# **FIELD NOTES, JANUARY 2020**

**PPR and State Plan Updates – next steps**

## COMPLIANCE CORNER

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ACL DD Council Program staff will begin reviewing PPR and State plan updates. If additional information is needed, Council staff will be contacted for additional information or clarification.

 SF-425 – Annual Financial Reports

Three SF-425 reports were due December 31, 2019:

A final report for the FY 2017 grant

A 2nd annual report for the FY 2018 grant

1st year annual report for FY 2019 grant

 Below are a few reminders for the SF 425:

The figures in the Payment Management System must match the figures on the SF-425 exactly for the final 2017 grant to be closed.

If there is a number on “line h” of the SF-425 for the 2nd annual report for the FY 2018 grant, this is the amount of funds that remained unobligated. As such, the Council cannot obligate funds from the amount on “line h” as the obligation period expired on 9/30/2019.

If there is a number on “line h” of the SF-425 for the 1st annual report for the FY 2019 grant, the Council has until 9/30/2020 to obligate the funds. As you know, Councils were given a one-time special condition for Federal fiscal year 2019 that allows a Council to complete the work authorized by 9/30/2021, but obligations must be made by the 24-month project period end date of 9/30/2020.

If you have a Designated State Agency and they prepared and submitted the reports for the Council, please make sure you request and obtain a copy of each SF-425.

Grantee Reminder!

A Grantee Product Disclaimer is required. All ACL discretionary grantee products MUST include the following disclaimer on the first page or preface of all documents and webpages produced, all or in part, with ACL funding.

This project was supported, in part by grant number 90XX####, from the U.S. Administration for Community Living, Department of Health and Human Services, Washington, D.C. 20201. Grantees undertaking projects with government sponsorship are encouraged to express freely their findings and conclusions. Points of view or opinions do not, therefore, necessarily represent official ACL policy. [ACL GRANTS PAGE](https://acl.gov/grants/managing-grant)

# **ITACCHELP.ORG WEBSITE UPDATES**

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**Federal Reporting & Resources Page**

***Five Year State Plan Page***

Five Year State Plan (Development Resources)

[2022-2026 State Plan Development Resource](https://itacchelp.org/wp-content/uploads/2020/01/PDF_ACCESSIBLE_State-Plan-Development-Guide.pdf)

[State Plan Development Resource Webinar PowerPoint](https://files.constantcontact.com/66a22ea8401/36adbfb6-d87a-4c2e-a3a6-0c501ab62ee5.pptx)

[State Plan Development Resource Webinar Recording](http://nacdd.adobeconnect.com/pv8swn340t4l/)

Targeted Disparity & Collaboration

[Collaboration Brief - Updated 1/2020](https://files.constantcontact.com/66a22ea8401/75663d81-abcb-4252-9adc-9501fa492345.docx)

[Accessible Elements of Collaboration Chart](https://files.constantcontact.com/66a22ea8401/d992b94c-08db-4d27-bccc-b19cc089e38c.docx)

The Five Year State Plan page is being revamped for the new State Plan cycle. If you are looking for a resource and cannot find it on the page, contact Angela at

acastillo-epps@nacdd.org or call 202-506-5813, ext. 100.

# **2022-2026 State Plan Development**

Things to keep in mind for the next 5-Year State Plan

The plan is due on August 15, 2021 in the ACL reporting system for all DD Councils.

**SAVE-the-DATE: February 27, 2020 at 10 a.m. or 4 p.m. Eastern**

**Comprehensive Review and Analysis Webinar**

The webinar will review elements of the CRA, where to find information for the required items, rationale and more. The same content will be covered on both webinars and all ITACC webinars are posted to the ITACC website for you to access on demand.

**Data Collection continued...**

***Unserved & underserved***

Under the Analysis of State Issues and Challenges section of the CRA, DD Councils report on unserved and underserved populations in their states and territories. Specifically, DD Councils are reporting on barriers to full participation of unserved and underserved groups of individuals with developmental disabilities and their families.

Councils can use a variety of sources to collect data, information and feedback from unserved and underserved populations with regard to barriers to services and supports.

