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October 7, 2013

David Grady, Executive Director  
State Council on Developmental Disabilities/Area Board VII  
2580 North First Street, Suite 240  
San Jose, CA 95131

**RE:** Final Report for the period of October 1, 2012 —  
September 30, 2013  
**TITLE:** Adult Life Transition and Work Skill Training  
**AGREEMENT NUMBER:** C35AB71213  
**CONTACT PERSON:** Erika Leonard, Project  
Manager  
**PHONE NUMBER:** 510-334-2242 (cell phone)  
**E-MAIL:** erika@kidpower.org

Dear Mr. Grady:

**I. INTRODUCTION**

On September 17, 2012, Kidpower received a \$20,000 grant from the State Council on Developmental Disabilities in support of our ‘Adult Life Transition and Work Skill Training’ initiative in Area 7.

This Final Report, provided in addition to the four (4) quarterly progress reports, describes what services were delivered where and when, and provides an analysis of the outcomes achieved during the grant’s 12-month implementation period (October 1, 2012 — September 30, 2013).

**II. SUMMARY OF RESULTS**

Listed below is a summary comparison between the actual performance results versus the proposed or anticipated results:

<b>Type of Performance</b>	<b>Actual Planned Difference</b>		
<b>A. <u>OBJECTIVES</u></b>			
<b>Objective #1:</b> Provide people with disabilities with interpersonal skill sets necessary for successful transition to adult life and workforce skill participation, and to keep themselves emotionally and physically safe	439	200	(+ ) 239

Type of Performance	Actual	Planned	Difference
<b>Objective #2:</b> If a structure for parent involvement exists, provide families with Parent Education or Joint Parent-Participant Safety Training to reinforce the skills taught to the people with disabilities in their care, and incorporate these skills into their family structure	4*	40	(-) 36*

\* The health, education and human services organizations we worked with had no inherent structure for parent involvement in place. The four (4) parents served participated in the training alongside their young adults and, as such, learned how to reinforce the skills taught to the people with disabilities but did not get a formal separate 'Parent Education'. However, we applied the saved resources to providing more workshops for people with disabilities (Objective #1 above) and more training for the staff working with them. (Objective #3 below).

<b>Objective #3:</b> Provide in-service training and coaching of health, education and social services staff on how to teach core Kidpower skills on their own and how to effectively incorporate them into their curriculum or organization's standard practices.	185	20	(+) 165
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**B. OUTCOMES**

<b>Outcome #1:</b> At the end of each training, people with disabilities will demonstrate <i>observable</i> changes in understanding and application of personal safety skills, self-advocacy, and other interpersonal skill sets	95.9%	85%	+ 10.9%
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<b>Outcome #2:</b> At the end of each training, teachers, staff and parents will have increased knowledge and skills related to approaching and teaching and reinforcing self-esteem and safety issues with people with disabilities	98.6%	90%	+ 8.6%
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<b>Outcome #3:</b> One month post-training, teachers and staff will have started incorporating core Kidpower skills into their curriculum and organization's standard practices	%*	75%	+ %*
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\* All program teachers and staff who attended the staff trainings have been or have just started to use that part of the Kidpower curriculum specifically designed and tailored for their special program. However, given that the last series of trainings was only just completed in September, Kidpower will do an additional follow-up evaluation in the late fall to ascertain more accurately to what extent the teachers/staff have incorporated the Kidpower on a permanent basis.



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### III. DETAILED RESULTS

Below is a detailed evaluation of how the actual objectives and outcomes fared against the proposed objectives and anticipated outcomes described in the original proposal.

#### A. OBJECTIVES

**Objective 1.** Provide **two hundred (200)** people with a wide range of developmental disabilities with social-emotional skill development and ‘people safety’ trainings to keep themselves emotionally and physically safe and reduce their risk of being (re)victimised or exploited by *practicing* simple techniques for detecting and deterring potential harassment, violence, and abuse from strangers, bullies, peers, and people they know and trust; managing risks such as getting to and from school and work safely, dealing with discrimination, getting help, etc.

