

# A R E A B O A R D 9

## Area Board 9 Strategic Plan Background

**Area Board 9** is one of 13 local area boards funded with State and Federal dollars. It is an integral part of the State Council on Developmental Disabilities, assisting with advocacy, training, coordination, and implementation of the Council's goals and objectives.

This **Strategic Plan** was created by **Area Board 9 board members** and **it's staff**, along with participation from the **community**. It is with this **Local Strategic Plan** that the Area Board, staff and community will focus its energy in enriching the lives of individuals and families in the tri-counties area, ensuring the opportunity to live fully inclusive lives.

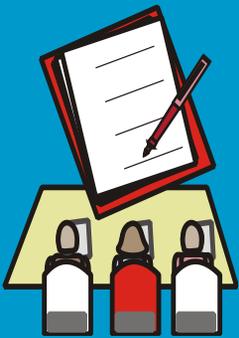
The **Area Board 9 Strategic Plan** is a living document. It can and will change as our community changes. It reflects the interests, issues and desires for change during this next year. The Plan is a road map to the future driven by the actions of today. It will be the task of the Area Board to guide today's actions in creating our future.

Area Board 9 On Developmental Disabilities

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# What's in the Packet?



**Introduction** **Pages 3-12**

**Goals And  
Areas of Emphasis** **Pages 13-26**

**Goals, Benchmarks  
And Strategies** **Pages 27-40**

# How to use the packet.



There are three sections to the packet. You can choose to read only the **Goals Section**, the Goals and Strategies or both.

1

Introduction to the Plan:  
**Vision and Mission**

2

The **Goals** of the Plan

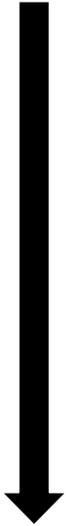
3

**Goals, Benchmarks and Strategies:**  
The **what, how and when** of the Plan.

**1**

**Think**

# Strategic Plan Implementation Process



Vision

Mission

Goals

Benchmarks

Strategies



# Developing a Plan for the Area Board

To help the Area Board do its work, the Board develops a plan.

The Plan has a:

**Vision,  
Mission and  
Goals**

**What do the Words mean?**

A **Vision** is how we want things to be in our community.

A **Mission** is how we are going to change the experiences of people who live in our community.

A **Goal** is a list of things we want to do in our community.



## Developing a Plan for the Area Board

We are also using words like:

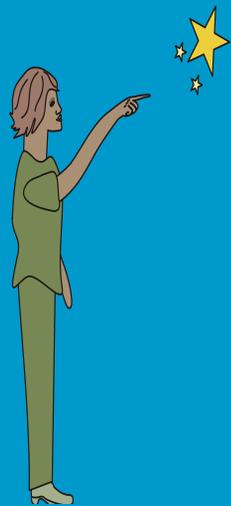
- **Benchmark**
- **Strategies**

**What do the Words mean?**

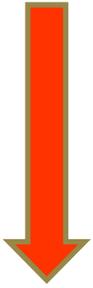
Under each Goal we are stating the things that we are going to do.

The **Benchmark** is a step to reach a Goal.

The **Strategies** are list of things we will do that can be measured; stating when we will do it, and how many people we will do it with.



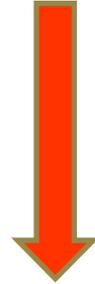
## Federal Definition



A disability that starts before the age of 22 and limitations in 3 of the following areas:

