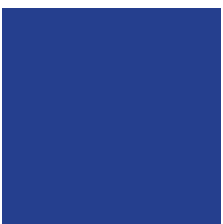
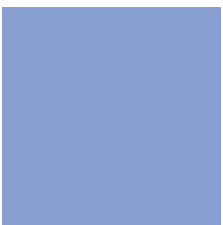




Virginia Board for
People with Disabilities



Federal Fiscal Year (FFY) 2016 Program Performance Report Highlights



Virginia Board for People with Disabilities



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.

The Virginia Board for People with Disabilities (the Board) serves as Virginia's Developmental Disabilities (DD) Council under the federal DD Assistance and Bill of Rights Act of 2000 and the Virginians with Disabilities Act. Since 1992, the Board has been an executive branch state agency located within the Secretariat of Health and Human Resources.

The Board advises the Governor, the Secretary of Health and Human Resources, federal and state legislators, and other constituent groups on issues related to people with DD and other disabilities in Virginia.

The Board's purpose is to facilitate full inclusion of individuals with DD and other disabilities into all facets of community life. The Board engages in advocacy and capacity-building activities focused on improving the system of services and supports that enable people with disabilities to exercise self-determination and maximum independence.

The Board's major activities include educating policymakers and influencing policy/practice; assessing and reporting on the disability services system; investing in new or promising approaches to community based services and supports; conducting advocacy and leadership training; and educating communities through information dissemination and outreach.

The Governor appoints 31 of the Board's 39 members. The remaining eight members are designees from state agencies and other organizations. Sixty percent of the Board's 39 members are people with DD or family members of people with DD.

The Board meets at least quarterly in Richmond, Virginia. The Board encourages public comment on its planning activities and at Board meetings, and encourages individuals to contact the Board regarding needs, information, or concerns about disability- and policy-related issues.



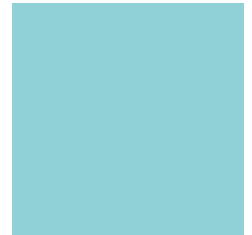
Virginia Neonatal Intensive Care Unit (NICU) Early Intervention Collaborative

In June 2016, the Board awarded a \$125,000 grant to the Virginia Hospital Research and Education Foundation (VHERF) to conduct the Virginia NICU Intervention Collaborative project. VHERF provides continuing education programming to healthcare professionals and financially supports research, learning collaboratives, and quality improvement in hospitals through the framework of the Center for Healthcare Excellence (the Center), a joint initiative of VHERF and the Virginia Hospital and Healthcare Association. The goal of this program is to engage all Virginia NICUs and their partners in a statewide learning and improvement collaborative to enhance linkages to early intervention services. This project intends to achieve significant systems change, as well as improvement in outcomes for infants and children. The objectives of the project are: (1) improve and expand NICU referrals/follow-ups, (2) enhance policies, practices, and competencies, and (3) develop/implement training modules. The project will end May 2018.

Alexis' Story



Living a life like mine, you get to experience so many wonderful opportunities, so much joy, and exceed so many expectations. I wouldn't trade my Cerebral Palsy for anything in the world! Having opportunities to educate people, having people willing to listen to me, and being able to positively impact other peoples' lives is something that I am truly thankful for. I have an understanding of a different side of life (the medical world) that most people wouldn't and that has made me appreciate the simple things in life that are so often taken for granted.

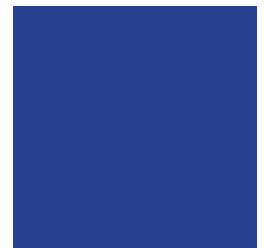
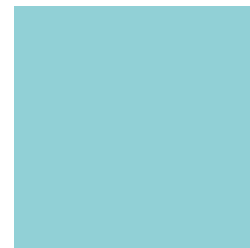