**Results for Objective 1:** We conducted a series of workshops for a total of **439** people with disabilities served, exceeding this objective by **119.5%**. Below is a listing of the collaborating organizations including the date, and the number of people served in each organization:

- (11/13/12) Santa Clara County Office Office of Education –San Jose City College CONNECT Program**  
(= Community Opportunities for Navigating and Networking Educational and Career Transitions), San Jose  
Conducted Adapted Workplace Safety training program with twelve (12) people with disabilities, and three (3) staff
- (12/7/12) Fremont Union High School District & Los Gatos Saratoga Unified School District –West Valley College, Santa Clara, LYNCS Program** (= Linking Youth 'N Community Services Special Education), Santa Clara  
Conducted Extended Adapted Workplace Safety training program with seventeen (17) people with disabilities, and seven (7) staff
- (12/17/12) Santa Clara County Office Office of Education – Campbell Community CONNECT Program**  
(= Community Opportunities for Navigating and Networking Educational and Career Transitions), Campbell  
Conducted Adapted Workplace Safety training program with twenty-five (25) people with disabilities, one (1) parent and eleven (11) staff
- (2/7/13) Abilities United (formerly Community Association for Rehabilitation [CAR]), Mountain View**  
Conducted Adapted Workplace Safety training program with fourteen (14) people with disabilities, and five (5) staff
- (2/14/13) Abilities United (formerly Community Association for Rehabilitation [CAR]), Mountain View**  
Conducted Adapted Workplace Safety training program with eleven (11) people with disabilities, and six (6) staff
- (2/28/13) Abilities United (formerly Community Association for Rehabilitation [CAR]), Mountain View**  
Conducted Adapted Workplace Safety training program with nineteen (19) people with disabilities, and eight (8) staff.
- (3/8/13) Cabrillo Community College — Post Senior Program, Aptos**  
Conducted Adapted Workplace Safety training program with thirty-three (33) people with disabilities, and eleven (11) staff
- (3/28/13) San Lorenzo Valley High School, Felton**  
Conducted Adapted Workplace Safety training program with twenty (20) people with disabilities, and seven (7) staff



- (3/29/13) Harbor High School Transition Program, Santa Cruz**  
 Conducted Adapted Workplace Safety training program with twenty-two (22) people with disabilities, and six (6) staff
- (4/17/13) Employment and Community Options – Santa Clara**  
 Conducted Adapted Workplace Safety training program with thirty (30) people with disabilities, and nine (9) staff
- (4/19/13) Friends of Children with Special Needs – San Jose**  
 Conducted Adapted Workplace Safety training program with seventeen (17) people with disabilities, and five (5) staff
- (6/5/13) Wilson High School Adult Education – Santa Clara**  
 Conducted Adapted Workplace Safety training program with seventeen (17) people with disabilities, and five (5) staff; provided five (5) Fullpower Safety Plan book
- (7/25/13) Ridder Park CONNECT Program – Santa Clara**  
 Conducted Adapted Workplace Safety training program with twelve (12) people with disabilities, and eight (8) staff; provided eight (8) Fullpower Safety Plan books
- (8/30/13) Pajaro Valley Unified School District – Watsonville**  
 Conducted Adapted Workplace Safety training program with seventeen (17) people with disabilities, and eight (8) staff
- (9/6/13) Pajaro Valley Unified School District – Watsonville**  
 Conducted Adapted Workplace Safety training program with eighteen (18) people with disabilities, and six (6) staff
- (9/6/13) Hope Services – Santa Cruz District – Santa Cruz**  
 Conducted Adapted Workplace Safety training program with seventeen (17) people with disabilities, and three (3) staff
- (9/12/13) Campbell CONNECT Program – Campbell**  
 Conducted Adapted Workplace Safety training program with twenty-five (25) people with disabilities, two (2) parents, and four (4) staff
- (9/13/13) Fremont Union High School – Campbell**  
 Conducted Adapted Workplace Safety training program with eighteen (18) people with disabilities, one (1) parent, and three (3) staff
- (9/13/13) Hope Services – Santa Cruz District – Santa Cruz**  
 Conducted Adapted Workplace Safety training program with fourteen (14) people with disabilities, and two (2) staff
- (9/18/13) East Independent Adult Education Center CONNECT Program – San Jose**  
 Conducted Adapted Workplace Safety training program with twelve (12) people with disabilities, and eight (8) staff; provided seven (7) Fullpower Safety Plan books
- 9/19/13) San Benito High School – Hollister**  
 Conducted Adapted Workplace Safety training program with thirty-nine (39) people with disabilities, and eight (8) staff; provided two (2) Fullpower Safety Plan books
- (9/27/13) Hope Services – North County – San Jose**  
 Conducted Adapted Workplace Safety training program with twenty-eight (28) people with disabilities, and ten (10) staff; provided ten (10) Fullpower Safety Plan books