* State bureau of statistics
* State department of public health organizations
* Academic databases
* Members of the DD Network
* Community listening sessions
* Survey results from community and/or faith-based organizations that serve diverse populations from unserved and underserved areas (rural or urban)

The needs of people who are unserved and underserved can be analyzed based on geographic location of your State/Territory; type of disability; age group within a specific disability groupaccess or other criteria a DD Council may choose to identify.

**﻿Reminder:** Reporting on unserved and underserved populations is a required section in the ACL reporting system.

# **DIVERSITY, INCLUSION AND CULTURAL AND LINGUISTIC COMPETENCE (DICLC)**

**How Culture can Impact the Concept of Self-Determination**

Self-determination is an important concept within advocacy/self-advocacy movements. In many circumstances, it is considered a human right that should be accessible to everyone. Self-determination involves choice and control over life decisions andepitomizes the phrase, "Nothing About Us Without Us." There are resources available that describe self-determination and programs and trainings that can be used to increase one's ability to practice the concept. However, there is less information with regard to how cultural differences can impact the concept of self-determination for people with I/DD and their families.

In the lives of people with I/DD from diverse cultural backgrounds, it is crucial to consider how this concept can differ depending on customs, beliefs and family influence and what can be done to support and respect those differences.

A new article breaks down a four-tier Cultural Context Model. As Councils support advocacy initiatives and initiatives for reducing disparities, they could use this model to identify and address cultural differences specifically related to 1) the person, 2) the family, 3) the Community and 4) the service and education systems accessed by individuals and families.

To learn more about this important intersect between self-determination and culture including practical approaches for your Council to consider, download the article,

[***Self-Determination Cultural Differences in Perception and Practice***](https://publications.ici.umn.edu/impact/32-1/self-determination-cultural-differences-in-perception-and-practice)***.***

If your Council has other ways that it supports the concepts of self-determination and self-advocacy for people with I/DD from diverse cultural backgrounds or if you haveState/Territory specific questions related to DICLC, contact Angela Castillo-Epps at acastillo-epps@nacdd.org or 202-506-5813 ext. 100

# **DD Act Education**

**What does the DD Act say?**

As part of the State Plan process, the DD Act requires collaboration between the DD Network partners, which consists of the DD Councils, the University Center for Excellence in Developmental Disabilities (UCEDD) and the Protection and Advocacy of Individual Rights System (P&A).

Specifically, DD Act information from Title B states, a description of how entities funded under subtitles C and D, through inter agency agreements or other mechanisms, collaborated with the entity funded under this subtitle in the State, each other, and other entities to contribute to the achievement of the purpose for this subtitle...

Section 124 (c)(D)

The above reference relates to the Comprehensive Review and Analysis for the 5-Year State plan. DD Councils should use the results of the comprehensive review and analysis to determine potential goals, objectives, or activities that could be planned and implemented as a collaboration with the DD Network, each other, and other entities. Once determined, the planning efforts must be described in the Five Year State Plan.

For additional information on collaboration, including a chart that outlines the elements of coordination, cooperation and collaboration, and UCEDD and P&A requirements, visit the Five Year State Plan Page and click on [Collaboration Brief, updated 1/2020](https://itacchelp.org/federal-reporting-resources/five-year-state-plan/).

# **DATA NUGGET – OLDER ADULTS WITH DEVELOPMENTAL DISABILITIES**

**What Do NCI Data Tell Us About the Characteristics and Outcomes of Older Adults with I/DD?**

*In the 2017-2018 NCI In-Person Survey (IPS) data collection cycle, the proportion of adults in the sample aged 55+ grew to 25.1% compared to 21.6% in 2007-2008.*

**Why does it matter?** For people with intellectual and developmental disabilities (I/DD), transitions over the lifespan require support to ensure that they are successful. In addition to the transition from school to work, another important transition takes place when people with I/DD enter their later years. That transition has not received as much attention from researchers, providers, and advocates.

...*The 2017-2018 NCI IPS survey results indicate that older individuals with I/DD receiving public services are more likely than their younger peers to have health, mobility, and sensory challenges and to have mood or anxiety disorders; and are less likely to have friends, to be employed, and to be involved in their communities*....