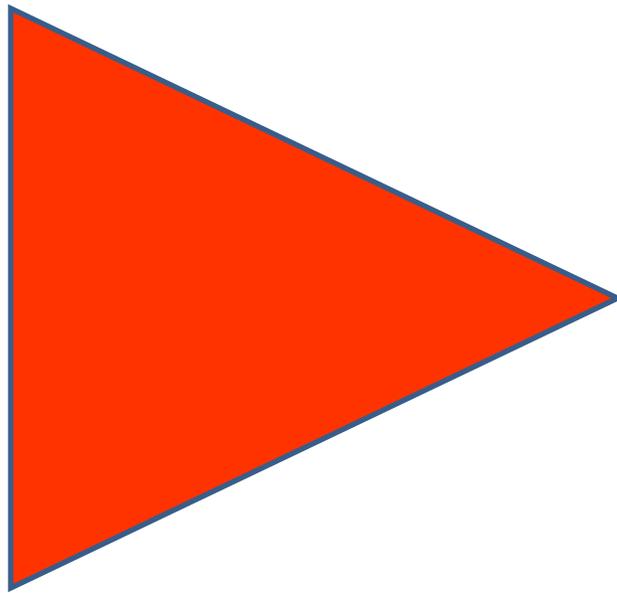
- Look after yourself
- Talk to and understand other people
- To learn and remember new things
- To get around
- To live on your own
- To manage your own money
- To make decisions

## State Definition



A disability that starts before the age of 18 in 1 of the following areas:

- Intellectual Disabilities
- Epilepsy (seizures)
- Cerebral Palsy
- Autism
- Conditions similar to Intellectual Disabilities



Who we serve



## Relationship between the State Council and the Area Board: What does the State Council Do?

### State Council on Developmental Disabilities

#### Vision Statement:



*Californians with  
Developmental  
Disabilities are  
guaranteed the same  
full and equal  
opportunities for life,  
liberty and the pursuit  
of happiness as all  
Americans.*

#### Things they do:

1. Write the State Plan which identifies important areas that can lead to better services.
2. Work to change the system so that people with developmental disabilities have better, more inclusive services.
3. Fund new programs to help build better and inclusive services, for example they give money to People First of California.



## The Relationship between the State Council and the Area Board: What do Area Boards Do?

### Area Boards on Developmental Disabilities

There are 13 Area Boards in the State of California. Area Boards make sure that the rights of people with developmental disabilities are protected.



### Things Area Boards do:

1. Protect and advocate for people's rights.
2. Provide education and training.
1. Help change or make new laws.
2. Help people work together in the community.
3. Support self-advocacy.
4. Show and talk about new ways of providing services and supports.



## Dreams for Area Board 9

### Vision Statement

Individuals and their families will live full inclusive lives by sharing in the richness of opportunity, guided by their hopes and their dreams.





# Mission Statement

**Area Board 9** advocates for the legal, civil and service rights of individuals and their families. We are representative of the community, embracing and promoting the principles and practices of inclusion. **Area Board 9 :**

- **Works to ensure** the provision of quality services by monitoring agencies and the supports that people receive.
- **Advocates for,** and facilitates systemic change, by building partnerships with organizations that support and share our vision.
- **Promotes, facilitates and supports** self advocacy in local communities.
- **Provides direct advocacy** to individuals and families, empowering them through representation and the development of information and training opportunities.

2

Plan

# Strategic Plan Goals



Cross-Cutting



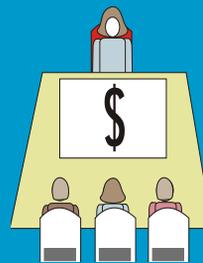
Transportation



Quality Assurance



Child Care



Employment



# Strategic Plan Goals



Education and Early Intervention



Housing

MY COMPANY



Recreation



Community Supports



Health





## Area of Emphasis

### **Cross-Cutting**

The term “cross-cutting refers to Area Board activities that cut cross all areas of emphasis but specific to the following areas: Public community information and awareness, public relations and educating policymakers.





## Area of Emphasis

### **Transportation**

The term “transportation-related activities” refers to advocacy, capacity building, and systemic change activities that result in individuals with developmental disabilities having access to and use of transportation.