Empowerment to Prevent Institutionalization

The Board awarded a \$124,688 grant to the Virginia Association of Centers for Independent Living (VACIL) for the Empowerment to Prevent Institutionalization Project. This project began in 2013. The purpose of the project was to provide education to medical and related healthcare professionals on services available to people with disabilities in order to better support those individuals in the community. It helped prevent the institutionalization of people with disabilities who experienced medical interventions, behavioral stress, or family changes that could result in the risk of placement in an institutional setting by Centers for Independent Living (CIL) training providers statewide. The grantee, VACIL, enlisted 10 local CILs from the rural areas (Eastern Shore; Grundy and Norton, Southwest Virginia) and urban areas (Norfolk, Hampton, Fredericksburg, Roanoke, Winchester, and Richmond). In 2016, CIL advocates distributed resource directories to 2,104 individuals and diverse community groups/organizations. In addition, 300 people with disabilities received support, including access to transportation and affordable housing. Over the course of the grant, 74 workshops were held across all ten CIL regions and 967 individuals were trained. This outcome far exceeded the estimated target for the grant.

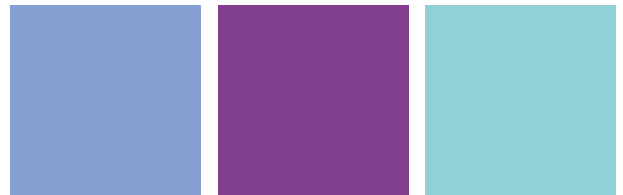
Leadership for Empowerment and Abuse Prevention (LEAP)

The Board awarded a grant of \$178,125 to the Virginia Commonwealth University's Partnership for People with Disabilities for its project, Leadership for Empowerment and Abuse Prevention (LEAP). The project's purpose was to teach people with disabilities about healthy relationships and how to better protect themselves from sexual assault, abuse, neglect, and violence. The project ended on September 2016. A total of 468 people with disabilities have been trained through the LEAP program since it was initiated in 2013; 281 individuals were trained from October 2015 to September 2016. Other project accomplishments include the creation of a manual for trainers, an adapted curriculum and the establishment of five training teams of individuals with disabilities and professionals. The Board will continue to monitor the progress of this initiative.



Development of Adult Curriculum on Critical Decision-Making Points for Students with Disabilities

In June 2016, the Board funded a \$150,000 grant to the Virginia Department of Education (VDOE) for the Development of Adult Curriculum on Critical Decision-Making Points for Students with Disabilities program. The project's goal is to develop and implement a curriculum that will enable parents, school staff, and students to be more knowledgeable of critical decision-making points for students with disabilities, such as assessment and diploma options, credit accommodations, choices, and requirements. A parent guide will be created, as will technology-based training modules, a parent-training program, and a "train-the-trainer" program. The project is designed to improve knowledge of the educational process and inform decision-making with respect to choices that can affect a student's access to general curriculum, achievement of a standard or advanced diploma, and opportunities for higher education and competitive employment.

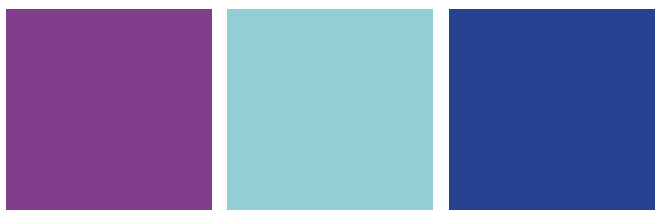


Advocates Building Livable Environments (ABLE)

The Board's initial grant of \$171,049 to the Virginia Association of Centers for Independent Living (VACIL) to conduct Project Able has been extended to 2017, with an additional \$150,000, based on the need to create focused training for building professionals. The original Project ABLE program educated over 300 participants on the Americans with Disabilities Act (ADA), ADA Accessibility Guidelines, Fair Housing Act, American National Standards Institute, and universal design concepts. Over 600 copies of the "Accessibility Reference Manual for Building Professionals in Virginia," as well as 200 flash drives, were distributed to professionals and advocates. More than 40 advocates participated in visits/trainings of the 277 Virginia building officials in 138 jurisdictions. The program extension focuses on the creation of a "virtual interactive training simulation," which will provide a blended interactive learning program. Project ABLE will build upon the success of the original project's efforts by providing training and materials to over 300 Virginia building inspection officials and 200 private sector professionals. Continuing Credits (CEU) will be offered.

