcommittee and the Unserved/Under-served subcommittee. Council staff assisted in the development of the MRC's goals and objectives for the next four years, advocating for the plan to address the needs of individuals with developmental disabilities. The Council recommended reviewing the length of time an individual must be employed to consider a case to be closed, arguing that many people with developmental disabilities could benefit from extended support once hired. MRC support to individuals post-employment will continue to evolve as the new WIOA regulations go into effect in FY 2016.

The results of a MRC Comprehensive Statewide Annual Needs Assessment indicated that people were interested in receiving more training on "soft skills", recognizing its importance in gaining and keeping employment. The Learning Disabilities/Attention Deficit Hyperactivity Disorder subcommittee of the SRC chose to focus on how to increase access to soft skills trainings. Originally, the Council joined the LD/ADHD subcommittee due to its commitment to determining ways for MRC to expand soft skills knowledge, an area the Council has been addressing effectively through the Self Advocacy Leadership Series (Goal 2, Objective 1) and Independence College (Goal 7, Objective 2).

In FFY 2015 the Council worked with the unserved/underserved subcommittee, focusing on improving soft skills training for individuals as well as the vocational rehabilitation counselors who assist them with finding employment. The Council's efforts resulted in posting a training on soft skills to the state employee training website. At the end of FY 15, it was still being determined by MRC when new and existing VR counselors would be required to complete the soft skills training. In the previous PPR, it was reported that soft skills training was available for all individuals served by MRC

in the 25 area offices across the state. Attendance at these trainings was extremely low. People only attended the area office trainings if they were notified about them by their VR case manager. In 2016 the Council will continue to monitor the impact of the new soft skills mandatory training online for counselors and the effect on the numbers of individuals who attend the soft skills training in area offices.

As the only representative of the interests of individuals with developmental disabilities on the Unserved/Underserved subcommittee, Council staff spent significant time and effort educating members and MRC staff on the impact of new policies on individuals with developmental disabilities. Council staff conducted a presentation on the new Department of Developmental Disabilities Adult eligibility regulations. One handout on the new regulations was created and shared with the attendees. The four individuals with disabilities and five VR professionals who attended were educated about the new regulations and how they could impact the populations each serves.

The Council is a member of the Employment Advocacy Group (EAG) formerly Employment Now Coalition that was reported in the 2014 PPR. EAG is a partnership between the Council, MA Easter Seals, ArcMA, the Disability Law Center, Boston Center for Independent Living and the Disability Policy Consortium. In 2014, the EAG supported a bill that would expand the Executive Office of Health and Human Services commitment to hiring people with disabilities by training employers involved in hiring decisions on the ADA, and establishing a set number of hires of people with disabilities. The bill was re-filed in 2015 and the Council recommended the EAG once again support H110/S86 "An Act to Increase the Commonwealth's Compliance with Federal Law Meeting Requirements of the Americans with Disabilities Act". In early 2015, the employment coalition developed a coordinated advocacy strategy including encouraging individuals with disabilities to testify at the hearing of H110/S86 on July 14. The Council provided testimony for H110/S86, educating 17 policymakers and 75 members of the general public at the July 14 hearing. Council staff presented and submitted testimony for H110/S86 on behalf of a Council member who drafted testimony. The Council member described the impact H110/S86 would have on individuals with disabilities looking for employment: "This bill would help me because it would require training for the people who are doing the hiring. The training would include information on various types of disabilities including invisible disabilities. It would teach people to not just reject someone, like me, because they don't think I would be a 'good fit'. If they could look at my application and see that I checked the box for disability, even if they don't know what my specific disability is, they would know that I would count towards the 20% of people with disabilities hired. Then they would perhaps reconsider me for a job and take the time to look at my references, my skills and abilities. I need people to take that second glance; I need people to think again about their first impression."

As part of the coordinated advocacy activities the Council developed with the Employment Advocacy Group (EAG), a meeting with the new MRC Commissioner was held to discuss how MRC could improve its services and increase the employment rate of people with disabilities. The EAG discussed the State as a Model Employer program, originally developed in 2009 to increase the number of individuals with disabilities in state agency positions. The Model Employer program never met its goal of 11% of the state workforce being individuals with disabilities and the Council recommended revamping this initiative by increasing the number of individuals with disabilities in the state workforce by automatically granting interviews to people who meet minimum employment requirements and disclose a disability. The Commissioner agreed to discuss this with the Secretary of Labor and Workforce development and supported a goal for state agencies to employ as many qualified individuals with disabilities as possible. As of the writing of this report, the policy has yet to

be implemented.

The Council educated individuals, families, providers, policymakers and the general public on the benefits of employment supports. The Council acquired an exhibitor's table at the Work Without Limits conference, providing materials on the Self-Advocacy Leadership series as well as relevant information about fellowships and other training programs that support individuals with disabilities to find and keep employment. 50 people received information from the Council at the Work Without Limits conference.

The Council created a Disability Employment Awareness Photo Contest to educate the public about employment supports and to celebrate National Disability Employment Awareness Month. The Council invited individuals with developmental disabilities to send photos of themselves working or volunteering in the community. The purpose of the contest was to showcase the contributions individuals with developmental disabilities make in their workplaces and communities. The Council received 16 submissions. 938 viewed the photo contest posts and voted on Facebook.

The Council also supported individuals with disabilities to attend employment workshops to educate participants on the types of supports available to individuals with disabilities in competitive employment. A young woman with Asperger's participated in one of these trainings and stated: "I learned about a lot of their opportunities for someone like me with help and support through some booths that were at the convention as well. I have followed up on some of them and they look promising. I am very grateful that you could help us pay for this and I learned a great deal from this convention on when to disclose my disability."

The Council provided initial staffing to the Massachusetts Autism Commission, and continues working for the implementation of the Commission's recommendations to improve employment services for people with autism. The Commission established an employment goal to increase the number of individuals with autism employed in the community. The Council worked to include a section in the 2014 Autism Omnibus bill establishing a permanent autism commission charged with the task to "investigate and study the higher education opportunities, employment training opportunities and employment opportunities available to persons with autism spectrum disorder". The permanent Autism Commission had its first meeting at the end of September 2015. The Autism Commission will continue to meet quarterly and discuss employment issues in 2016.

The impact of the Council's activities to increase the number of individuals with developmental disabilities to work in jobs that meet their career expectations is evident in the following quote stated by a mother of a son with Cerebral Palsy. The mother was sponsored by the Council to attend a conference on how to develop your own business: "When Jonathan was in high school, he expressed that he wanted to be self-employed. This conference helped me to understand how entrepreneurship opportunities are always in reach. I learned about the challenges and opportunities, which helped me brainstorm about a strategy that could be used to help Jonathan make "All Things Possible" a business of his own. Since attending the conference, Jonathan has created his photo album, order form and has filled orders totaling over \$200. This past weekend, he rented space at a holiday bazaar to display and sell his work. His sales totaled \$132. This is just the beginning of his success. "All Things Possible" will not only give him an opportunity to earn income, but it has opened doors for developing relationships with people at his volunteer job, in the community and with small businesses."

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:	17
SC05 Members of the general public reached:	1,072
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
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Section III: Progress Report - Goals and Objectives

Goal 4: Supporting Families

Families will have the supports they need to ensure fulfilling lives in the community for them and their children with developmental disabilities.

Area of Emphasis	Planned for this Goal	Areas Addressed
Quality Assurance		
Education and Early Intervention		
Child Care		
Health		
Employment		
Housing		
Transportation		
Recreation		
Formal and Informal Community Supports	planned	addressed

Strategies	Planned for this Goal	Strategies Used
Outreach	planned	used
Training	planned	used
Technical Assistance		
Supporting and Educating Communities	planned	used
Interagency Collaboration and Coordination		
Coordination with Related Councils, Committees and Programs		
Barrier Elimination		
Systems Design and Redesign		
Coalition Development and Citizen Participation	planned	used
Informing Policymakers	planned	used
Demonstration of New Approaches to Services and Supports		
Other Activities		

Intermediaries/Collaborators	Planned for this Goal	Actual
State Protection and Advocacy System	planned	used
University Center(s)		
State DD Agency		

Other Collaborators Planned:

MA Families Organizing for Change, Arc Massachusetts, Mass. Lifespan Respite Coalition, New England Index, Executive Office of Elder Affairs, Massachusetts Sibling Support Network, Advocates for Autism in Massachusetts, the Mass. Down Syndrome Congress, Massachusetts Advocates Standing Strong, Disability Law Center, Federation for Children with Special Needs, UMass Medical Center, Early Intervention Coordinating Council

Other Collaborators Actual:

Objective 4.1:

A minimum of 100 families will pursue individualized family support services by September 30, 2016.

Implementation activities:

1. Establish advocacy partnerships with MA Families Organizing for Change, Arc Massachusetts and other advocacy groups.
2. Educate and solicit the support of individuals, families, providers, policymakers and the general public on the benefits of individualized Family Supports.
3. Support the education of under-served multicultural populations about family supports and other disability resources for their children with disabilities.
4. Support policy and budget initiatives, and conduct coordinated advocacy activities with partners and policymakers that enhance the use of and funding for family support.

Activities undertaken were:



All met



Partially met



Not met

Timelines:

1. Completed. See FFY12 PPR.
2. 10/1/11 - 9/30/16
3. 10/1/12 – 9/30/16
4. 10/1/11 – 9/30/16

Timelines established were:



All met



Partially met



Not met

Annual Progress Report:

In FFY 2014, implementation activities for the Supporting Families objective were achieved. The Council met its objective of a minimum of 100 families pursuing individualized family support options. Recognizing the continued and tremendous need of families, the Council continued activities under this objective in FFY 2015.