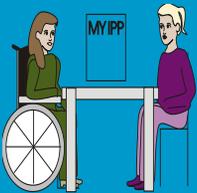


## Area of Emphasis

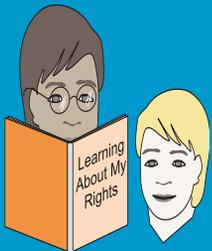
### Quality Assurance

The term “quality assurance activities” refers to advocacy, capacity building, and systemic change activities that result in improved consumer and family-centered quality assurance and that result in systems of quality assurance and consumer protection that-

- (A) Include monitoring of services, supports, and assistance provided to an individual with developmental disabilities that ensures that the individual-
  - (i) Will not experience abuse, neglect, sexual or financial exploitation, or violation of legal or human rights; and
  - (ii) Will not be subject to the inappropriate use of restraints or seclusion;



# Area of Emphasis



## Quality Assurance: Continued

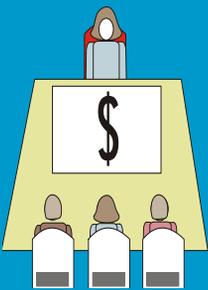
- (B) Include training in leadership, self-advocacy, and self-determination for individuals with developmental disabilities, their families, and their guardians to ensure that those individuals-
  - (i) Will not experience abuse, neglect, sexual or financial exploitation, or violation of legal or human rights; and
  - (ii) Will not be subject to the inappropriate use of restraints or seclusion; or
  
- (C) Include activities related to interagency coordination and systems integration that result in improved and enhanced services, supports, and other assistance that contribute to and protect the self-determination, independence, productivity, and integration and inclusion in all facets of community life, of individuals with developmental disabilities.



## Area of Emphasis

### Child Care

The term “child care related activities” refers to advocacy, capacity building, and systemic change activities that result in families of children with developmental disabilities having access to and use of child care services, including before-school, after-school, and out-of-school services, in their communities.





MY COMPANY



## Area of Emphasis

# Employment

The term “employment-related activities” refers to advocacy, capacity building, and systemic change activities that result in individuals with developmental disabilities acquiring, retaining, or advancing in paid employment, including supported employment or self employment, in integrated settings in a community.

# Area of Emphasis



## Education and Early Intervention

**EDUCATION ACTIVITIES** – The term “education activities” refers to advocacy, capacity building, and systemic change activities that result in individuals with developmental disabilities being able to access appropriate supports and modifications when necessary, to maximize their educational potential, to benefit from lifelong educational activities, and to be integrated and included in all facets of student life.

**EARLY INTERVENTION ACTIVITIES** – The term “early intervention activities” means advocacy, capacity building, and systemic change activities provided to individuals described in paragraph (8) (B) and their families to enhance-

- (A) The development of the individuals to maximize their potential; and
- (B) The capacity of families to meet the special needs of the individuals.



# Area of Emphasis



## Housing

The term “housing related activities” refers to advocacy, capacity building, and systemic change activities that result in individuals with developmental disabilities having access to and use of housing and housing supports and services in their communities, including assistance related to renting, owning, or modifying an apartment or home.





## Area of Emphasis

### Recreation

The term “recreation-related activities” refers to advocacy, capacity building, and systemic change activities that result in individuals with developmental disabilities having access to and use of recreational, leisure, and social activities, in their communities.



# Area of Emphasis

## Community Supports

The term “family support services” [community supports] refers to services, supports, and other assistance, provided to families with members who have developmental disabilities, that are designed to-

- (i) strengthen the family’s role as primary caregiver;
- (ii) Prevent in appropriate out-of-home placement of the members and maintain family unity; and
- (iii) Reunite families with members who have been placed out of the home whenever possible.

(B) **SPECIFIC SERVICES** – such term includes respite care, provision of rehabilitation technology, personal assistance services, parent training and counseling, support for families headed by aging caregivers, vehicular and home modifications, and assistance with extraordinary expenses, associated with the needs of individuals with developmental disabilities.



## Area of Emphasis



### Health

The term “health-related activities” refers to advocacy, capacity building, and systemic change activities that result in individuals with developmental disabilities having access to and use of coordinated health, dental, mental health, and other human and social services, including prevention activities, in their communities.



3

Do

Area of Emphasis:  
*CROSS - CUTTING*



**Goal #1**

Area Board 9 will have an inclusive Board that represents the communities that we serve, embracing the principles and practices of inclusion and self-determination.