**Objective 2.** Where organizations have a structure for family involvement, provide **forty (40)** families with Parent Education or Joint Parent-Child (-Teen, -Adult Person) with Developmental Disabilities People Safety training on how to reinforce core Kidpower skills on their own, specifically to strengthen the parental/ caregiver role in dealing with people with disabilities' empowerment, employability, and people safety issues.



**Results for Objective 2:** We ended up not training any families because the special education and health and human services organizations we worked with had no inherent structure for parent involvement in place. The four (4) parents served participated in the training alongside their young adults and, as such, learned how to reinforce the skills taught to the people with disabilities but did not get a formal separate 'Parent Education'. However, we applied the saved resources to providing more workshops for people with disabilities (Objective #1 above) and more training for the staff working with them. (Objective #3 below).

**Objective 3:** Provide **twenty (20)** professionals responsible for the care of people with disabilities with professional training, coaching and follow-up mentoring in:

- how to recognize, prevent, intervene, respond to and remedy (potential) abuse;
- teach and foster *core* People Safety skills *on their own*;
- incorporate this skill-building into their agency's curriculum or standard practices *on an ongoing basis*.

**Results for Objective 3:** We trained and coached a total of **185** special ed teachers and health and human services program staff, exceeding this objective by **825%**. One hundred fifty (**150**) staff were trained alongside the people with disabilities we trained at workshops at the above listed agencies. In addition, we conducted a series of comprehensive staff trainings for **thirty-five (35)** staff interested in how to learn teaching and *core* People Safety skills *on their own* and how to incorporate this skill-building into their agency's curriculum or standard practices *on an ongoing basis*.

Below is a listing of the organizations participating in the formal staff trainings including the date, and the number of staff served in each organization:

**(8/8/13) Hope Services – Central County, Whittier – San Jose**

Conducted Comprehensive Adapted Workplace Safety Staff training for nine (9) staff; provided nine (9) Fullpower Safety Plan books

**(8/22/13) Wilson High School Adult Education – Santa Clara**

Conducted Comprehensive Adapted Workplace Safety Staff training for eleven (11) staff

**(9/11/13) Pajaro Valley Unified School District – Watsonville**

Conducted Comprehensive Adapted Workplace Safety Staff training for fifteen (15) staff

## B. OUTCOMES

**Outcome 1:** At the end of each training, **75-85%** (the lower percentages are for people with more severe autism-spectrum disabilities) of people with disabilities will have an increase in their understanding and APPLICATION of personal safety skills, self-advocacy, and other interpersonal skill sets

**Results for Outcome 1:** Written evaluations were conducted on all 439 people with disabilities who received Kidpower training. In these evaluations the participating teachers/staff who are in the position to observe their clients over a prolonged time were asked to answer questions — using a 4-point scale, with number 1 indicating strong disagreement and number 4 suggesting strong agreement — about whether they believed that the people with disabilities who participated in the trainings demonstrated *observable* changes in knowledge, attitude, and BEHAVIOR in the following 8 areas:

1. Acting aware, calm and confident, even when other people are not
2. Speaking/communicating safely and respectfully to set boundaries and address problems proactively
3. Filtering hurtful words so they can be safe and effective with customers and co-workers