Through 2014 the Council worked on several initiatives to empower families to pursue individualized family support services. This included supporting and collaborating with the Massachusetts Alliance for 21st Century Disability Policy (MA21), a statewide disability advocacy partnership, to increase family support for families in the Department of Developmental Services system. Other activities focused on providing Council Empowerment Funds for family members to attend various family support training, utilizing social media to share information, serving on the Department of Public Health's Inter-agency Coordinating Council and referring family members seeking assistance to appropriate agencies and resources.

In 2015 the Council continued its partnership with The Arc of Massachusetts and MA21 to advance individualized family supports. The Arc of Massachusetts used \$22,000 (44%) of a \$50,000 grant from the Council, contributing an additional \$7467 to implement activities under this objective. Seventeen organizations collaborated on these activities, including MA21 partners and organizations which facilitated outreach and training to multicultural populations.

The Arc of Massachusetts and MA21 educated 342 policymakers about individualized family supports, including legislators, state human service agency and MassHealth staff and new gubernatorial administration policymakers. Seven products were shared with policymakers, such as fact sheets on individualized family supports and recommendations to improve services. These activities helped leverage \$4.0 million in new funding for individualized family support services,

\$500,000 for the children's autism waiver and reinstate a proposed cut of \$385,000 to MassHealth's Adult Family Care program.

Approximately 495 individuals received training in family supports. Eleven trainings were conducted for 145 individuals about individualized family supports. Twenty-three family members attended an MA21-sponsored "Emerging Leaders" training, and afterwards some of the trained leaders conducted formal trainings in their local regions. In addition, The Arc co-sponsored and helped facilitate a statewide DDS leadership training for dozens of family members.

A minimum of 28 of the total trainees were individuals from underserved multicultural communities. Training sessions about family supports and other disability resources for diverse linguistic populations were conducted with Spanish-, Haitian-, Chinese- and Vietnamese -speaking family members in the Commonwealth. During the summer, The Arc of Massachusetts and Federation for Children with Special Needs held two training sessions in greater Boston for five Chinese and eight Vietnamese family members. In August a Vietnamese advocate who is a parent of a child with developmental disabilities was interviewed in Vietnamese on the Boston Neighborhood Network News cable television show. The discussion centered on the disability service system, MA21 and individualized family supports. The interview lasted over 20 minutes and was broadcast a number of times on two local cable TV stations and posted on the internet. A conservative estimate of 130 Vietnamese-speaking viewers watched the segment.

The Council participated in the newly created "Supporting Families" Coalition to address the challenges facing families caring for their loved ones with developmental disabilities at home. The goal is to educate policymakers to significantly increase the level of family support for families of individuals with developmental disabilities in the Department of Developmental Services system. The thirteen coalition members include eight DD provider organizations, The Arc of Massachusetts, Massachusetts Families Organizing for Change, Association of Developmental Disabilities Providers and Advocates for Autism Massachusetts. The group met biweekly during the summer and fall, with group members gathering data and information between meetings. An outreach campaign to collect stories about how family supports – or lack thereof – impact individuals and families was launched on social media and the group's new website.

A parent who participates in the "Supporting Families" collaborative shared her story about the importance of family support:

"Last year, my family needed to pull together and persevere through some very difficult days. Having an aggressive, non-verbal, 13 year old son with complex medical conditions and another son, 10 years old, also with autism – meant figuring out how to balance the intensive needs of both boys and still find time for my 16 year old daughter, while working to support my family. The challenges increased with a spike in my older son's behaviors that put him and my family at risk. His school's systems recommendation was to place him in a residential setting. My son's behaviors were so interruptive and dangerous that his team at his specialized school for children and adults with autism felt he was not able to learn. My family was in crisis. We needed expert medical intervention. We counted on his DESE (Department of Elementary and Secondary Education) DDS funding to use for behavioral supports and we relied on the resilience and strength of family and community. The struggles were overwhelming but little by little we saw positive changes – my brave and beautiful son got back to solid footing. He is beginning to learn at school and he is able to spend time in his community. These small triumphs allowed us to keep our family together. Today, we still have immense challenges that can rattle us but we are together and lucky for that every day."

During FFY15 an estimated 25 self-advocates, 330 family members and 346 other advocates were active in systems advocacy under this objective. 134,180 members of the general public were informed about family supports through public education, awareness and media initiatives. Information was shared through newsletters, social media, online and print newspapers and email distribution lists.

The Council works to enhance individualized family supports by serving as a member of the Department of Public Health's Interagency Coordinating Council for Early Intervention (EI). Eleven member organizations include state agencies, early intervention providers and Head Start organizations. Quarterly meetings are held. A Coordinating Council priority is to provide support to families of children with special needs aged 0-3 who are eligible for early intervention services. One hundred people attended the Interagency Coordinating Council Retreat in September and were educated about Council priorities.

The Council's Empowerment Fund (CEF) program provides funding to individuals with developmental disabilities and family members to attend training and learn about resources to improve their quality of life. In FFY15, 73 family members attended 23 different trainings which provided information about supports.

"My wife had our second child in 2012. Everything was great until we realized W. wasn't reaching his milestones. We started to inquire with his doctor and then went through rounds of testing that put our family through an emotional roller coaster. It was the hardest time of our lives. To find out that your son will require lifelong care and will not be able to speak amongst other things is devastating. He was diagnosed with Angelman Syndrome (AS) in February of 2014. Fortunately, Angelman Syndrome has an amazing community and holds events local and within other areas of the world. The council of empowerment funds enabled my wife and I to be able to go to the Foundation for Angelman Syndrome Therapeutics annual conference. The trip was amazing and we learned so many different things that will enable both W. and our family to have a better life. I am truly grateful for these funds as it would not have been possible for us to attend without them. We went to two days of seminars on seizures, the science, a new clinical trial, and most importantly, literacy in children with AS. We also got to meet a ton of parents (700) from all over the world that understood our family and our daily struggles. The event also allowed us to get away for a weekend and spend some well-needed time together without our children. It was an amazing experience for us and we truly appreciate the generosity that we have received. Thank you so much!"

Performance Measures

Performance Measure 1.1 (self-advocacy/advocacy):

SA01 People trained in area related to goal/objective:	568
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:	701
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:	17
SC03 Organizations engaged in systems change efforts:	0
SC04 Number of public policymakers educated:	342
SC05 Members of the general public reached:	134,180
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:	\$4,507,467
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Objective 4.2:

A minimum of 200 families of persons with developmental disabilities will access information on respite options by September 30, 2016.

Implementation activities:

1. Conduct an analysis of the status of respite services in Massachusetts, including establishing a baseline of state budget dollars, availability, return on investment, best practices and success stories.
2. Collaborate with Statewide and National Respite Networks to develop a coordinated advocacy strategy to expand respite opportunities for people with developmental disabilities.
3. Partner with the Mass. Lifespan Respite Coalition to update and share web-based information about respite providers with family caregivers.
4. Support information and education sessions on respite options to individuals, families, providers, policymakers, and the general public.

Activities undertaken were:



All met



Partially met



Not met

Timelines:

1. Completed. See FFY14 PPR.
2. 10/1/11– 9/30/16

3. 10/1/13– 9/30/16
4. 10/1/13 - 9/30/16

Timelines established were:



All met



Partially met



Not met

Annual Progress Report:

Since 2010, the Council has actively collaborated with the Massachusetts Lifespan Respite Coalition (MLRC) to build a sustainable statewide lifespan respite coalition. The MLRC was formed to help find ways to give caregivers of family members with special needs and health conditions short breaks, or respite, to allow them to attend to their own personal needs and to continue in their caregiving role. With the Department of Developmental Services (DDS) serving as the lead agency, the MLRC's membership consists of numerous stakeholders across the Commonwealth including human and elder service provider agencies, Aging and Disability Resource Consortia (ADRCs), state human service agencies and family caregivers across the lifespan. Since its formation in 2010, the Coalition received three federal grants from the Administration on Community Living (ACL) and hosted five statewide events.

Implementation activities delineated under the respite State Plan objective were met in FFY2014. The Council continues to actively collaborate with the Massachusetts Lifespan Respite Coalition (MLRC) to provide information and resources on respite options for family caregivers. Partners include the Executive Office of Elder Affairs, Aging and Disability Resource Centers (ADRCs), the Department of Public Health, Executive Office of Health and Human Services, local Arcs, elder agencies, disability-specific organizations, human service providers and family caregivers. Many of the Coalition's member organizations work directly with families of people with developmental disabilities. The MLRC's email distribution list numbers 582 individuals.

In November, the MDDC hosted the pilot for Massachusetts' first Respite Education and Support Tools (REST) training for respite volunteers and workers. The free daylong training was conducted by the Massachusetts Lifespan Respite Coalition. Thirty four people were trained in FFY15, and additional trainings will take place in FFY16.

In May the Massachusetts Lifespan Respite Coalition held its 3rd annual statewide Connecting and Advocating Respite for Everyone (CARE) Conference for family caregivers in Marlborough. The Council was a major sponsor of the event and actively participated in the conference planning and organizing, along with a dozen other collaborators. Approximately 150 family caregivers attended the conference, including an estimated 65 caregivers of family members with developmental disabilities. Speakers with different experiences and expertise in respite and caregiving spoke to this year's theme of "Making Respite Happen." Ten workshops addressed topics about finding appropriate respite, easing caregiver stress and discussing issues and experiences unique to sibling caregivers and men caregivers. Exhibitors shared resources on respite and caregiving. Options Counselors and Social Security Administration staff provided one-on-one counselling to address unique circumstances. Evaluations for the conference and the individual workshops were overwhelmingly positive.