**Benchmark**

By October 2012, the Area Board will have a full board representing the diversity of the communities that we serve, consisting of 17 members.



**Strategies:**

- On an annual basis, Area Board 9 will hold a retreat for the Board to review The Strategic Plan.
- The Board will participate in 3 trainings and/ or presentations on a yearly basis. Some of the topics might include Inclusion, Self-determination, and State and Federal mandates.
- The Board will meet a minimum of 6 times with committees meeting on off months.



Area of Emphasis:  
*EDUCATION AND EARLY INTERVENTION*

**Goal #1**

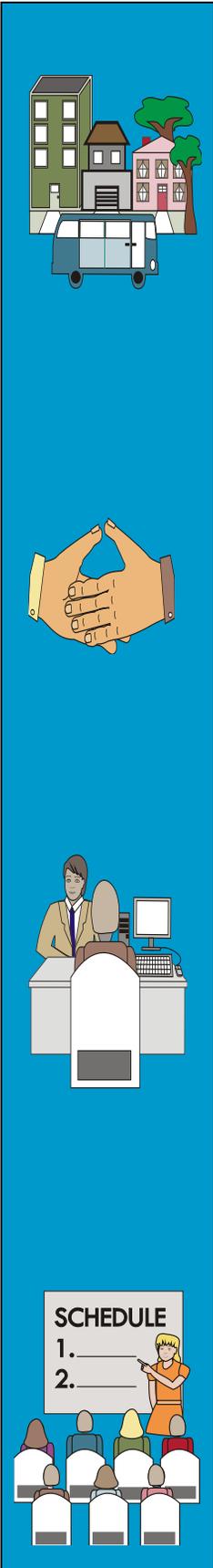
Individuals and their families shall have inclusive lives and have the opportunity to fully access community options.

**Benchmark**

By October 2012, the Area Board will ensure that meetings, trainings, resource materials and supports are provided in a manner that is accessible.

**Strategies:**

- The Area Board will work in partnership with local groups and organizations that serve the Spanish speaking community to provide trainings on services for people who receive services.
- The Area Board will build its capacity by providing a minimum of 9 trainings on Special Education and Lanterman law in Spanish at a time and place that meets the needs of the community.



Area of Emphasis:  
*EDUCATION AND EARLY INTERVENTION*

**Goal #2**

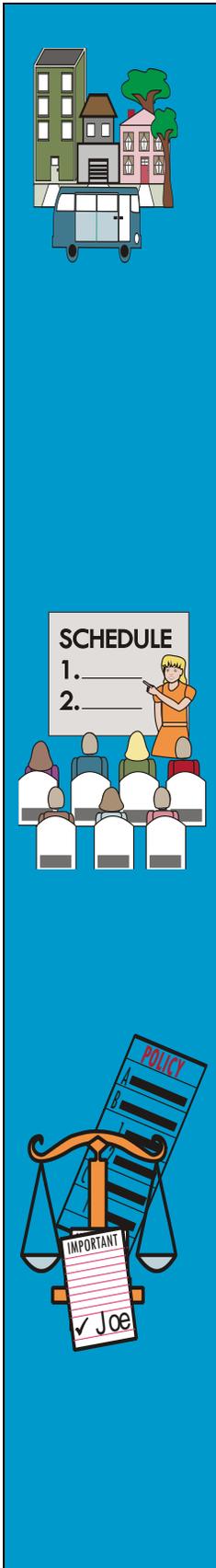
Individuals and their families shall have inclusive lives and have the opportunity to fully access community options.

**Benchmark**

By October 2013, 35 individuals and their families will choose and participate in inclusive community activities.

**Strategies:**

- Area Board 9, with community partners, will provide training on Self-determination principles and practices for 100 individuals.
- Area Board 9 will provide training to 60 families with children 0-22 on inclusive education and after school programs in both English and Spanish.
- Area Board 9 will provide training in the local community on the values and principles of inclusion.
- Area Board 9 will work with the regional center to ensure a holistic approach to serving families.



