



FFY 2019 State Plan Update

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to the U.S. Administration on Intellectual and Developmental Disabilities

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Background

The Virginia Board for People with Disabilities (the Board) serves as the Commonwealth’s Developmental Disabilities Council. The Board advises the Governor on issues affecting individuals with developmental disabilities and their families. Under the federal law, each state is authorized to establish a Developmental Disabilities Council, which receives funds to improve advocacy, promote systems change, and expand capacity statewide. Through these activities, the Board seeks to increase the independence, productivity, inclusion, and integration of people with disabilities in their communities.

Developmental Disability Councils are required to develop five-year State Plans that provide a framework for the Council’s priorities. State Plans can address some or all of the nine “areas of emphasis” authorized by the Developmental Disabilities Act: Child care, employment, health, recreation, quality assurance, education/early intervention, formal/informal community supports, housing, and transportation. The current State Plan was developed based on Board and stakeholder input obtained through a Board member retreat and two public comment periods. The State Plan development was also based on findings and recommendations from its 2014 Assessment of the Disability Services System in Virginia. The Board developed goals and objectives that it believes best address its priorities, taking into account limited fiscal and staff resources and consideration of the Board’s ability to have a significant impact. The current five-year State Plan covers October 1, 2016 through September 30, 2021.

Developmental Disabilities Councils are required to update their State Plan annually by January 1 of the current federal fiscal year (FFY), which runs from October through September. The deadline for the FFY 2018 State Plan Update was delayed from January 1, 2018 to September 3, 2018, and Developmental Disabilities Councils were ultimately not allowed to make any changes to their FFY 2018 work plans. Therefore, this FFY 2019 State Plan Update was the Board’s first opportunity to make changes to its current State Plan. The Board approved the changes at its December 5, 2018 Board meeting and submitted the changes on January 30, 2019.

Mission and Vision

The State Plan defines how the Board will continue to implement its mission and vision over the next five years.

Mission: To create a Commonwealth that advances opportunities for independence, personal decision-making, and full participation in community life for individuals with developmental and other disabilities.

Vision: Virginians with developmental and other disabilities direct their own lives and choose how they live, learn, work, and play.

State Plan Goals, Objectives, and Activities

The Board's updated goals, objectives, and activities are listed below. The Board has one goal containing nine objectives and a second goal containing five objectives. Items that are new, reworded, or moved are marked as "new," "revised," or "moved," respectively.

Goal 1: Reform the Commonwealth's approach to disability services and supports into a coordinated and effective system so that people with developmental and other disabilities and their families have access to high quality, individualized supports and are able to exercise maximum self-determination.

Objective 1-1 (Housing Area of Emphasis): By 2021, the Board will support three or more initiatives that will increase knowledge and awareness among individuals with developmental and other disabilities and their families, and increase access to integrated, accessible, and affordable housing options in community settings. *[Revised]*

Activity 1.1.1: Advocate for improved access to integrated, affordable housing and disseminate information to stakeholders.

Activity 1.1.2: Develop recommendations for systems improvements, advocate for changes, and disseminate findings.

Activity 1.1.3: Support strategies to clarify code compliance and promote universal design and visitability.

Objective 1-2 (Transportation Area of Emphasis): By 2021, the Board will support initiatives in one or more areas of Virginia that improve local and regional public and other transportation planning efforts in order to address all types of mobility needs for individuals with developmental and other disabilities.

Activity 1.2.1: Implement and monitor a grant to improve transportation planning in cities and counties in order to increase access to community-based healthcare. *[Revised]*

Activity 1.2.2: Develop recommendations for systems improvement, advocate for changes, and disseminate findings to stakeholders.

Objective 1-3 (Health Care Area of Emphasis): By 2021, the Board will support three or more initiatives to increase awareness among state and local stakeholders of community-based healthcare models and best practices that use a person-centered, integrated approach for individuals with developmental and other disabilities.

Activity 1.3.1: Advocate for improved community based models, policies and programs to improve access to quality care.