During FFY2015 the Massachusetts Lifespan Respite Coalition awarded 5 mini-grants to pilot respite programs around the state. Two of the grant recipients are working with family caregivers of individuals with developmental disabilities. The Autism Alliance of Metrowest received funding to provide monthly 3 hour group respite offering families opportunities for social interaction in a safe, fun

environment. To date, the Autism Alliance of Metrowest has supported 12 families through the grant, 4 of which have multiple children on the autism spectrum. "The same group of children come to each of our respite evenings. It has been wonderful to watch the families as the months have gone by be able to relax and fully take good advantage of these respite opportunities as their comfort level has increased."

Berkshire Family and Individual Resources received funding to support a weekend respite program aimed at caregivers of individuals with disabilities 18 years of age and older. They also provide bimonthly caregiver trainings, with an advisory group of caregivers to provide oversight. BFAIR Saturday Solutions has served 13 families, two of which have two people in care. Those who attend are contributing to the program activities, increasing socialization and demonstrating leadership skills. Caregivers share concerns they have not been able to express elsewhere, as well as gaining valuable respite time. Program staff noted that this program reduces stress for caregivers and improves quality of life for individuals in care.

The Council Empowerment Fund (CEF) program provides opportunities for family members to educate themselves about their children's disabilities by attending conferences. Some families use this funding to pay for respite to attend the training, and learn about respite. Such was the case of one CEF recipient:

"I am grateful that the Council was able to provide my family with funding for respite care for me to attend the Visions of Community conference. At the conference, I was able to get resources regarding special needs planning, and pediatric respite nursing home. These two topics have been the most scariest for me to wrap my head around and it seems like it was yesterday my daughter was five years old and now she is 15 years old. I know that I have to start making arrangements for her in those two areas. Therefore, I am glad I went and now have the resources to move forward on those two topics."

Performance Measures

Performance Measure 1.1 (self-advocacy/advocacy):

SA01 People trained in area related to goal/objective:	184
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
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SC02 Number of organizations involved coalitions/networks/partnerships:	17
SC03 Organizations engaged in systems change efforts:	0
SC04 Number of public policymakers educated:	2
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

Section III: Progress Report - Goals and Objectives

Goal 5: Homes

People with developmental disabilities will have more housing options for living independently in the community.

Area of Emphasis	Planned for this Goal	Areas Addressed
Quality Assurance		
Education and Early Intervention		
Child Care		
Health		
Employment		
Housing	planned	addressed
Transportation		
Recreation		
Formal and Informal Community Supports	planned	addressed

Strategies	Planned for this Goal	Strategies Used
Outreach	planned	used
Training	planned	used
Technical Assistance		
Supporting and Educating Communities	planned	used
Interagency Collaboration and Coordination		
Coordination with Related Councils, Committees and Programs		
Barrier Elimination		
Systems Design and Redesign		
Coalition Development and Citizen Participation	planned	used
Informing Policymakers	planned	used
Demonstration of New Approaches to Services and Supports	planned	used
Other Activities		

Intermediaries/Collaborators	Planned for this Goal	Actual
State Protection and Advocacy System		
University Center(s)		
State DD Agency	planned	used

Other Collaborators Planned:

MA Advocates Standing Strong, MA Families Organizing for Change, Autism Housing Pathways, Citizens' Housing and Planning Association

Other Collaborators Actual:

Objective 5.1:

A minimum of 100 individuals with developmental disabilities/families will pursue alternative housing options by September 30, 2016.

Implementation activities:

1. Conduct an analysis of existing research of the barriers to and utilization of alternative housing options and determine next steps.
2. Establish partnerships with organizations for enhancing the use of effective alternative models.
3. Support trainings and work with interested parties to pursue alternative options.
4. Educate and solicit the support of individuals, families, policymakers and the general public.
5. Support policy initiatives that expand the use of alternative housing options.

Activities undertaken were:



All met

☐ Partially met

☐ Not met

Timelines:

1. Completed. See FFY13 PPR.
2. Completed. See FFY13 PPR.
3. 7/1/13 - 9/30/16
4. 10/1/11-9/30/16
6. 10/1/11-9/30/16

Timelines established were:



All met

☐ Partially met

☐ Not met

Annual Progress Report:

Goal 5, Objective 1

The Council chose to promote alternative housing options through supporting policy initiatives that expand the use of these options. In the FFY 2014 PPR, the Council described its education and advocacy activities surrounding SB 1787 to promote the creation of more accessible housing in Massachusetts. By the end of the legislative session in 2014, SB 1787 was still in House Ways and Means. The Council partnered with the Committee on Housing for People with Disabilities to educate HWM legislators on the impact of the bill but unfortunately, SB 1787 was never voted out of HWM. A new legislative session began in 2015, and SB 1787 was refiled as HB 1105. The Council provided testimony to 20 members of the Joint Committee on Housing in September 2015. The following quote is from the Council's H 1105 testimony, "My parents spent many years looking for a suitable home to convert to a group home for my sister in the early nineties so that she would always have a place in the community. The home had to be able to be converted to being handicapped accessible and finding such a home was a very difficult ordeal for them. The creation of single and two family homes with visitability considerations – (and at grade entry, wide enough to accommodate a wheelchair, with an accessible bathroom) at inception makes sense. It not only provides future housing stock for people like my sister with developmental disabilities, it is also economical." HB 1105 has not been voted out of committee as of the writing of this report. Another bill, SB1517 an Act to Promote Housing Creation for People with Disabilities, would change the funding mechanism of the state's Individual Development Account program from a budget line item to a tax credit program, allowing increased match funding availability for low income individuals attempting to be homeowners. The Council presented testimony to 17 legislators and 90 people from the general public on SB 1517 at a Joint Committee on Revenue hearing in September 2015. Below is an excerpt from the Council's testimony on SB1517, "Living on my own has made a huge difference in my life and I think it's important that all people with disabilities have the same opportunity. Many people with disabilities live in poverty and need financial assistance either from their families or the government to be able to live in their own place. Housing in Massachusetts is very expensive and many families

cannot afford to fund a separate place for their daughter, son, sister, brother etc. to live in. This means in order to live independently, many individuals must rely on financially stressed government programs that have lengthy waiting lists. People with disabilities need access to more rental or home ownership financial assistance programs. SB1517 An Act to Promote Housing Creation for People with Disabilities will make it possible for more people with disabilities to live independently, in their own place, like I do.” At the time of the writing of this report, SB 1517 was still in the Joint Committee on Revenue.

The Council continues to advise the state’s Money Follows the Person program. In FFY 15 the Council attended two MFP meetings, participating in discussions about improving services in the community for individuals transitioning from institutions or nursing homes. 39 individuals with ID/DD participated in the program. The Council expected that closing 3 more developmental centers in 2015 would increase the number of individuals with ID/DD in the MFP program. The Council raised concerns with the lack of people with ID/DD being served through the program and will continue to monitor this in FFY 2016.

The FFY 2014 PPR included an account of the Council’s partnership with MA Families Organizing for Change and the role the Council played in supporting MFOFC’s Building a Home Conference in 2014. In 2015, the Council supported the upgrade of MFOFC’s Housing Connector website and invested added resources in a partnership with Autism Housing Pathways (AHP). AHP utilized 50% (\$10,000) of a \$20,000 grant from the Council to assist families to develop a person-centered housing vision and train them to create alternative housing. AHP contributed an additional \$1,599 for the project. Those who agreed to participate in the training were required to participate in a day-long housing workshop covering public funding streams, applying for benefits, asset development, calculating affordability, ownership models, financing options, location, design, construction, and service providers. 24 people participated in the workshop.

Individuals and their families who completed the training then participated in a person-centered planning process, using the Planning Alternative Tomorrows with Hope (PATH) tool. Each plan included a pre-meeting with the individual and/or family to help the individual reflect on his/her vision and determine who to include to help create the plan. A follow-up meeting a few months later reviewed how the plan was being implemented. 12 individuals and 23 family members of the 12 individuals participated in the person-centered planning process, and one individual was offered and accepted a shared apartment through his day provider.

Individuals and families complete a workbook focusing on preferred activities, lifestyle and location, and being a good neighbor. The workbook has three language versions; eighth grade reading level; simplified language; and a version paired with sticker activities. The individual can choose which version best suit their needs. A total of 12 individuals completed the workbook.

The Council and AHP developed a questionnaire for individuals and/or family members to complete six months after the day-long training to measure post-training activities. The questionnaire addresses Sec. 8, Medicaid state plan services, adopting an asset development strategy, and changes in living situations. As of the writing of this report, 10 of the 12 individuals who completed the day-long training completed the survey. Results showed that 3 respondents found housing outside their family’s home, 6 applied for Section 8, 2 applied for project based Section 8, 2 applied for MassHealth, 5 participated in daily living skills training, and 4 created a special needs trust. One of the survey respondents stated, “Great program. Extended my understanding of housing and government programs. Learned steps towards newly identified goals! Extremely important program.” AHP used \$7,500 (38%) of the \$20,000 grant from the Council to develop a model zoning bylaw and organize families to advocate for the passage of S708 An Act relative to the development and preservation of affordable housing for persons with disabilities and the elderly. AHP provided an additional \$1,199 for the project. The project developed a new zoning bylaw that would expand the

use of alternative housing options for individuals with developmental disabilities. Families seeking to house an individual with a disability will be entitled to use their one-to-two bedroom accessory apartment. The bylaw creates a deed restriction that would require that units remain housing for individuals with disabilities after the sale of the home.