Area of Emphasis:  
*EDUCATION AND EARLY INTERVENTION*



**Goal #3**

Students in the tri-counties area will have the education and the supports they need to fully reach their academic potential in inclusive communities.



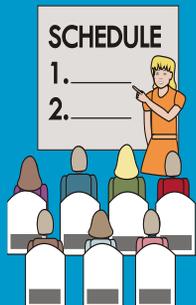
**Benchmark**

By October 2013, 100 families will receive training and supports that will enable them to advocate for their child.



**Strategies:**

- Area Board 9 will seek funding to be able to train 10 parent mentors to provide support to families at IEP's.
- Area Board 9 will participate in local SELPA committees to develop 20 parent/educator informational events and trainings.
- Area Board 9 will facilitate informational days for transition age youth and their families on People First and the Regional Center system.
- Area Board 9 will work with the three SELPAs to expand the Ability Awareness training and programs throughout the school system.



Area of Emphasis:  
*EDUCATION AND EARLY INTERVENTION*



**Goal #4**

Transitions for individuals and families in the tri-counties area shall be based on choice, appropriateness and shall change seamlessly as needs change.

**Benchmark**

By October 2013, 120 families participating in transition trainings, in English or Spanish, will increase knowledge and skills in the area of special education .



**Strategies:**

- Area Board 9 will provide trainings on employment and living opportunities for youth transitioning into adult services.
- Area Board 9 will utilize the materials gained from the Employment First Committee to develop new opportunities for youth in the tri-counties.
- Area Board 9 will identify community partners to work on developing or utilizing existing models to support young people so that they can successfully attend college.



## Area of Emphasis: *QUALITY ASSURANCE*

### Goal #1

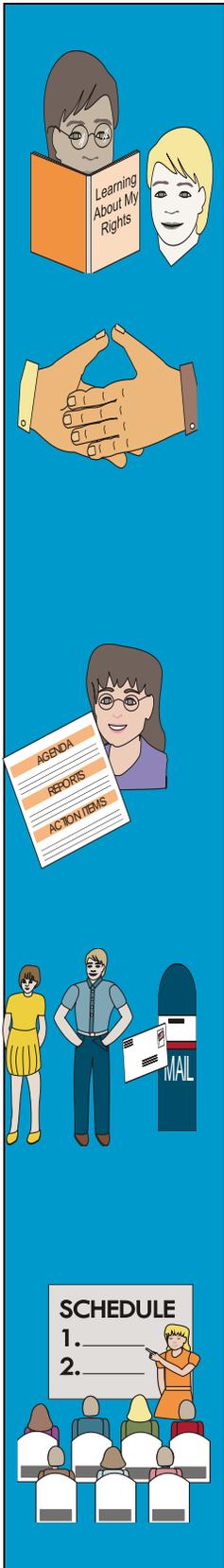
Individuals will increase their self-advocacy skills.

### Benchmark

By April 2013, 30 new people will participate in self advocacy activities.

### Strategies:

- Area Board 9 will provide technical and clerical support to People First groups.
- Area Board 9 will collaborate with local self-advocacy and People First groups to provide training on Statewide and Federal legislative issues.
- Area Board 9 will develop and distribute 150 legislative booklets (packets of information on self-advocacy) to local advocacy groups.
- Area Board 9, with local advocacy groups and the Department of Developmental Services, will provide information on end-of-life planning



