

Community Alliance of Sarasota County
(www.sarasotaalliance.net)
Developmental Disabilities Strategic Planning Work Group

Sarasota County Health Department, Room 226

August 13, 2007

Meeting Summary

Members present:

Ann Barrow	Agency for Persons with Disabilities
Joann Gepfert	Agency for Persons with Disabilities
Norman Goldstein	Early Steps
Irania Graterol	Goodwill Industries
Shelley Henry	Parent /Pastoral Counselor
Sarah Hickey	Sarasota County School Board
Peter Howard	Florida Center for Child and Family Development
Susan Magers	Sarasota County Parent Liaison
Carolyn Marchbank	Community Haven
Marie Markovich	Sarasota County School Board
Ann McArdle	Easter Seals
Renee McQueen	Vocational Interagency Council
Richard Montemagno	Sarasota Sheriff's Office
Joan Scudder	SCTI Parent
Mary Smith	Family Network on Disabilities
Benny Weaver	Loveland Center
Eileen Welch	Early Steps
Laurel White	Vocational Rehabilitation

Guests:

Lisa Friedman-Chavez	USF – Partners in Transition
Tara Thompson	USF – Partners in Transition

Staff:

Kathleen Marie Hall	Sarasota County Health and Human Services
Charles Taylor	Sarasota County Health and Human Services
Pauline Tracy	Sarasota County Health and Human Services

Welcome and Introductions

Peter Howard and Benny Weaver welcomed members and guests to the meeting and introductions were made.

Survey

Peter Howard reported that a copy of a recent “Zoomerang” survey by the Community Alliance’s Children and Youth Strategic Planning Work Group was in the members’ packets for review. Peter explained that a similar survey could be sent out to their group. Chip Taylor

suggested that the group conduct a survey with the idea in mind to understand the issues being addressed prior to answering the questions. Chip stated that once the survey was launched, the turn around time is approximately one week. Chip pointed out that the results will be sent out to the work group for review and will be discussed at the next meeting.

Next Steps

Peter Howard explained that the focus of the Developmental Disabilities Strategic Planning Work Group is to prioritize the top issues within developmental disabilities to take back to the Community Alliance to address. Peter pointed out that several of the new work groups (including theirs) felt the need for more time to develop the correct issues to address. Pauline Tracy noted that two of the groups have been meeting on an ongoing basis and have had an easier time in forming their priorities. Peter pointed out that staff from the University of South Florida (USF) were invited to facilitate the meeting and introduced Technical Assistance Specialist Lisa Friedman-Chavez and Tara Thompson from USF's *Partners in Transition* Program.

Lisa explained that USF was contacted to facilitate the meeting in order to bring together the work group as one voice to present the identifiable common priorities (with backup support) to the Community Alliance and to various funding sources within the community. Tara pointed out that the *Partners in Transition* began in 2004 through the Florida Developmental Disabilities Council, where five work groups were created and formed a strategic plan based on a national collaborative effort on workforce and disabilities for youth from the Institute for Educational Leadership. Tara explained that the national partners established evidence-based best practices for all student needs, including the needs of the developmental disabled through adulthood. The partnering agencies are actively working toward this goal and have recently changed the name to the *Interagency Services Committee* (sponsored by the National Governor's Association). Tara stated that during the last couple of years, the Partners have been working with local teams (such as Sarasota's *Transition Leadership Team*) by implementing part of their plan as it relates to a specific county, but aligning the needs on a more state and national level in order to receive the most funding as possible for the teams.

Tara explained that the process for this meeting's action planning is to take specific areas (school/employment, living, and recreation), place the needs within the categories, create a theme around the needs, and develop actions steps which will give the group their prioritized action plan. A discussion ensued on the set categories. Tara explained that these categories would cover all the areas that a developmentally disabled person would be involved with during their lifetime.

Once the needs were in place, Lisa asked the members to place a dollar amount between \$0 and \$100 on the most important needs. The results of the strategic planning session are on the next three pages.

School/Employment: (learning/work related)

NEED:	FUNDING:	THEME:
Transition	20	<p>Transition – need of career plans and the appropriate services in school:</p> <ul style="list-style-type: none"> • Actual feeling that they earned a diploma • Timely transition from one program to the next • Bridge services from school to life • Need of more community based instruction (CBI) • Trades apprenticeship • Making parents aware of opportunities/information/education on IDEA • Website • Educate, practice, and apply
Training	70	<p>Training – the need for additional job coaching with more time with the person to teach soft skills, job shadowing, parent training, self advocacy, and apprenticeships:</p> <ul style="list-style-type: none"> • Seamless transition of services from school to community • Daily opportunities when school is out of session • Extended school year • After-school programs • Information and training on IDEA for parents • Training for student and employers • Employee skills training: resumes, interviewing, and work skills • Pre-employment options • Self-advocacy training • Job coaching (3x's)/better job coach training • Coaching for employers on hiring people with disabilities • Job shadowing, including virtual shadowing and job carving
Employers	35	<p>Employers – outreach and training for employers:</p> <ul style="list-style-type: none"> • Education on tax credits • Advocates to contact businesses • More involved businesses in training students • Heightened awareness (sensitivity training) for employees and coworkers • Employer recruitment, more work availability and opportunities • Follow along services • Entrepreneurship opportunities • Outreach to employers • Training and support for employers
Social	10	<p>Social opportunities and accessibility to teach social competence and on how to be a friend:</p> <ul style="list-style-type: none"> • Social activities • Social opportunities • Social skills at work • Social competence • Friendships in school
Interagency	0	<p>Interagency agreements to work together:</p> <ul style="list-style-type: none"> • Coordinating school liaisons with state agencies • More agency involvement with schools
Classroom	0	<p>Appropriate supports and opportunities in schools:</p> <ul style="list-style-type: none"> • More teacher-aides per class • Demand certification for teachers prior to placements • Funding early intervention (0-5) • Integrated Pre-K classrooms
3rd Party Benefits	20	<p>Knowledge to navigate system of 3rd party benefits:</p> <ul style="list-style-type: none"> • State tax credit/local tax credit • Pre-qualify students for tax credit call • Aide-direct support staff needed in classroom • More CWIC's • SSI/SSDI understanding • Need knowledge of SSI/SSA for employment earnings limit • Pay/ \$\$
Miscellaneous	0	<ul style="list-style-type: none"> • Continuous care, maintain standards that aren't complacent • Long term involvement, need for advocates and mentors • Policies that support inclusion • Counseling and other support • Public/state awareness