The project conducted a national review of bylaws related to accessory apartments, and used this research to work with town counsel in Wayland, MA to identify what to include in a bylaw draft. A summary of the provisions was also sent to members of the Winchester, MA Planning Board. After meeting with the Senate Chair of the Committee on Elder Affairs, the bylaw was edited to permit the elderly person/person with a disability to reside in either unit of a property. Meetings were held with multiple organizations about the bylaw, and a presentation was conducted with 3 members of the Winchester Planning Board and the Town Planner to explain the need for and purpose of the bylaw. A draft of a Town Meeting Warrant Article was also shared, and will potentially be filed for the spring 2016 Town Meeting Warrant

The partners worked with Sen. Barbara L'Italien to draft and introduce SB708 For legislation relative to the development and preservation of affordable housing for persons with disabilities and the elderly. SB 708 would allow families to borrow from the state to create accessory apartments of the type described in the bylaw. This bill was included in the Joint Committee on Housing hearing in June 2015, and the Council and AHP organized testimony on the bill. Nine parents testified or submitted written testimony. A fact sheet, referencing the model zoning bylaw. was developed for the hearing. 17 committee legislators were educated and multiple follow up meetings were held. The partners also educated members of the Joint Committee on Revenue at a hearing for SB 1517 An Act to Promote Housing Creation for People with Disabilities about how the bill has the potential to create more housing options for people with disabilities.

AHP used \$2,500 (13%) of the \$20,000 grant to educate stakeholders and the general public through traditional, specialty and social media about the need for alternative housing and the supports necessary to make it a reality. AHP contributed an additional \$400 dollars for these activities. The hearing on SB 708 was covered in an article by the State House News Service and the Worcester Telegram and Gazette. Boston.com also carried a story in August titled, "Could 'accessory' apartment bill help people care for family members in need?" 60,000 people read the article on Boston.com.

AHP and the Council jointly drafted an op-ed published in the Boston Globe in November titled, "MA needs to rise to challenge of housing adults with autism". This op-ed was published in the Worcester Telegram and Gazette, and was quoted extensively in an online column, "The Affordable Housing Crisis of Persons with Intellectual and Developmental Disabilities", by Rick Cohen in Nonprofit Quarterly. Both the text of, and links to, the Telegram article were carried on Facebook pages and list serves with collective memberships over 1,000. Approximately 27,000 distinct readers have seen one of the two articles.

AHP was contacted by the Worcester Housing Authority seeking assistance in reaching service providers and individuals with disabilities to benefit from an initiative (RFP) for 300 project-based Sec. 8 vouchers. The project connected them with more than a dozen service providers and a number of individuals with disabilities. AHP also held a Section 8 sign-up clinic and training in Worcester County, where 21 individuals applied for the Centralized Waiting List and the relevant regional non-profit list. Three similar clinics will be held around the state in 2016. Representatives from AHP also met with members of Centro Las Americas, serving Latinos in Worcester, MA, to educate them about the Worcester Housing Authority RFP. AHP spoke at the Central Massachusetts Legislative Breakfast, providing remarks on the disability housing crisis. The remarks were shared with the Senate Housing Commission sub-committee on Alternative Housing by Sen. Harriet Chandler. Three additional policymakers were educated regarding the disability housing crisis

and options for addressing it. The project participated in a webinar on housing options hosted by the Autism Insurance Resource Center. 40 participants joined the webinar and the link to the slides was shared with list serves and Facebook pages. 700 people accessed the webinar on the AHP Facebook page.

The Council committed to assisting 100 individuals to pursue alternative housing options by September 30, 2016. Based on results to date 45 individuals are pursuing alternative housing or supported housing options as a result of Council efforts.

Performance Measures

Performance Measure 1.1 (self-advocacy/advocacy):

SA01 People trained in area related to goal/objective:	96
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:	1
SA05 People attained membership on public/private bodies and leadership coalitions:	0
SA06a Other self-advocacy measure:	45
People pursued alternative housing options	
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:	98
SC05 Members of the general public reached:	89,774
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:	\$1,599
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Objective 5.2:

People with developmental disabilities in state school settings and their families will gain knowledge on the benefits to living in the community to help them transition to community living by September 30, 2016.

Implementation activities:

1. Conduct research about current training and resources provided to individuals and families.
2. Establish partnerships with MA Advocates Standing Strong, DDS and others to develop strategies to reach people.
3. Develop new resources or update existing resources.
4. Educate individuals, families, and the general public on the benefits of living in the community.
5. Support budget and policy initiatives that enhance community living opportunities for people with developmental disabilities.

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

Timelines:

1. Completed. See FFY12 PPR.
2. Completed. See FFY13 PPR.
3. Completed. See FFY13 PPR.
4. 7/1/13 - 9/30/16
5. 10/1/11 - 9/30/16

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

Annual Progress Report:

The Council worked in partnership with Massachusetts Advocates Standing Strong (MASS) in FFY 14 to conduct trainings for individuals residing in facilities, along with their supporters and advisors. The trainings provided students with knowledge about self-determination, community living and the employment. The Council continued to support self-advocacy training at the Wrentham Development Center and the Hogan Regional Center in 2015. MASS utilized \$5,208 (8%) of a \$62,500 grant from the Council and contributed an additional \$7,340 toward this initiative.

The Fernald School finally closed its doors in FFY 15. Although final closure took longer than planned in the "Community Services Expansion and Facilities Restructuring Plan", the final resident moved out in November 2014.

The Council and MASS also partnered to finalize development of the Choice and Control Self-determination pilot project. This pilot program supports self-advocates' knowledge, skills and advocacy for self-directed services. Activities at the start of FFY 15 were focused on updating the final curriculum. During 2015, 9 self-advocates were trained in the self-determination through the pilot, and 9 self-advocates and 13 staff were trained in systems advocacy. Five self-advocate members (and 2 staff) on the DDS Community Rule Work Group were also trained in systems advocacy. The main objective of this Work Group is to strengthen licensure and certification standards for providers and in many cases add new indicators to conform with the very progressive standards of the Centers for Medicaid and Medicare Community Rule. Self-advocates and the other

advocates involved are pushing for choice and accessibility beyond the current practice in MA.

In FFY 15, information about community living was provided to the self-advocacy groups at the Hogan and Wrentham development facilities. Newsletters providing information on monthly legislative advocacy days at the MA State House, the annual self-advocacy conference and conference registration information, as well as other updates about self-advocacy across the state, were disseminated to 33 self-advocates in the facilities. These efforts have led to students in state school settings and their families gaining knowledge on the benefits of living in the community, as well as the value of active advocacy for their needs, goals and expectations.

The Council has provided many opportunities for individuals and their families to attain information about self-determination and independence. A parent shared her story about the impact of these Council initiatives. "Our son is affected much by having Autism. He has thought patterns that are often hard to understand and his thinking or perspective is different. He struggles socially at times and also needs extra support to become more independent. Our son has sensory challenges that affect him day to day. The conference really helped us understand him more in general. Thank you so much for having this valuable program that makes such a difference in people's lives! We got to speak to several professionals and get questions answered and new information."

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:	9
SA03 People trained in systems advocacy:	29

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:	33
SC06a Other systems change measure:	0
SC06b Other systems change measure:	0

SC06c Other systems change measure:	0
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Performance Measure 3 (resource leveraging):

RL01 Dollars Leveraged:	\$7,340
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Section III: Progress Report - Goals and Objectives

Goal 6: Community Supports

People with developmental disabilities will have the services and supports they need to ensure fulfilling lives in the community.

Area of Emphasis	Planned for this Goal	Areas Addressed
Quality Assurance	planned	addressed
Education and Early Intervention		
Child Care		
Health	planned	addressed
Employment		
Housing		
Transportation		
Recreation		
Formal and Informal Community Supports	planned	addressed

Strategies	Planned for this Goal	Strategies Used
Outreach	planned	used
Training	planned	used
Technical Assistance	planned	used
Supporting and Educating Communities		
Interagency Collaboration and Coordination	planned	used
Coordination with Related Councils, Committees and Programs	planned	used
Barrier Elimination		
Systems Design and Redesign	planned	used
Coalition Development and Citizen Participation		
Informing Policymakers	planned	used
Demonstration of New Approaches to Services and Supports		
Other Activities		

Intermediaries/Collaborators	Planned for this Goal	Actual
State Protection and Advocacy System	planned	used
University Center(s)		
State DD Agency	planned	used

Other Collaborators Planned:

MA Advocates Standing Strong, Autism Commission, Advocates for Autism MA, Asperger's Association of New England, Autism Insurance Resource Center, Executive Office of Public Safety and Security, the Executive Office of Health and Human Services, Department of Developmental Services, MA Down Syndrome Congress

Other Collaborators Actual:

Objective 6.1:

A minimum of 50 community based service programs will adopt and utilize best practices in Positive Behavioral Supports (PBS) by September 30, 2016.

Implementation activities:

1. Conduct research and compile documentation on the efficacy and effective use of PBS for people with DD.
2. Collaborate with DDS and other interested organizations to develop curriculum for PBS.
3. Educate and solicit support of people with developmental disabilities, families, providers, policymakers, general public.
4. Support the education of community based service providers on PBS.

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

Timelines:

1. Completed. See FFY12 PPR.
2. Completed. See FFY13 PPR.
3. 10/1/12 – 9/30/16
5. 7/1/13 – 9/30/16

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

Annual Progress Report:

The Council previously worked in partnership with the other members of the state's Positive Behavior Supports (PBS) Council to develop definitions, best practices, and policies and procedures used for the state's PBS pilot program in FFY 13 and FFY 14. Several provider organizations participated in a pilot program in FFY 13, with a total of 12 providers now adopting and utilizing best practices in PBS by the end of FFY 14. In FFY 14 due to the commitment of Department of Developmental Services (DDS) to financially support implementation of PBS within the state, it was not necessary for the Council to award grant funds to assist in the initiative, instead continuing its partnership through education and dissemination of PBS materials.