Area of Emphasis:  
*QUALITY ASSURANCE*

**Goal # 2**

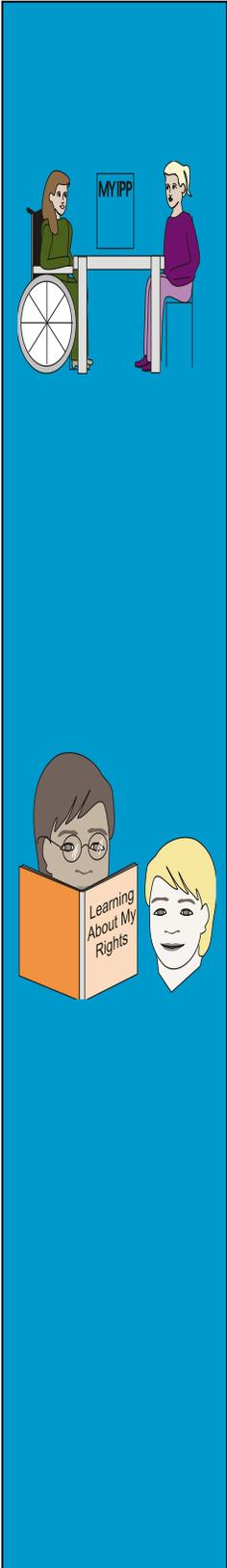
Individuals and their families will receive the supports and services that they are entitled to under the law.

**Benchmark**

By October 2013, Area Board 9 will provide direct advocacy to 120 individuals and their families.

**Strategies:**

- Area Board 9 will provide direct advocacy to 120 individuals and their families, which will include attending the IFSP, IPP and/or IEP. Advocacy support could include record review, research, mediation and fair hearing representation.
- Area Board 9 will provide 10 trainings a year to families in the tri-counties area on Lanterman Rights, IEPs and Due Process procedures. The delivery of trainings will be provided via webinar, teleconference or through seminars.



## Area of Emphasis: *QUALITY ASSURANCE*

### Goal # 3

Area Board 9 will support Area Board 7 in the Quality Assessment process to ensure compliance with the contract agreed upon between SCDD and DDS.

### Benchmark

By October 2011, at least 332 National Core Indicator surveys will be completed by family members.

### Strategies:

- Area Board 9 will identify at least 3 bi-lingual (Spanish) interviewers who can conduct phone interviews as necessary .
- Area Board 9 will provide assistance to Area Board 7 as requested.



## Area of Emphasis: *QUALITY ASSURANCE*

### Goal # 4

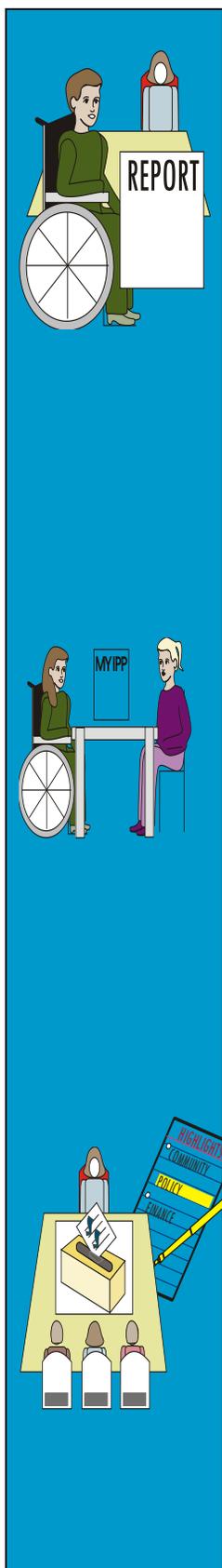
Area Board 9 in collaboration with community partners will develop quality assurance processes to ensure that people receive the services they are entitled to.

### Benchmark

By October 2013, Area Board 9 will have worked collaboratively with agencies to develop four policy statements that seek to create inclusive opportunities and holistic services.

### Strategies:

- If gaps are identified in services, Area Board 9, through direct advocacy will seek to ensure systemic change through policy or legislation.
- The Area Board will develop, in partnership with local agencies, policy statements to ensure that all aspects of the individual's life are considered and provided for.
- The Area Board will work with partners to provide five trainings on ability awareness with local community organizations, schools and businesses.



## Area of Emphasis: *QUALITY ASSURANCE*

### Goal # 5

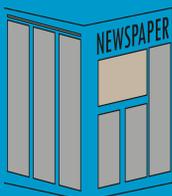
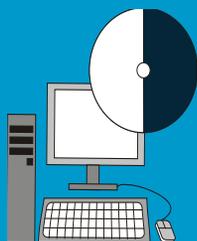
Individuals and their families will receive services and supports that are effective, responsive and timely.