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4. Listening to constructive feedback and responding respectfully
5. Setting appropriate personal boundaries to stop unwanted touch and attention
6. Making safe choices about touching others so that touch is appropriate for a work context
7. Getting help from supervisors and co-workers and persisting clearly and respectfully
8. Using personal safety skills to get to and from the workplace safely

The teachers/staff reported – either agreeing (33.5%) or strongly agreeing (63.6%) – that all but eighteen (18) of the 439 people with disabilities (95.9%) that were taught demonstrated an increase in all the above skill areas tested. This result is 10.9% higher than the anticipated outcome of 85%. The remaining 2.9% of the responses were marked NA because a particular skill was not covered due to cognitive or other limitations of the person or group.

**Outcome 2:** At the end of each training, **90%** of teachers, staff and parents will have increased knowledge and skills related to approaching and reinforcing self-advocacy, safe, positive, healthy social interactions and relationships with the people with disabilities in their care.

**Results for Outcome 2:** Written evaluations were conducted on a sample of 9 of the 35 staff immediately after attending the Staff trainings. The participating staff were asked to self-evaluate, now that they had attended the training, whether they felt better prepared to teach the people they worked with the eight (8) skills described above.

The responses of the staff indicated that they concurred — either agreeing (30.6%) or strongly agreeing (68%) — that participating in the workshops increased their ability to teach their participants the skills in 98.6% of the above skill applications. This result is 8.6% higher than the anticipated outcome of 90%. The remaining 1.4% of the responses was marked NA because a particular skill was not covered in lieu of other skills requested or because the participant had to leave earlier, etc.

In addition, 100% of the staff sampled concurred — either agreeing (22.2%) or strongly agreeing (77.8%) — that practicing the skills they had now learned would help the people with disabilities in their care to have the skills be safer and more confident at work.

Furthermore, they believed — again, either agreeing (22.2%) or strongly agreeing (77.8%) — that they had the tools and skills to teach the Kidpower core skills to the people with disabilities in their care in an effective, hands-on, and interactive way.

Written-in comments corroborate these outcomes.

*“Loved it! Timothy is such an inspiring teacher!!”*

*Brenda Kruller, Career Development Specialist, PVUSD*

*“Great workshop! These are great skills for our students”*

*Rebecca York, Santa Cruz County Office of Education*

*“The training was helpful and relevant”*

*Mary Denise Martin, LYNCS Program*



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**Outcome 3:** One (1) month post-training, **75%** of the teachers and staff will have used the Kidpower curriculum with the people in their care, and have started integrating practicing the skills into their curriculum or organizational practices.

**Results for Outcome 3:**

All program teachers and staff who attended the staff trainings have been or have just started to use that part of the Kidpower curriculum specifically designed and tailored for their special program. However, given that the series of trainings was only just completed in September, Kidpower will do an additional follow-up evaluation in the late fall to ascertain more accurately to what extent the teachers/staff have incorporated the Kidpower on a permanent basis.

**IV. CONCLUSION**

As you can see, your generous support has made it possible for us to help a great number of young people with disabilities stay emotional and physical safe; equip them with the social-emotional tools and skills sets necessary for a successful transition to adult life and entering and succeeding in gainful work opportunities; and to train and coach many teachers and program staff on how to teach and reinforce Kidpower skills on their own on an ongoing basis.

Thank you again from all of us at Kidpower for your support in our efforts to help populations most vulnerable to violence, abuse and victimization. We are looking forward to the opportunity to continue our partnership in bringing this and our other successful programs to more organizations in the Area 7. If you have any follow-up questions or concerns, please contact me at (800) 467-6997, ext 6#, or by e-mail at [irene@kidpower.org](mailto:irene@kidpower.org), or our Project Manager, Erika Leonard by cell phone at (510) 334-2242, or by e-mail at [erika@kidpower.org](mailto:erika@kidpower.org).

With great appreciation for the work you do and best wishes,



Irene van der Zande  
Executive Director/Founder