The Positive Behavior Supports Council did not convene in FFY 15. The Council did continue its partnership with DDS to educate the general public and providers about PBS, its best practices, and how to use effectively in community program settings. Materials were updated and made available on the DDS Learning Website, which had 21,068 distinct visits. The PBS materials were one of the top 3 content requests on the DDS Learning website.

Three PBS training sessions were conducted in FFY 15, totaling 33 over the past 3 years. 107 trainers were trained in FFY 15, totaling 317 trainers trained in the past 3 years. In addition, 8 trainers held 9 sessions on PBS this year. Updates about PBS are periodically sent to the trainers facilitating PBS across the state to ensure they acquire the latest information. Some regions held networking sessions for PBS trainers and 4 regions in the state have conducted training for new employees of DDS, with 96 individuals trained in PBS. PBS is also included in the DDS Autism Spectrum Disorder Training, with 102 Service Coordinators trained in FFY 15. Several conference presentations were also conducted, both nationally and throughout the state. As a result of these efforts there are now 321 people facilitating PBS.

PBS has become more compelling for providers because it is integrating well with the expansion of DDS eligibility, the changing demographic (i.e. ABI, Autism), and the expansion into early childhood

supports. The Council will continue to work closely with DDS to ensure ongoing updating and improvement of materials, protocols, and trainings.

Performance Measures

Performance Measure 1.1 (self-advocacy/advocacy):

SA01 People trained in area related to goal/objective:	305
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:	21,068
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
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Objective 6.2:

A minimum of 500 individuals living with autism and their family members will have the information they need to access services and supports by September 30, 2016.

Implementation activities:

1. Conduct research- compile documentation on the current level of comprehensive community

services and supports to people with autism in MA.

2. Advocate for implementation of the Autism Commission recommendations.

3. Conduct needs assessment on the 7 Autism Resource Centers and develop recommendations to strengthen and enhance the services offered.

4. Support the Autism Insurance Resource Center to expand resource information, technical assistance and referrals to people with autism.

5. Educate and solicit support of people with developmental disabilities, families, providers, policymakers, general public on meeting the needs of people with autism.

6. Support policy/ budget initiatives that increase services and supports for people with autism.

Activities undertaken were:



All met

☐ Partially met

☐ Not met

Timelines:

1. Completed. See FFY13 PPR.

2. Completed. See FFY14 PPR.

3. Completed. See FFY14 PPR.

4. 10/1/12 - 9/30/16

5. 10/1/11 - 9/30/16

6. 10/1/11 - 9/30/16

Timelines established were:



All met

☐ Partially met

☐ Not met

Annual Progress Report:

As delineated in the 2013 PPR, the Council supported the work of the MA Autism Commission by providing a part-time staff member to the Commission from 2010 through 2013. In FFY 13, Council staff assisted in writing and editing sections of the Commission's report, and worked with members of the Autism Commission to complete and release its final report. The final report is a comprehensive document providing a detailed review of the level of community services and supports for people with autism in MA. The report includes 80 recommendations that provide a framework for developing improved policies and practices in MA for individuals with autism.

The Council's participation on the MA Act Early Team allowed the Council to advocate for the implementation of the Autism Commission's recommendations dedicated to supporting the MA Act Early team's efforts to increase access to autism screenings for children at risk for autism. Council staff attended 3 Act Early summits in FFY 15, educating 128 members from the general public at these events. Council staff was one of the representatives of the MA Act Early team at the Northeast Regional Developmental Screening, Referral and Response Conference. While at the conference, the Council was involved in a panel discussion on how to better involve "family voices" in the early identification process. The Council also worked with the MA Act Early team to determine future goals for the Act Early initiative in MA. Goals that were developed include: wider dissemination of the Considering Culture in Autism Screening toolkit, educating childcare providers on developmental warning signs and how providers can talk to parents and guardians in a sensitive manner, and working with culturally diverse communities in order to educate them on the signs of developmental delays and what can be done if there are concerns. These four priorities will guide the work of the Massachusetts Act Early team into FFY16.

The Council continued on the advisory board for the Healthy People 2020 Roadmap for MA Children and Youth with ASD/DD project in FFY 2015. The Healthy People project continued to focus on creating a reliable data collection system on youth and children with all developmental disabilities. The Council and the advisory board reviewed data from other research projects such as the Developmental Behavioral Clinic Survey and the National Standards State Systems Analysis tool to evaluate how data was collected for these projects. The Council and the board also reviewed the outcomes of the focus groups implemented by the project team. Gaps in treatment and diagnosis were indicated by participants in the Hispanic and African American focus groups that will be addressed in the final report. The findings of a Professional focus group held in the western part of the state indicated parents often had to wait 8 to 10 months to receive an autism diagnosis which will also be addressed in the final report.

Members of the advisory board expressed concern over increased Department of Children and Families involvement with families who have a child with autism who live in the western part of the state. This prompted the Council to join a group dedicated to addressing youth with autism aging out of foster care. Council staff attended a meeting on the lack of services available to youth with autism, as youth with autism are often not eligible for DDS or DMH services. Council staff provided information to the group about Adult Foster Care that could be an option to assist youth with autism. Five people from the general public were educated at this meeting by Council staff. The Healthy People 2020 Roadmap for MA Children and Youth with ASD/DD project advisory board will continue to meet in FFY 2016.

Finn Gardiner, an individual with autism, began his Gopen Fellowship in July 2015. Finn is working on developing a six-month mentoring program for adults on the autism spectrum called Spectrum Skillshare. The project entails recruiting autistic adults who are experienced with the working world, higher education, navigating bureaucracy and other life skills to serve as mentors for other autistic adults who are less experienced with these skills. As of the writing of this report, Finn has reached out to disability-related advocacy groups and agencies and people within his personal network who may need mentoring or would like to mentor other adults on the spectrum. This outreach included the use of email, social networking sites like Facebook and Twitter, meeting in person and phone calls. 1,000 individuals were reached through these marketing activities. Finn will continue to work on his project in FFY16.

The Council has partnered with and provided financial support to the Autism Insurance Resource Center (AIRC) since 2011, and continued its partnership with the AIRC in FFY2015. MA is one of many states that has passed autism insurance reform but is the only State that has a resource center to support the community in understanding and accessing coverage. The Council allocated \$35,000 to the Center to serve as a comprehensive resource for families, providers, employers and educators on all issues related to medical insurance for autism treatment. The Center's activities included trainings and webinars on insurance laws and related topics, information and referral via phone and email on issues related to insurance coverage for autism-related treatments and services; and providing access for the community to a current and comprehensive website displaying documents including legislation, frequently asked questions, provider and resource listings, and regulatory bulletins.

AIRC used \$8,750 (25%) of a \$35,000 grant to answer questions about autism insurance and barriers to access posed by calls and emails, contributing an additional \$875 for this activity. In FY 2015, 1,144 people utilized information and referral services via phone or email through the center.

This was a 30% increase from the previous fiscal year. The passage of the Autism Omnibus bill in 2014 required MassHealth (the Massachusetts Medicaid program) to cover ABA therapy for individuals diagnosed with autism under age 21. Due to this legislative development, this year the majority of the calls and emails shifted from people requesting information on how to access benefits through their private insurance to assisting individuals on MassHealth access autism treatments.

AIRC used \$8,750 (25%) of the \$35,000 grant to present to consumer groups, clinicians, providers, educators, and other interested parties on autism insurance. providing an additional \$875 for this activity. The AIRC provided 18 trainings across the state educating a total of 625 people on autism insurance. 414 were trained in formal/ informal community supports and 211 were trained in health services. In December 2014, the AIRC held an Insurance Update Event attended by 100 people from across the state. Updates included information on access to autism health insurance coverage through MassHealth and the impact of recent state laws on insurance access.

AIRC used \$8,750 (25%) of the \$35,000 grant to develop and present webinars on autism insurance and related topics, contributing \$875 for this activity. The Center developed and delivered bimonthly webinars on accessing coverage under the Affordable Care Act, how to appeal insurance denials and accessing coverage for ABA through MassHealth. 582 people participated in 8 Center webinars, a 192% increase in the number of webinar participants since FFY14.

AIRC used the final \$8,750 (25%) of the \$35,000 grant to maintain and add documents and links to information on the AIRC web pages. contributing \$875 for this activity. The AIRC continually maintained and updated their website with documents and links to information. The "Am I Covered" tool was uploaded to the AIRC website. This resource was developed to help determine whether an insurance policy includes coverage for autism treatment, and, if not, suggested alternatives and assistance for gaining access to treatments. Fact Sheets explaining how to access newly covered ABA treatment under MassHealth were also developed. There were 20,000 unduplicated visits to the informational website during FFY15.

Seven products were distributed to policymakers and the public about autism insurance issues. Two of these were articles about autism insurance published in newspapers and magazines. The Center's director worked with the Council director on an Op-Ed piece outlining the progress and continued challenges facing families with autism. This was published in a large suburban newspaper, and widely distributed on Social Media. 21,906 members from the general public read this piece and were educated on autism insurance and other issues. Autism Parent Magazine published an article about the Center's "Am I Covered" tool, reaching the magazine's 35,000 subscribers.