Activity 1.3.2: Develop recommendations to improve Medicaid, advocate for changes, and disseminate findings to stakeholders.

Activity 1.3.3: Support improved availability of data to communities for planning, program selection, and evaluation. *[Revised]*

Activity 1.3.4: Implement grant to improve the ability of people with developmental disabilities to access health and wellness programs. *[New]*

Activity 1.3.5: Implement grant to improve the ability of people with developmental disabilities to communicate their health-related needs more effectively. *[New]*

Activity 1.3.6: Support the 2018 Virginia Oral Health Summit to increase awareness among health care stakeholders about health-related needs of people with developmental disabilities. *[New]*

Objective 1-4 (Early Intervention/Education Area of Emphasis): By 2021, the Board will support 2 or more initiatives that seek to increase the number of students with developmental and other disabilities in K-12 education who are educated in inclusive settings and/or are enrolled in higher education programs or engaged in integrated, competitive employment one year post graduation, beyond the current reported rate of 63 percent. *[Revised]*

Activity 1.4.1: Advocate within K-12 system for best practices, including inclusive education, and systems improvement statewide by participating in interagency workgroups. *[Revised]*

Activity 1.4.2: Advocate to community college system to expand higher education and competitive employment opportunities by participating in workgroups.

Activity 1.4.3: Implement and conduct post-grant monitoring of a grant to improve information to families on diploma options to maximize higher education enrollment and post-graduation employment.

Activity 1.4.4: Develop recommendations for systems improvement, advocate for changes, and disseminate findings to stakeholders.

Activity 1.4.5: Fund and/or implement a grant to increase the provision of high-quality education to individuals with disabilities in inclusive settings. *[New]*

Objective 1-5 (Targeted Disparity): By 2021, at least 200 individuals with developmental or other disabilities and their families for whom English is a second language have increased access to culturally and linguistically appropriate translations of information and resources that will improve their knowledge and use of community-based supports and disability rights.

Activity 1.5.1: Implement and conduct post-grant monitoring of a grant to improve culturally and linguistically appropriate translations of information and resources to individuals and families with limited English proficiency.

Objective 1-6 (Formal/Informal Community Supports Area of Emphasis): By 2021, the Board will support improved community infrastructure, services, and supports, including paid and unpaid supports for individuals with developmental and other disabilities living in the community or transitioning from institutions to the community.

Activity 1.6.1: Advocate for improvements to community infrastructure to include services and supports by monitoring and taking positions on laws, policies, practices, and/or budget actions.

Activity 1.6.2: Improve referrals to Early Intervention services for children that spent time in the NICU.

Activity 1.6.3: Develop recommendations to improve community living supports, advocate for changes, and disseminate findings to stakeholders. *[New]*

Activity 1.6.4: Develop recommendations for early intervention systems improvement, advocate for changes, and disseminate findings to stakeholders. *[Moved]*

Activity 1.6.5: Fund and implement a grant to improve the provision of formal/informal community supports to people with disabilities. *[New]*

Objective 1-7 (Quality Assurance Area of Emphasis): By 2021, working in collaboration with its Developmental Disabilities Network Partners, the Board will support at least 3 policies or initiatives that safeguard individuals with developmental and other disabilities from abuse, neglect, and exploitation.

Activity 1.7.1: Advocate and build capacity for policies to safeguard against abuse, neglect, and exploitation.

Activity 1.7.2: Review and annually update research on ICF-ID certification reports and related monitoring efforts. *[Revised]*

Activity 1.7.3: Collaborate with the Developmental Disabilities Network on *Project Living Well*, a Developmental Disabilities Project of National Significance. *[Revised]*

Activity 1.7.4: Monitor grant with UCEDD to improve prevention efforts through trainings against abuse, neglect and exploitation.