(Barriers = lack of stable employment, continuity of living arrangement, housing, and respite)

Living (centered on the individual's wants and desires):

NEED:	FUNDING:	THEME:
Transportation	225	Transportation affects all areas: school/employment, recreation, and living: <ul style="list-style-type: none"> • Reliable public transportation • Training for public and private transportation • Expanded hours (2 x's)/ Expanded area • Out-of-the-box solutions • Transportation skills training • Transportation for more than just employment • Transportation public/private • Dependable transportation needed to/from all recreational activities • Transportation (4 x's) • Bus training • Travel training • Additional buses • Door to door services that are safe
Respite	230	Increase funding for children and adult services <ul style="list-style-type: none"> • Respite (3 x's) • Respite care for families (2 x's)
Functional Living	130	More training to live successfully in the community <ul style="list-style-type: none"> • Living skills with time management • Individual skills and daily living skills training • More accessibility to social activities and opportunities to build relationships • Managing a budget • Assistance with obtaining a driver's license • Personal care assistance for disabled
Social Skills	40	More social skills training to live successfully in the community <ul style="list-style-type: none"> • Friendships – loneliness • Abstinence training • Natural support networks for building relationships • Social skills • Social competence • Activities for group or individuals
Housing	205	Partnership with homebuilders to create more “norm” supportive housing for persons with disabilities – inclusive <ul style="list-style-type: none"> • Homeless students living opportunities • Group homes workers training and pay hikes • Group housing • Supported housing • Affordable housing (4 x's)
Healthcare	15	Make health/dental care more affordable and available <ul style="list-style-type: none"> • Healthcare options (2 x's) • Dental care services as it is more of a problem than medical care • Health care benefits • Counseling and other supports
Family / Professional Resources	90	Coordinate one-stop care/resource for all services with information online and in-person <ul style="list-style-type: none"> • Education on Medicaid Waiver and SSI • A resource guide for service at central point • Guardianship/special needs trust • Professional training in homes • Long-term involvement need for advocates and mentors
Funding \$\$\$	20	Funding will always be an issue <ul style="list-style-type: none"> • 0 waiting lists for services • Equipment and supplies • Adequate funding and support services • \$ for Medicaid waiver services • Funding that follows the person
Government Policy	0	Policies that include inclusion
Miscellaneous		<ul style="list-style-type: none"> • Public state awareness • Childcare for children of adults with disabilities

Recreation (play and social aspects accessible to all):

NEED:	FUNDING:	THEME:
On-site after school care	95	Onsite after-school care from elementary, middle and high schools with trained staff <ul style="list-style-type: none"> • After-school activities • Child care ratios • Before and after school care • After school participation options
Playground Equipment	40	Appropriate equipment in playgrounds for city parks and schools <ul style="list-style-type: none"> • Boundless playgrounds • Integrated playgroups • More play groups that are handicapped accessible for children • Playgrounds that focus on using five areas of development, gross and fine motor skills
Mentors	20	Available trained mentors for all ages <ul style="list-style-type: none"> • Big brothers/big sisters opportunities • Building supporting network of friendships • Natural supports to allow inclusion • Mentors (3 x's)
Respite		Needed for all ages <ul style="list-style-type: none"> • More respite care • Public awareness • Quality daycare, educated caregiver, mental, physical, and dental health issues • Accessibility (4 x's) • Opportunities to select from a variety of activities • Smaller adult-child ratios • Respite (3 x's)
Social Activities	5	Activities that are well planned, supervised, and integrated <ul style="list-style-type: none"> • Scouting activities • Social "clubs", dances, and outings • More accessibility to social activities • Sibling involvement • Planned outings • Exposure to a range of public recreation options • More opportunities for socialization (movies, shopping, and sports events)
Scholarship \$	100	Funding for scholarships for activities
Organized Sports	0	Integrated organized sports for all ages <ul style="list-style-type: none"> • YMCA programs for young adults • North County Special Olympic Center • Sporting activities according to abilities for 18 & over
Summer Programs	40	Summer programs that are affordable and specific to needs with trained staff <ul style="list-style-type: none"> • Summer programs • Summer camps • Affordable summer camps

The action steps will be decided at the next meeting after reviewing the results of the "Zoomerang" survey. The next meeting will be announced at a later date.