The Council also connected individuals with autism and other developmental disabilities and their families with information they need to access services and supports by financially supporting these individuals to attend trainings. One parent stated: "I am the parent of a 7-year-old boy recently diagnosed as being on the spectrum. I have heard about Brain Gym from fellow parents/professionals as well as his current Physical Education teacher, who uses it at school before class. After attending the 3-day workshop, I have learned so much. Things now "make sense" and I feel I have a better understanding of how his mind/body developed as an infant and continues to utilize information from the outside world. We have set up a "Brain Gym Station" in our home where we all practice and utilize the exercises learned. It is something we can all do together as a family and feel connected. I am so thankful to have had the opportunity to attend "Brain Gym" and excited about its potential. Thank you." Another parent raved about the opportunity she was given to attend

an assistive technology conference and how the information she learned at the conference will help her become a stronger advocate for her daughter: "She uses so much technology that it's difficult to learn it and to keep up with what is available and what may and may not work. The hands-on experience was priceless, the private sit-downs I had with the presenters and the workshops were unbelievably insightful. It was amazing overall even up to the exhibitors. I feel, as a parent, I can navigate with empowerment to help my daughter become what she can to the fullest."

The Council has committed to reaching a minimum of 500 individuals with autism and other developmental disabilities and their family members with information they need to access services and supports by September 30, 2016. The Council reached 582 individuals with autism and their family members in 2015. To date the Council has reached 2,330 individuals with autism and their family members through the activities under this objective, surpassing the target of 500.

Performance Measures

Performance Measure 1.1 (self-advocacy/advocacy):

SA01 People trained in area related to goal/objective:	582
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:	250
SC05 Members of the general public reached:	58,521
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:	\$3,751
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Objective 6.3:

A minimum of 1000 people with developmental disabilities will have the information on human rights and safety they need to lead safe and productive lives in the community.

Implementation activities:

1. Partner with the Disability Law Center, MA Advocates Standing Strong, state agencies and other advocacy groups to develop a coordinated advocacy strategy to educate people with developmental disabilities and others on protecting human rights.
2. Conduct trainings with individuals with developmental disabilities on rights and protecting their safety.
3. Educate and solicit the support of individuals, families, providers, policymakers and the general public on improving safety of people with developmental disabilities.
4. Support a National Background Checks bill and other budget and policy initiatives that enhance the capacity to protect the rights and safety of people with DD.

Activities undertaken were:



All met

☐ Partially met

☐ Not met

Timelines:

1. Completed. See FFY14 PPR.
2. 10/1/11 - 9/30/16.
3. Completed. See. FFY14 PPR.
4. Completed. See FFY14 PPR.

Timelines established were:



All met

☐ Partially met

☐ Not met

Annual Progress Report:

Recognizing gaps that existed in the service delivery system in protecting the personal safety of people with developmental disabilities, in 2013 the Council partnered with the MA Down Syndrome Congress, Arc of MA, the Disability Law Center, MA Advocates Standing Strong, the Disabled Persons Protection Commission, the Department of Developmental Services (DDS), and the Department of Public Safety to support H1674, An Act to Require National Background Checks. This bill dictates that any person seeking employment or a position as a volunteer or trainee to individuals served by the DDS or its vendor agencies be required to have a national criminal background check, utilizing the Integrated Automated Fingerprint Identification System maintained by the FBI. In FFY 14, the bill was signed into law. Currently, DDS is working to implement the law, and is expected to start requiring the national background checks in FY16.

In FY15, the Council participated in the "Preventing Abuse of People with Disabilities" Statewide Summit. Three workshops were provided, and policy recommendations for legislators and state agency representatives were drafted. Two policymakers from the State Senate were present for the policy discussion. Representatives from the MA Office on Disability (MOD), the Department of Developmental Services (DDS) and the Disabled Persons Protection Commission (DPPC) were also present for the policy discussion. One of the workshops was titled "Improving Reporting, Investigation and Healing Resources to Prevent Abuse" and discussed issues surrounding individuals who rely on

staff who may be hurting them but need the staff to do his or her day to day activities. The second workshop was "Supporting Healthy Sexuality and Relationships", which discussed the importance of sexuality education to be included in programs for people with disabilities as a safeguard to prevent abuse, as well as for staff and as support for parents and guardians. The third workshop was the "Executive Directors Round Table". There were several options that the work group discussed in efforts to address abuse from within an organization or provider agency: the need for a culture shift: from isolation to connectivity, from internalism (looking down on people with disabilities) to empowerment, and for proactive provider accountability; the reinstatement of the DPPC Registry; and ability awareness and training in school. After the summit, a working group called the "Statewide Taskforce on Preventing Abuse of people with disabilities" was formed with 12 partners, and the number of partners continues to grow. During the task force meetings, the discussion continued from the recommendations made by each of the breakout groups at the summit. The group has created a list of several action steps which includes speaking with Commissioners of several state agencies, creating fact sheets and other educational materials about the DPPC Registry, etc.

The Council has testified and educated policymakers on three policy priorities. 17 legislators on the Joint Judiciary Committee were educated on two priorities, along with 60 members of the general public that were present. H1370 "An Act Prohibiting Discrimination Against Adults with Disabilities in Family and Juvenile Court Proceedings" will require courts to determine whether or not a parent's disability causes harm to their child, by requiring written findings when courts rely on a parent's disability as a negative factor in a custody or visitation determination. This law will also require courts to determine whether the harm to the child can be alleviated by adaptive equipment or supportive services for the parent. Also heard was H1459 "An Act Further Regulating the Appointment of Certain Guardians". H1459 proposes that a parent or parents be presumed to be suitable unless competent evidence is introduced to the contrary and that parents may also elect a third party to be guardian. It also strikes the language that allows the court to pass over a person having priority and appoint someone else. Council staff educated the Joint Judiciary Committee on the perils of having a guardian who does not know the individual in guardianship well: "Unfortunately, the current law states parents can be passed over for guardianship of his or her own son or daughter. Consequently, who is appointed by the court is not always the person who will be acting in the best interest of the individual...Once an individual is named as a guardian, it is very difficult to reverse the decision. HB 1459 would increase the likelihood of a parent being named the guardian and decrease the likelihood of someone being named who has no connection to the individual."

H89/S80 "An Act Relative to the Use of Aversive Therapy" was heard by the Joint Committee on Children, Families and Persons with Disabilities. H89/S80 would ban the use of aversive therapy in Massachusetts including using shocking or pinching to change the behaviors of an individual. The following is a brief excerpt from Council member Lydia Brown's testimony: "People with disabilities deserve safe and humane treatment, intervention, and services options that respect inherent human dignity, maximize autonomy, and minimize pain or suffering. For as long as the Commonwealth permits the use of painful aversive interventions on people with disabilities, not only will those currently subjected to such abuses at the Judge Rotenberg Center (JRC) continue to suffer, but the state will remain fertile ground for similarly oriented programs or facilities that could expand such methods beyond the one institution where they are currently used."

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:	12
SC03 Organizations engaged in systems change efforts:	0
SC04 Number of public policymakers educated:	19
SC05 Members of the general public reached:	60
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
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Section III: Progress Report - Goals and Objectives

Goal 7: Self-Determination

Individuals with developmental disabilities gain control and exercise self-direction in their lives.

Area of Emphasis	Planned for this Goal	Areas Addressed
Quality Assurance	planned	addressed
Education and Early Intervention		
Child Care		
Health		
Employment		
Housing		
Transportation		
Recreation		
Formal and Informal Community Supports	planned	addressed

Strategies	Planned for this Goal	Strategies Used
Outreach	planned	used
Training	planned	used
Technical Assistance		
Supporting and Educating Communities		
Interagency Collaboration and Coordination		
Coordination with Related Councils, Committees and Programs		
Barrier Elimination	planned	used
Systems Design and Redesign		
Coalition Development and Citizen Participation		
Informing Policymakers	planned	used
Demonstration of New Approaches to Services and Supports		
Other Activities		

Intermediaries/Collaborators	Planned for this Goal	Actual
State Protection and Advocacy System	planned	used
University Center(s)		
State DD Agency	planned	used

Other Collaborators Planned:

Alliance for 21st Century Disability Policy, MA Advocates Standing Strong, Easter Seals, Post-secondary Institutions, The Arc of Massachusetts, Mass. Families Organizing for Change, Massachusetts Sibling Support Network, Advocates for Autism in Massachusetts, the Mass. Down Syndrome Congress, Disability Law Center, and the Federation for Children with Special Needs

Other Collaborators Actual:

Objective 7.1:

A minimum of 500 individuals with developmental disabilities shall have the choice of DDS services or qualified DDS providers and shall be able to change their services or service providers by September 30, 2016.

Implementation activities:

1. Collaborate with Mass. Alliance for 21st Century Disability Policy (MA21), DDS and others.
2. Support policy to enhance the use of self-directed supports. (If "Real Lives" legislation passes) Review and comment on new regulations, guidelines, procedures resulting from passage of "Real Lives" bill.
3. Develop training materials and educate and solicit the support of individuals, families, providers and policymakers on the principles of "Real Lives".
4. Advocate for policy and budget initiatives that support the Real Lives Initiative.

Activities undertaken were:



All met



Partially met



Not met

Timelines:

1. Completed. See FFY 14 PPR.
2. 10/1/13 - 9/30/16
3. 10/1/11 - 9/30/16
4. 10/1/11 - 9/30/16

Timelines established were:



All met



Partially met



Not met

Annual Progress Report:

During 2012-14 the Council collaborated with The Arc of Massachusetts and eight other disability organizations of the Massachusetts Alliance for 21st Century Policy (MA21) to advance self-directed supports in Massachusetts. Active MA21 partners include statewide disability advocacy organizations Massachusetts Families Organizing for Change (MFOFC), Massachusetts Down Syndrome Congress (MDSC), Massachusetts Advocates Standing Strong, Advocates for Autism of Massachusetts, Massachusetts Sibling Support Network and other nonprofit agencies and provider organizations. In FFY2014, MA21 successfully attained passage of the "Real Lives" legislation, which was signed into law in August 2014. This new legislation expands an individual's ability to self-direct the services he or she is receiving through the Department of Developmental Services (DDS). In 2015 approximately 533 individuals were trained in self-directed supports.