**How could DD Councils use this data brief?**

The full data brief, linked below, has additional statistics. Develop a policy one-pager that compares the national stats to stats in your state or territory.

Does your Council disseminate a newsletter or utilize blogs or Facebook? Conduct an interview with an older adult with I/DD or a family member to obtain their perspective in relation to services and supports. Attach the data brief to your publication to inform the public about this growing issue.

*National Core Indicators* *is a collaborative effort between the National Association of State Directors of Developmental Disabilities and the Human Services Research Institute.*

[FULL DATA BRIEF](https://www.nationalcoreindicators.org/upload/files/NCI-Data__Highlight_on_Aging.pdf)

# **Developmental Disabilities Awareness Month Webinar ~ Date Change**

**March is Developmental Disabilities Awareness Month!**

**Save the NEW Date of Thursday, January 30th at 3:00 PM Eastern.** NACDD will hold an informational webinar about DD Awareness Month 2020. Topics will include the 2020 campaign, social media tips and information and more. Stay tuned, more information will be sent out soon. If you have any questions, please email Robin Troutman at rtroutman@nacdd.org or call 202-506-5813.

# **DISABILITY POLICY SEMINAR**

Join NACDD in DC for the Disability Policy Seminar (DPS)!

The DPS is an opportunity to have advocates educate and inform policymakers on Capitol Hill and about issues that affect people with intellectual and developmental disabilities. Join NACDD and its DPS partners as we learn about and advocate for access to health care and community living supports, and vital civil rights protections.

When: Mon-Wed, March 23-25, 2020

Where: Washington, DC, The Renaissance Hotel

[**Register for DPS**](https://disabilitypolicyseminar.org/)

# **DD COUNCIL HIGHLIGHT – NEBRASKA**

 **From Task force to Community Tools, Nebraska is moving to Decrease Disparities of Youth with Disabilities in the Juvenile Justice System**

Though this work is ongoing, the Nebraska Council on Developmental Disabilities has made great strides to impact the targeted disparity element in its state plan. See the phases described and strategies used below as they may be applicable to your work in a similar area.

**Phase One:** In 2018, the Council, supported by a technical assistance contractor, convened a 40 member Juvenile Justice Brain Injury & Cognitive Disability Task Force. Stakeholders included school faculty and administration, law enforcement, juvenile justice, Educational Service Units, probation, private sector companies, community-based programs, state agencies, behavioral health system of care representatives and family members. In year one, the Council educated task force members on the disparity issue facing youth with disabilities in Nebraska. The task force’s purpose is to develop strategies and strengthen recommendations to reduce the number of youth with brain injury, cognitive disability, behavioral and mental health disabilities and other learning disabilities from entering the juvenile justice system. If the students are already in the system, the task force is working to ensure they receive adequate services and accommodations.

*One task force recommendation was to provide funding to train School Resource Officers (SRO) and school administrators in Lincoln/Lancaster County Nebraska. This training would reduce the number of targeted disparity students from entering the Classroom-to-Courtroom pathway. After Council funding was awarded, Nebraska Legislative Bill 390 to train SROs across the state was signed into law in April 2019.*

**Phase Two:** In 2019, the Task Force expanded to three additional communities and developed a customizable tool to support diverse communities in multiple community settings. The Classroom-to-Courtroom Pathway Flow Chart (CCP) allows task force stakeholders to understand their relationship to one another and how they can truly work together toward the same goal. The chart provided a level of understanding related to the charge of the task force, which improved communication and dramatically increased the task force’s ability to solve problems and collaborate. Using the CCP Flow Chart, stakeholders were able to articulate future recommendations that became the Vision, which became the basis for final priority recommendations.

**Phase Three:** Moving forward, the Task Force’s technical assistance contractor will gather, synthesize, and compile statewide perspectives on the challenges and opportunities for implementation of the final priority recommendations. A template for stakeholders to document what they already have in place will also be provided. The template will further the Council’s ability to track its task force outcomes and possibly continue expanding the work of the task force across the state of Nebraska. For more information, contact Kristen, Executive Director. For a copy of the CCP Flowchart, contact acastillo-epps@nacdd.org.

To reach NACDD/ITACC staff, please feel free to contact:

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