Employment for All Citizens of the Arc of Southside

In 2013, the Board awarded a grant of \$243,975 to the Virginia Commonwealth University Rehabilitation Research and Training Center (VCU-RRTC) for the Employment for All Citizens of the Arc of Southside project. The Arc of Southside, located in Blairs, Virginia, serves an economically depressed area of the state. The goal of this grant was to assist 30 adults with disabilities transition from sheltered (center-based) employment to integrated, competitive employment in the community and to ensure that all individuals seeking employment made informed choices. The project sought to facilitate community-based employment for the people who were supported at the Hatcher sheltered work facility and to expand services to other unserved individuals with disabilities. Two years of post-grant monitoring were required of the grantee, which will conclude in September 2017. From October 2015 to September 2016, 25 individuals were able to leave their sheltered workshop and gain a job of their choice. As of December 2016, 17 organizations were involved in this systems change effort.



J.B.'s Story

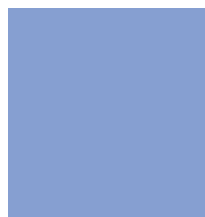


In 2016, J.B. was hired in 2016 as a custodian by The Arc to clean the Hatcher center for 25 hours per week at \$7.25 an hour. J.B. has worked at the Hatcher center for over six years after leaving another workshop she had worked at for several years. J.B. is a hard worker and showed interest in competitive employment at the onset of the Employment for All Citizens of the Arc of Southside grant.

Her family however felt she needed to remain in the workshop setting for personal safety and to protect her benefits. After many talks between the family and The Arc's employment director, her family agreed to a benefits query where she could show them that her income could be protected along with her Medicaid.

The family also opened up to new options once they saw several of J.B.'s friends go to work safely. J.B went through discovery and had the opportunity to sample several types of work. Through this process it was discovered that she liked cleaning, however she found that the rigorous time requirements in hotels did not suit her cleaning habits. Although J.B. is very detailed in her work, she needs more time to complete some tasks. She was then hired as the custodian with The Arc after the organization relocated to a new building that required hiring custodial staff.

J.B. has more than doubled her income, her family is extremely happy, and J.B. plans to save her money and one day live on her own. In the meantime, she says she loves shopping and being able to afford lots of new clothes!





DOJ Settlement Agreement

In 2012, Virginia entered into a settlement agreement with the US Department of Justice (DOJ) related to DOJ findings that Virginia was out of compliance with the Americans Disabilities Act's (ADA) integration mandate as interpreted by the US Supreme Court in *Olmstead v. L.C.* Under the Agreement, Virginia is obligated to provide people with DD opportunities to maximize

their independence and integrate into their communities. The Board's work related to the Settlement Agreement has involved collaborative interagency and interstakeholder efforts, such as participating on a number of stakeholder and advisory groups related to Settlement Agreement activities, including the Employment First Advisory Group, the Community Engagement Advisory Group, the DOJ Interagency Housing Workgroup, the DOJ Stakeholder Advisory Committee, the Independent and Family Support Design Advisory Committee, and other ad hoc stakeholder and interagency workgroups formed to monitor the Commonwealth's Settlement Agreement compliance and recommend improvements. The Board has also provided input on Settlement Agreement and related activities through formal and informal public comment.

Policymaking Activities

The Board works with cross-agency committees, advocacy partners, and workgroups to support and influence proposed policies, laws, regulations, and budget actions, including those related to:

- Rebalancing the use of state resources from institutions to fully integrated community-based settings that provide quality supports for persons with disabilities.
- Ensuring that people with disabilities are protected from abuse, neglect, and exploitation.
- Protecting students with disabilities through strong regulations governing the use of restraint and seclusion in public schools.
- Educating students with disabilities in their neighborhood schools, ensuring access to the general curriculum, and promoting high expectations and achievement.
- Advancing the implementation of the Employment First policy in Virginia, which supports competitive employment in integrated work-settings for individuals with disabilities.
- Increasing the availability of affordable, accessible integrated housing controlled by individuals with disabilities.



The Board educated policymakers on matters of relevance, by:

- Informing the Governor's office, state agencies, and others of the Board's perspective and research on key disability policies, programs, and initiatives.
- Providing formal comments on proposed policies, statutes, and budget actions affecting individuals with disabilities and their families, as well as presenting and testifying before various legislative commissions and committees.
- Participating in state-level advisory committees and planning workgroups to facilitate improvement and expansion of services and supports in inclusive, community-based settings.