Many activities under this objective, including facilitating MA21 meetings, were conducted in partnership with The Arc of Massachusetts, utilizing \$28,000 (56%) of a \$50,000 grant from the Council to advance self-determination. The Arc contributed an additional \$9503 in support of this project. During FFY15, the Council and its MA21 partners continued promoting self-directed supports for individuals with developmental disabilities. Eleven monthly meetings were held and provided a setting where organizations could share challenges and concerns in the disability advocacy arena.

An official signing ceremony of "Real Lives" took place at Fenway Park in Boston in October, 2014. Development of a formal policy for self-direction is proceeding through the Real Lives Advisory Board established in the Real Lives law under the auspices of the DDS and the Disabled Persons Protections Commission (DPPC.) Several MA21 members were appointed to serve on the committee, including two self-advocates. While the group is charged with aligning policy with the law, MA21 representatives strive to ensure that the spirit of the legislation as originally conceived is included in final regulations.

Forty-nine policymakers were educated about self-determination through this initiative. Information about self-determination and individualized supports was shared with newly elected and appointed policymakers, including a policy paper referencing self-determination and individualized supports. In addition, in December, legislators from western Massachusetts and over 300 attendees from the general public heard about "Real Lives" from a local Representative and The Arc of Massachusetts.

One hundred forty nine individuals were active in systems advocacy about self-directed choice, control and authority in determining DDS services or providers. Other activities centered on educating policymakers at MassHealth about the importance of maintaining the Adult Family Care and Personal Care Assistance program levels as options for self-directed supports for individuals with DD living in the community. An MA21 representative participated on the Home and Community Based Services (HCBS) task force to develop new quality indicators for home and community based services/supports that encourage integration and person centered choice. As of September 30, 2015, there were 450 adults enrolled in the participant directed program (PDP) funded by DDS.

540 people were trained in formal and informal community supports, including self-directed supports and Real Lives. Training included stand-alone sessions for small groups, a webinar, a legislative advocacy training, statewide and regional leadership forums and statewide disability conference breakout sessions. Over 103,000 members of the general public were reached with information about Real Lives and self-directed supports through Boston and other regional newspapers, the State House News, email distribution, social media and newsletter articles.

The Commonwealth's statewide self-advocacy group, Massachusetts Advocates Standing Strong (MASS), used \$10,417 (16.7%) of a \$62,500 Council grant for activities to support this objective. MASS contributed an additional \$14,681 to the initiative. MASS conducted trainings and held meetings to educate individuals, provider staff, DDS staff and families on self-determination options available in Massachusetts. 63 individuals, including 55 self-advocates, were active in systems advocacy about quality assurance. 18 self-advocates and five MASS staff met with DDS policymakers and Service Employees' International Union (SEIU) representatives about self-determination for individuals with developmental disabilities. MASS implemented the Choice and Control project to educate self-advocates, staff and others. Choice and Control is a pilot training program to support self-advocates' knowledge, skills and advocacy for self-directed services. This training was developed to address self-advocates' concerns about the choices they voice at their Individual Service Plan (ISP) meetings. In the second quarter, MASS conducted Choice and Control training in the Northeast for 14 self-advocates and two staff.

MASS also advocated for use of the "I is for Individual ISP" work book to be made mandatory in preparing for ISP meetings and addressed challenges facing self-advocates in the community in advocating for their rights and ISP. Twenty-three individuals were involved in self-determination activities, transportation, Community Rule, Licensing and Certification activities, and 9 individuals attained memberships on public work groups and other leadership coalitions.

In July the Council developed and submitted testimony to the Joint Committee on Children, Families and Persons with Disabilities on House Bill 128, "An Act Updating Real Lives." H128 was filed to strengthen the newly enacted "Real Lives" law enacted in 2014. The testimony included Council member Debbie Pierce's perspective and depicted how important it is for her to have access to flexible supports in the community that change according to her schedule and needs. The passage of

the original Real Lives legislation was very important to Debbie because it meant she would be able to tailor her supports to her life. "I live in Worcester in my own apartment and work three days a week at a warehouse. I use both the Ride and the bus to travel around Worcester. I am a Department of Developmental Services client and receive 15 hours a month of staffing. My staff assists me with paying my bills, they take me to medical appointments and take me grocery shopping. I like to play bingo in my apartment building and I attend self-advocacy meetings. I love to shop at Wal-Mart and I enjoy going out for coffee. I am a lucky person. I am happy with my life. My staff helps me with things I need support with and this helps me to live in the community. Right now, 15 hours a month of staffing is barely enough hours for me. Most months I have a few doctor appointments and it is hard to do everything with my staff I need to do outside of the doctor visits. It would be nice if I could increase my staff hours every month according to the number of doctor appointments I have. This would be better for me than having a set 15 hours a month that is not changed according to my busy schedule. I want my supports to be more flexible which I need some months."

Performance Measures

Performance Measure 1.1 (self-advocacy/advocacy):

SA01 People trained in area related to goal/objective:	540
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:	212
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:	1
SC02 Number of organizations involved coalitions/networks/partnerships:	13
SC03 Organizations engaged in systems change efforts:	0
SC04 Number of public policymakers educated:	66
SC05 Members of the general public reached:	103,754
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:	\$24,184
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Objective 7.2:

A minimum of 50 Individuals with Developmental Disabilities will acquire skills needed for self-sufficiency through MDDC Independence College by September 30, 2016.

Implementation activities:

1. Establish training coordinator position at the Council.
2. Establish partnerships with MASS, DPPC, Easter Seals, Partners for Youth with Disabilities and others to combine training efforts under Independence College.
3. Work with partners to Develop a curriculum, establish credit values, etc.
4. Partner with colleges, business and others to expand opportunities for students.
5. Recruit and enroll students.
6. First class graduates from Independence College.
7. Second Class graduates from Independence College.

Activities undertaken were:



All met



Partially met



Not met

Timelines:

1. Completed. See FFY12 PPR.
2. Completed. See FFY13 PPR.
3. Completed. See FFY14 PPR.
4. 10/1/12 - 9/30/16
5. 10/1/13 - 9/30/15
6. By 9/30/15
7. By 9/30/16

Timelines established were:



All met



Partially met



Not met

Annual Progress Report:

As an amendment to the 2013 State Plan, Independence College was established to assist individuals with developmental disabilities to acquire skills needed for self-sufficiency. Independence College is a unique program similar to a college certificate program, where students accrue credits by attending the core courses, electives, and participate in a practicum project. The students gain knowledge and experience in their desired area of interest, and develop the 'soft skills' necessary to participate in the community as an adult. Instead of designing a new curriculum, the Council implemented a strategy to connect students to existing trainings available through organizations across the state that provide a multitude of opportunities teaching people with disabilities a variety of skills. The Council partnered with MA Advocates Standing Strong (MASS) to continue developing and expanding strategies for Independence College. In 2015, MASS utilized \$15,625 (25%) of a \$62,500 Council grant, providing \$22,021 in matching funds toward implementation of Independence College. In addition, \$16,440 was leveraged from other sources to conduct Explore Prepare Act, Awareness & Action, Basic Self-Advocacy, Self-Direction, Choice & Control and Voting training.

The Executive Committee, comprised of MASS and MDDC self-advocates and staff, held 8 meetings in FFY15. The committee solidified the accepted students, core classes, elective classes, and practicum expectations. A Steering Committee comprised of predominantly self-advocates was

formed in 2013 to review the curriculum and assist in the development of the practicum requirements and overall continued development of Independence College. Steering Committee membership consists of 7 individuals representing Easter Seals, MASS, and the Council. The Steering Committee met 4 times in 2015 and their recommendations were incorporated into the curriculum.

IC students are required to attend an Orientation Session, complete three Core Classes (Basic Self-Advocacy, Awareness & Action, and Explore Prepare Act) and fulfill three electives in their area of interest. The electives offered for the pilot were Choice and Control, Self-Direction, Voting, Basic Legislative Advocacy, and How to be an Active Board Member. The committees are in discussions with other organizations to provide additional trainings in 2016. All graduating students presented a final practicum project to the Steering Committee and Executive Committee. The practicum requirements included the project goal(s), the activities performed, what was learned, the struggle(s) faced, and what was accomplished.

In FFY15, 20 self-advocates were accepted to Independence College. The students began in October 2014 with an orientation. During the Fall and Spring semesters, 16 students completed Basic Self-Advocacy; 13 completed EPA; 13 completed Awareness & Action; 12 completed Self-Direction; 11 completed all 3 sessions of Voting; and 12 completed Choice & Control. In addition, 11 students presented their practicum projects to the Steering Committee, and all were accepted. During the presentation meetings, 14 people were in attendance and were educated about the Independence College initiative and the Council. 11 students completed all requirements and graduated in FFY15. The 9 students who did not complete all the requirements have been offered the opportunity to complete them in FFY16.

During the practicum presentations, many students shared their experiences from attending Independence College. Jake G. shared "Independence College has helped me to be a role model for other people so that I can help them when they need it and so I can give them advice". Another student, Tom K., shared "I really liked Independence College because I learned about my rights and how to talk to people."

Preparations for the graduation ceremony/dinner began in FFY15 and will continue into FFY16. Recruitment for the FFY16 class also began in FFY15. By September 30, 2015: 43 applications were received; the fall semester training schedule set; and locations for the classes were established. A meeting was also held with 8 trainers to ensure they were fully educated on the Independence College initiative.