### Benchmark

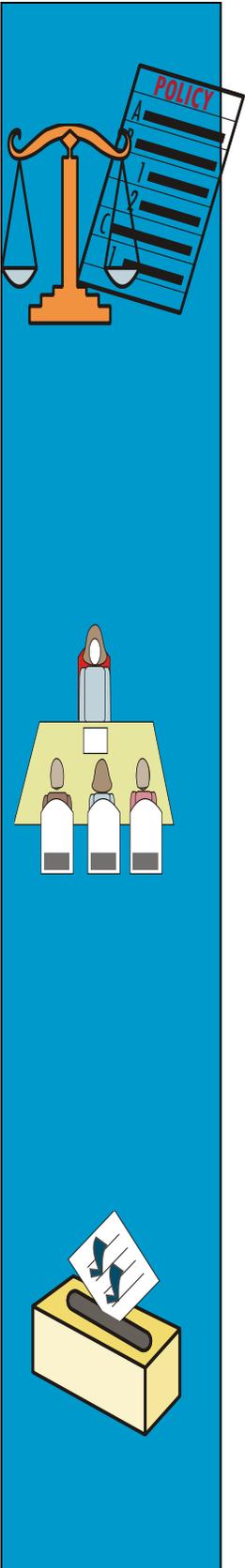
By October 2013, 100 persons served and their families will receive services that increase the opportunity for inclusion and self-determination.

### Strategies:

- Area Board 9 will provide 12 training opportunities to professionals and provider agencies on legal and civil rights.
- Area Board 9 will meet with all local legislators serving the tri-counties to discuss the needs of families and persons within our community.
- Area Board 9 will hold bi-annually a legislative breakfast.
- Area Board 9 will distribute and train families and persons served on the principles outlined in the legislative booklet.
- Area Board 9 will work in collaboration with the regional center, vendors and families to continue the work of the Autism Taskforce.



Area of Emphasis:  
*COMMUNITY SUPPORTS*



**Goal # 1**

Individuals and their families will receive quality services and supports that are effective, responsive and timely.

**Benchmark**

By October 2012, 20 individuals who receive services from Tri-Counties Regional Center, will be able to access mental health services.

**Strategies:**

- The Board will collaborate with Behavioral Health and Tri-Counties Regional Center so that the-needs of individuals with dual diagnosis are reflected in service design.
- The Board will work collaboratively with Tri-Counties Regional Center and Behavioral Health to ensure that the needs of people who receive regional center services are fully addressed.

Area of Emphasis:  
*COMMUNITY SUPPORTS*



**Goal # 2**

Individuals will be prepared for emergency situations.

**Benchmark**

By October 2011, 200 individuals will be prepared for an emergency situation.



**Strategies:**

- Area Board 9, in partnership with local community agencies and the Department of Developmental Services, will provide training and resource materials in the tri-counties on emergency preparedness for 200 people.
- Area Board 9 will work with partners to identify potential barriers to effective emergency preparedness, and develop strategies to address those barriers.



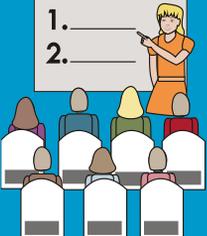
## Area of Emphasis: *EMPLOYMENT*

MY COMPANY



SCHEDULE

1. \_\_\_\_\_  
2. \_\_\_\_\_



### Goal # 1

Individuals will have the job of their dreams and have the necessary information, support and tools to achieve it.

### Benchmark

By October 2013, 20 individuals will have the necessary supports to get the employment of their dreams.

### Strategies:

- Area Board 9 will convene a focus group to explore work issues and concerns in the tri-counties.
- Area Board 9 will put on 3 trainings to educate persons served, vendors and educators about micro-enterprise and inclusive employment opportunities.
- Area Board 9 will create opportunities by bringing together the business community with service providers and persons served, to develop learning and employment opportunities.