Formal Comments

In FFY 2016, the Board provided comments on a diverse array of proposed initiatives that included:

- Commonwealth of Virginia Revised Statewide Transition Plan for Compliance with the Home and Community Based Services (HCBS) Final Regulation's Settings Requirements (4-4-2016)
- Department of Medical Assistance Services, Virginia's Applications for Amendments to its §1915(c) Home-and-Community-Based Waivers for Individuals with Developmental Disabilities—Building Independence Waiver, Family and Individual Supports Waiver, and Community Living Waiver (2-29-2016)
- State Board of Behavioral Health and Developmental Services, Policy 1021 (SYS) 97-9 Core Services (1-15-2016)
- State Board of Behavioral Health and Developmental Services, Policy 1007 (SYS) 86-2, Behavioral Health and Developmental Services For Children and Adolescents and their Families (9-15-16)
- Department of Behavioral Health and Developmental Services, Policy 4037 (CSB) 9102, Early Intervention Services for Infants and Toddlers with Disabilities and their Families (9-15-2016)
- Department of Behavioral Health and Developmental Services, Transformation Team Recommendations (2-19-16)
- Virginia Department of Education, 8 VAC 20-750 Proposed Regulations Governing the Use of Seclusion and Restraint in Public Elementary and Secondary Schools in Virginia, Coalition for Improving School Safety (10-17-2016)
- Virginia Department of Education, 8 VAC 20-750 Proposed Regulations Governing the Use of Seclusion and Restraint in Public Elementary and Secondary Schools in Virginia, Coalition for Improving School Safety (3-23-2016)
- Virginia Board of Workforce Development, the Commonwealth Workforce Innovation and Opportunity Act Combined State Plan (3-14-2016)
- Department of Medical Assistance Services, Virginia's Section 1115 Waiver Application (1-5-2016)



Waiver Redesign

The Commonwealth obtained approval from CMS for significant amendments to its Medicaid Waivers for Virginians with DD, and implementation of the redesigned waivers began on September 7, 2016. The redesign of the Commonwealth's Waivers is central to Virginia's compliance with the terms of the DOJ Settlement Agreement. The Board participated in a variety of workgroups and stakeholder groups during the planning for Waiver redesign, and continues to participate in various groups focused on monitoring their implementation.

The Board participated in the Waiver Redesign Advisory Committee (WDAC), and multiple WDAC subgroups, such as subgroups on conflict free case management, waiting lists, community engagement, and other ad hoc workgroups. The Board has supported the following improvements: moving to a single point of entry for individuals with DD; creating waivers based on functional needs vs. diagnosis; expanding community engagement, nursing, integrated and competitive employment service options, and implementation of tiered rates. The Board expressed concerns on a number of redesign components through both formal and informal mechanisms both prior to and since implementation. As implementation continues, the Board will continue to monitor the process. This work will be ongoing as the Commonwealth, individuals and their families, and providers adapt to new procedures and a new waiver paradigm.



Training and Alumni Programs

A primary goal for the Board is to ensure youth and adults with DD and their families are empowered to engage in leadership and systems advocacy on local, regional, and statewide levels. This includes their abilities to influence public policy and systems change, as well as the ability to fully participate in civic, leadership, and community activities. Key strategies for engagement include Partners in Policymaking (PIP), the Youth Leadership Forum (YLF), and the Board's new Alumni Development Program.

PIP is a seven-month advocacy training for individuals with disabilities and parents of young children with disabilities. PIP is based on a national model developed by the Minnesota Council on Developmental Disabilities. Individuals attending the program participate in advocacy skill workshops, resource development, and leadership training provided by state and national experts. During 2016, 22 partners graduated to join a cadre of over 25,000 PIP graduates worldwide engaging in grassroots advocacy systems change

YLF is a four-day training program focused on youth personal, professional, and leadership development based on a model developed in California. The YLF curriculum seeks to empower rising high school juniors and seniors with disabilities by providing them with the skills and tools needed to achieve their personal and professional goals, as well as effect positive change in their communities. In 2016, 19 students graduated from the program, having received skill development in personal, leadership, and career/professional development. A highlight of the program is the youth testimony before a mock legislative panel attended by legislators, legislative aides, and agency representatives.