During FFY15, the Council faced barriers that the two committees continue to address. Independence College was established to utilize existing training opportunities. One issue encountered was the inability to send students to training opportunities being held at provider organizations. IC students could not participate if they were not a client of the provider agency. A few providers have worked with Independence College to get some of the students into classes being held at their agency, but many have not. This issue required establishing a separate Independence College training schedule. The Council also faced some barriers working with training teams, including difficulty solidifying class schedules and little advanced notice of classes from outside training teams. This issue was addressed throughout FFY15, and should be resolved in FFY16 as a result of the training teams meeting.

The Council continues to encounter issues getting in contact with students via phone and e-mail at

their homes or through their staff, particularly those who reside in a group home setting. There has been some disconnect between group home staff, the students, and their agency leadership when trying to schedule the students' classes. This has resulted in students not attending the classes they signed up to take. Many of the classes have a minimum participant requirement in order to hold the class. The Council will continue to address these issues in 2016.

Performance Measures

Performance Measure 1.1 (self-advocacy/advocacy):

SA01 People trained in area related to goal/objective:	13
SA02 People trained in leadership, self-advocacy, and self-determination:	16
SA03 People trained in systems advocacy:	11

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:	3
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:	\$32,461
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Section IV: Satisfaction with Council Supported or Conducted Activities

Individual Survey Responses:

Number of responses:	178
Respect (%):	Yes 99.44% No 0.56%
Choice (%):	Yes 94.32% No 5.68%
Community (%):	Yes 97.71% No 2.29%
Satisfaction (%):	66.29% Strongly Agree 32.02% Agree 1.69% Disagree 0.00% Strongly Disagree
Better life (%):	60.95% Strongly Agree 33.73% Agree 3.55% Disagree 1.78% Strongly Disagree
Rights (%):	Yes 98.00% No 2.00%
Safe (%):	Yes 95.42% No 4.58%

Individual Comments:

Not all respondents answered all questions. The high number of respondents for a question was 178 (questions 2 and 5). The low number of respondents for a question was 156 (question 7).

Nearly all respondents provided positive feedback. Of the few who did not, most of those were related to process, such as the requirements for receiving Council Empowerment funds.

Sample comments. "Great program. Truly extended my knowledge of housing and government programs."; "This project helped me to set goals and steps to achieve them. I highly recommend this program!"; "Scandalously fragmented care for disabled people in Massachusetts was thoroughly explained by the admirable efforts the presenters. God bless you."

Stakeholder Survey Responses:

Number of responses:	8
Choices & Control (%):	100.00% Strongly Agree 0.00% Agree 0.00% Agree Somewhat 0.00% Disagree Somewhat 0.00% Disagree 0.00% Strongly Disagree
Participation (%):	100.00% Strongly Agree 0.00% Agree 0.00% Agree Somewhat 0.00% Disagree Somewhat 0.00% Disagree 0.00% Strongly Disagree
Satisfaction (%):	100.00% Strongly Agree 0.00% Agree 0.00% Agree Somewhat 0.00% Disagree Somewhat 0.00% Disagree 0.00% Strongly Disagree

Stakeholder Comments:

Eight individuals representing eight different disability groups participated in the stakeholder survey. The participants responded to questions about the Council's strengths and weaknesses and made recommendations for potential future activities. Participants noted the impact of Council support in organizing identifying outreach/action steps to support the passing of the Real Lives Bill, Omnibus Bill and National background checks.

Participants noted that the Council is very effective in supporting efforts to organize advocates to move towards goals for a quality life in the community and the support that families and individuals need in order to make that happen. Council efforts have helped many families and professionals in the disability service field understand the importance of individualized supports that bring greater opportunity for people with developmental disabilities live their lives based on their own interests and dreams. The Council also supported a group like-minded

individuals to provide substantial consultation to ongoing priorities such as the Home and community rule and supporting families initiative.

One recommendation was for the Council to keep current updates to the Council website.

The only new information on the webpage is usually under “publications”, but there are projects that have moved or created new initiatives.

Section V: Measures of Collaboration

Critical issues/barriers affecting individuals with developmental disabilities and their families that the collaboration has jointly identified:

1. Supporting Self-Advocacy
2. Leadership Development
3. Emergency Preparedness
4. Coordination of the DD Network
5. Increasing Self-Determination

Section V: Measures of Collaboration

Issue 1: Supporting Self-Advocacy

Description of collaborative issue/barrier or expected outcome:

The statewide self-advocacy organization has existed for over a decade and has been steadily moving toward self-sufficiency. The DD Network is collaborating to support board development (independence) and program development (self-sufficiency), expanding the self-advocacy network, and developing strategies for long term viability. In FFY14 the network, along with the state DD agency, continued supporting regional efforts to better link the local self-advocacy groups with statewide activities, finalizing expansion to a third region. The partnership also continued funding for a consultant to work with the MASS board on program development and fundraising.

Life Areas:

- | | | | |
|---|---|---|-------------------------------------|
| <input checked="" type="checkbox"/> Self-Determination | <input type="checkbox"/> Health | <input type="checkbox"/> Transportation | <input type="checkbox"/> Recreation |
| <input type="checkbox"/> Employment | <input type="checkbox"/> Education | <input type="checkbox"/> Childcare | <input type="checkbox"/> Housing |
| <input checked="" type="checkbox"/> Community Inclusion | <input checked="" type="checkbox"/> Quality Assurance | | |

Council roles and responsibilities in collaboration:

The Council directly supports MA Advocates Standing Strong (MASS), the statewide self-advocacy organization for people with developmental disabilities. Our partnership focuses on working toward self-sufficiency. The support has been successful in helping MASS to diversify its funding sources to include more entities buying services. MASS has also expanded its working relationships with the DD Network, state agencies, other advocacy groups and provider organizations. Most significant, this support has provided MASS the opportunity to hire and pay more people with developmental disabilities to conduct trainings.

Problems encountered as a result of collaboration:

More effort is needed to compensate more self-advocates for the valuable contributions they make and services they provide. In addition, MASS continues to face issues impacting 501c3 organizations, and struggles to balance the requirements of a non-profit with the goal of maintaining an organization managed by self-advocates.

Unexpected benefits:

The use of a board consultant has resulted in a reorganization of paid staff functions. This had freed staff to focus more on overseeing implementation of the the organization's goals and on fundraising activities to expand resources.

Issue 2: Leadership Development

Description of collaborative issue/barrier or expected outcome:

Community leadership by people with developmental disabilities and family members does not meet the level

needed to maintain strong community organizing and systems advocacy. The DD Network maintains two year long fellowships for people with developmental disabilities and family members to develop and enhance leadership skills and knowledge of disability issues and systems advocacy. The Gopen Fellowship is for a person with a developmental disability. The Crocker fellowship is for a family member. 2013 was the first year that the two fellowships operated simultaneously.

Life Areas:

- | | | | |
|--|---|---|-------------------------------------|
| <input type="checkbox"/> Self-Determination | <input type="checkbox"/> Health | <input type="checkbox"/> Transportation | <input type="checkbox"/> Recreation |
| <input type="checkbox"/> Employment | <input type="checkbox"/> Education | <input type="checkbox"/> Childcare | <input type="checkbox"/> Housing |
| <input type="checkbox"/> Community Inclusion | <input checked="" type="checkbox"/> Quality Assurance | | |

Council roles and responsibilities in collaboration:

The DD Council underwrites 50% of the cost for the Gopen Fellowship for a person with a developmental disability. The fellow alternates work location between the ICI UCEDD and the Council. The Gopen fellow is actively engaged in policy and program work at the Council, using the opportunity as a vehicle to improve policy knowledge and advocacy skills. The Council actively supports the Crocker Fellowship by providing similar opportunities for the fellow.

Problems encountered as a result of collaboration:

Resources are inadequate to develop and support leaders to the extent needed to maintain long-term leadership in the disability advocacy community.

Unexpected benefits:

The Fellowships have prepared graduates for greater opportunities in disability advocacy. Recent graduates have served as a Kennedy Fellow and completed the LEND graduate program. One graduate is employed at the MA DD Council, one graduate was elected as chairperson of the statewide self advocacy organization, three graduates have become Council members, one graduate founded a successful statewide sibling support network, and one was hired as accessibility coordinator at the Boston Museum of Science.

Section VI: Dissemination

The Council issues a press release on the Program Performance Report upon federal approval. The Council also creates an "Annual Report to the Citizens of the Commonwealth", a four page report specifically designed to give the average citizen a better understanding of the Council, its purpose and its major accomplishments. The report provides information about the Council, an update on addressing the State Plan goals and objectives, highlights of activities and accomplishments from the federal annual report, and financial information for the fiscal year. The "Annual Report to the Citizens of the Commonwealth" has received the Association of Government Accountants (AGA) Certificate of Excellence every year since 2008. Both reports are posted on the Council's web page, an announcement and link are provided on Facebook and Twitter.

Dissemination of the 4 page report report is accomplished through direct mailing to the Governor, Massachusetts Congressional Delegation, the Massachusetts State Legislature, our DD Network partners and the Commissioners and Secretaries of key state disability agencies. Hard copies of the "Annual Report to the Citizens of the Commonwealth", as well as the federally submitted Program Performance Report, are provided to all Council members. Individuals with developmental disabilities, family members, advocates and other organizations on the Council's advocacy and provider group lists are notified through direct e-mail and Facebook and Twitter postings that both the official federal report and the summary report are available on the Council web page. Hard copies are provided to anyone upon request, including large print and other alternative formats as requested.