Activity 1.7.5: Develop recommendations for quality assurance improvement, advocate for changes, and disseminate findings to stakeholders. *[New]*

Activity 1.7.6: Fund and implement a project to improve school emergency response for students with disabilities. *[New]*

Objective 1-8 (Formal/Informal Community Supports Area of Emphasis): By 2021, the Board will support the development of the Virginia ABLE Account program by helping Va529 disseminate reliable, user-friendly information to 1,000 Virginians with developmental and other disabilities and their families in order increase their knowledge of the program and facilitate enrollment in ABLE accounts. *[Revised]*

Activity 1.8.1: Support and promote VA 529 through information dissemination.

Objective 1-9 (Employment Area of Emphasis): By 2021, the Board will promote at least 5 public policies, budget actions, and practices that incentivize and support integrated and competitive employment in both the public and private sectors in order to increase employment opportunities for individuals with developmental and other disabilities.

Activity 1.9.1: Advocate for Employment First policies by monitoring and taking positions on laws, policies, practices, and/or budget actions.

Activity 1.9.2: Develop recommendations for systems improvement, advocate for changes, and disseminate findings to stakeholders.

Activity 1.9.3: Fund and implement a grant to train people with disabilities, business leaders, and employment services staff in order to increase opportunities for competitive, integrated employment for people with disabilities living in designated poverty areas. *[Revised]*

Activity 1.9.4: Fund and implement a grant to increase competitive, integrated employment through a university-community organization partnership to provide internships and onsite training for adults with developmental disabilities. *[Revised]*

Goal 2. At least 250 individuals with developmental and other disabilities, and their families, advocate for themselves and others, influence policy and exercise maximum choice, independence, and control in their lives.

Objective 2-1 (Quality Assurance Area of Emphasis): By 2021, the Board will support training programs that increase leadership and advocacy skills of at least 70 self-advocates in order to improve their ability to advocate for themselves and others and to influence public policy. *[Revised]*

Activity 2.1.1: Conduct a Youth Leadership Academy in FFYs 2018 and 2020.

Activity 2.1.2: Conduct Partners in Policymaking training in FFYs 2017-18 and 2019-20.

Activity 2.1.3: Support the Virginia Department for the Deaf and Hard of Hearing's legislative training for individuals who are deaf and hard of hearing. *[New]*

Objective 2-2 (Quality Assurance Area of Emphasis): By 2021, increase by 25 percent the number of self-advocates who serve as trainers in the Board's advocacy and leadership development training programs and promote opportunities for them to provide leadership training within other organizations.

Activity 2.2.1: Identify self-advocates interested in training and review current training materials.

Activity 2.2.2: Research and implement training opportunities.

Activity 2.2.3: Use self-advocates in Board training programs and refer them to other programs. *[Revised]*

Objective 2-3 (Quality Assurance Area of Emphasis): By 2021, the Board will support training programs that increase the advocacy skills of at least 40 family members of people with developmental disabilities, in order to improve their ability to influence public policy. *[Revised]*

Activity 2.3.1: Conduct Partners in Policymaking Leadership Training in FFYs 2017-18 and 2019-20.

Activity 2.3.2: Support the Virginia Department for the Deaf and Hard of Hearing's legislative training for family members of individuals who are deaf or hard of hearing. *[New]*

Objective 2-4 (Quality Assurance Area of Emphasis): By 2021, the Board will establish or strengthen a self-advocacy organization led by individuals with developmental disabilities through direct funding or other support. *[Revised]*

Activity 2.4.1: Research statewide advocacy organizations, led by individuals with developmental disabilities, make recommendations to the Board, and strength an existing organization through direct funding or other support.

Objective 2-5 (Quality Assurance Area of Emphasis): By 2021, at least 50 self-advocates and 50 family members who are training program alumni will be actively engaged in public policy advocacy, participating on advisory boards, and engaged with their fellow training program alumni as a result of Board training and alumni initiatives. *[New]*

Activity 2.5.1: Implement the Alumni Development Plan to engage 50 training program alumni with developmental disabilities in Board activities and grassroots advocacy. *[Moved and Revised]*

Activity 2.5.2: Implement the Alumni Development Plan to engage 50 training program alumni, who are family members of people with developmental disabilities, in Board activities and grassroots advocacy. *[Moved and Revised]*