The Alumni Deleopment Program was approved by the Board in April 2016. Four chapters were established across the Commonwealth (Tidewater, Central Virginia, Northern Virginia, and Southwest Virginia) with the purpose of increasing training program graduates' engagement with the Board and re-engaging alumni in order to effect policy and systems change through collaboration with existing advocacy organizations who share their policy con-

Taylor's Story



My name is Taylor Thomas-Harris and I would like to share my story! I attended the Youth Leadership Forum in 2014. I really enjoyed getting the experience of living on the campus for a week to get me ready for college. I learned a lot of great information from the program that I

have used throughout my life. I love the phrase we were taught at the program: "Never give up on yourself!"

When I was in 11th grade, I had to take the reading SOL (Standard of Learning) in order to graduate. Reading comprehension is not my strongest subject, but I had no idea that I was going have to take it five times! My first time I took it I was alright because I was so close to passing. My second and third time I took it I got worried and a little discouraged. My mom told me, "We don't give up!" so the fourth time I prayed and asked people to pray for me too. At that time I didn't pass, so the next time I really prayed and worked really hard. Then I took it again and passed with a 412, which is 37 points over what I needed in order to pass!

No matter how hard life may get or how many times you have to do something it doesn't matter along as long as you tried your best and never give up on yourself.

cerns. During FFY 2016, alumni inaugural meetings and officer selections were held. While still in its infancy, a goal is to develop a statewide Alumni Association by 2018.



Communications

The Board's communications efforts focused heavily on social media, with hundreds of posts throughout the year to keep constituents informed on topics like health insurance, Medicaid waiver redesign, legislative activity, the launch and sign-ups for Virginia's ABLEnow accounts, and more. The Board also migrated its traditional blog content to Facebook, increasing overall viewership more than ten times over. The Board also re-branded, complete with new logos, both the Partners in Policymaking and Youth Leadership Forum programs, as well as brand-new styles for the Training Alumni Association. Work is also underway on a new Board website, expected to debut in the spring of 2017.



VBPD Activities

Community Integration and DOJ Settlement Agreement

- Access and Functional Needs (emergency preparedness) workgroup
- Area Planning and Services Committee's Aging and Disability Conference
- Building Bridges Conference
- DARS Community Integration Implementation Team
- DBHDS Interagency Housing workgroup - DOJ Settlement
- DBHDS Stakeholder Advisory Group - DOJ Settlement
- DBHDS Transformation Stakeholder Group
- EasyLiving Home Board
- I-CAN Accessibility Project
- National Association of Councils on DD, Board of Directors and Public Policy Committee
- No Wrong Door Resource Advis. Council and workgroups
- Virginia Supportive Housing Advisory Council
- The Advisory Consortium on Intellectual and DD

Health

- Advisory Council on Health Disp. and Health Equity
- Commonwealth Coordinated Care Advisory Council
- Community Health Worker Advisory Council
- Governor's Council on Childhood Success, Health, and Wellness workgroup
- Managed Long-Term Care Services and Supports Communications workgroup Waiver Redesign and Long-Term Supports

Home and Community-Based Waiver Redesign and Long-Term Supports

- Community Engagement Policy workgroup
- DARS Virginia Brain Injury Council
- Individual and Family Support Design Advisory Committee
- Virginia Medicaid Waiver Advocacy Network
- Waiver Redesign Advisory Committee and Sub-committees

Early Intervention, Education, and Employment

- Child Welfare Advisory Committee
- Coalition for Improvement of School Safety
- Department of Education Inclusive Education stakeholder workgroup
- Department of Education - State Special Education Advisory Committee
- Employment First Leadership Team and Policy/Data workgroups
- Executive Order 46 workgroup
- Governor's Council on Childhood Success, Health, and Wellness workgroup
- Office of Children's Services stakeholder work group
- VCU ACE-IT College Collaborations Advisory Council
- VCU Autism Center for Excellence Community Partners Advisory Council
- Virginia Autism Council
- Virginia Business Leadership Network Community Advisory Council
- Virginia Intercommunity Trans. Council Employment