



## **Proposed 2008-2009 One Year Objectives**

# **Priority Areas and Goals**

PAI has identified the following priority areas:

- Abuse and Neglect
- Discrimination
- Benefits
- Education for Children and Youth
- Lanterman Act
- Mental Health
- Peer and Self-Advocacy Services
- Collaborative Projects
- Patients' Rights Advocacy
- Clients' Rights Advocacy

On the following pages, please find an issue statement and specific goals and objectives for each of these areas. Each objective lists the funding sources we will use. We describe the funding sources at the end of this document.

## **Abuse and Neglect**

People with disabilities are much more vulnerable to abuse and neglect than others. California does not have an accessible, comprehensive, coordinated system to report and respond to abuse and neglect. Preventing abuse and neglect will improve the quality of life for people with disabilities.

### **Goals**

- 1. Reduce serious and life-threatening injuries caused by abuse and neglect in all facilities, including:**
  - Institutions,
  - Hospitals,

- Skilled nursing facilities,
- Residential care facilities, and
- Jails, prisons, and other correctional facilities.

**Improve how oversight agencies respond to reported abuse and neglect in these facilities.**

### Objectives

A. Technical Assistance or Investigation: Provide technical assistance or investigate certain cases where someone died or was seriously injured because of abuse or neglect, for example, suicide, sexual assault, or prescriptions for multiple drugs. Investigations will include looking at inadequate and/or untimely investigations, and inadequate, and/or untimely oversight, by responsible entities.

- Investigate abuse and neglect about, or provide assistance to 3 people (PADD)
- Investigate abuse and neglect about, or provide assistance to 13 people (PAIMI)
- Investigate abuse and neglect about, or provide assistance 1 person (PAIR)
- Investigate abuse and neglect about, or provide assistance to 4 people (EA - RIF)

B. Other Systems Change Advocacy: Identify and take steps to develop a strategy to prevent suicides. The strategy may require that at risk residents be evaluated and monitored. The strategy will seek to improve the way facilities and oversight entities respond to suicides.

- Carry out 1 project (PAIMI, EA - RIF)

C. Other Systems Change Advocacy: Work to improve how licensing and certification and other agencies respond to reports of abuse and neglect. Work with collaborators to develop a system to track reports of abuse and neglect in facilities.

- Carry out 2 projects (PADD, PAIMI, PAIR)

**2. Reduce serious and life-threatening injuries caused by abuse and neglect in community settings, including:**

- Schools,
- Day programs and vocational training settings, and
- Community living arrangements.

## **Improve how oversight agencies respond to reported abuse and neglect in these settings.**

### **Objectives**

- A. Technical Assistance or Investigation: Provide technical assistance or investigate certain cases of physical abuse and sexual assault that were investigated inadequately, or that received inadequate or late oversight by responsible entities such as law enforcement, criminal justice, licensing agencies, regional centers, and protective services agencies.
  - i. Investigate abuse and neglect about, or provide assistance to 4 people (PADD)
  - ii. Investigate abuse and neglect about, or provide assistance to 1 person (PAIMI)
- B. Other Systems Change Advocacy: Participate in coalitions and work with collaborators to develop and implement a strategy that will improve responses to abuse cases.
  - i. Carry out 2 projects (PADD)

## **3. Eliminate the use of physical and chemical restraint, seclusion, other methods of containment, and aversives for people with disabilities.**

### **Objectives**

- A. Technical Assistance or Investigation: Provide technical assistance or investigate certain cases involving the use of restraint, seclusion, containment interventions and aversives, in public or private schools and other settings.
  - i. Investigate abuse and neglect about, or provide assistance to 5 people (PADD)
  - ii. Investigate abuse and neglect about, or provide assistance to 2 people (PAIMI)
  - iii. Investigate abuse and neglect about, or provide assistance to 1 person (PAIR)
  - iv. Investigate abuse and neglect about, or provide assistance to 4 people (EA - RIF)
- B. Other Systems Change Advocacy: Develop a strategy to implement the reforms identified in the public report entitled *Restraint and Seclusion in California Schools: A Failing Grade*.

- i. Carry out 1 project (PADD, PAIMI, PAIR, EA - RIF)
  - C. Other Systems Change Advocacy: Health & Safety Code § 1180 requires facilities to use safeguards when using seclusion and restraint, and to collect data about its use. Monitor the implementation of Health & Safety Code § 1180 and work with collaborators to develop a strategy to prevent the use of seclusion and restraint in settings other than schools.
    - i. Carry out 1 project (PADD, PAIMI, PAIR)
    - ii. Carry out 1 project (PAIR)
- 4. Inform people with disabilities about their rights and give them the information and materials they need to advocate for themselves.**

### Objectives

- A. Publications: Develop, or revise, and distribute publications and/or training materials to people with disabilities, their family members, advocates, service providers, and/or other relevant groups of people on abuse and neglect issues.
  - i. Revise, translate, and distribute 1 publication (PADD, EA - RIF)
- B. Outreach and Training: Provide training and/or outreach to people with disabilities, their family members, advocates, service providers, and/or other relevant groups of people on abuse and neglect issues. Trainings may include the following topics:
  - Seclusion and restraint
  - Identifying, reporting, and investigating abuse and neglect
  - Law enforcement's response to allegations of abuse and neglect by victims with disabilities
  - Conducting investigations
  - i. Conduct 1 outreach or training (PADD)
  - ii. Conduct 3 outreaches or trainings (PAIMI)
- C. Counsel and Advice: Provide counsel and advice to people with disabilities, their family members, and/or other relevant groups of people on abuse and neglect issues.
  - i. Provide counsel and advice to 10 people (PADD)
  - ii. Provide counsel and advice to 25 people (PAIMI)
  - iii. Provide counsel and advice to 10 people (PAIR)
  - iv. Provide counsel and advice to 20 people (EA – RIF)

- 5. Monitor proposed state regulations about abuse and neglect, and identify those that impact people with disabilities. Comment on these proposed regulations as needed. (PADD, PAIMI, PAIR)**

## Benefits

Government assistance and health benefits, including assistive technology, provide the income support and services people with disabilities need to live independently in the community and have a good quality of life. But access to needed benefits is often difficult because of rules and procedures that are complicated and confusing, or because there is not enough funding. Because of this, many people with disabilities are unable to get the services they need and have the right to receive.

### Goals

- 1. Preserve, increase, expand, and improve access to financial benefits, including:**
  - **Supplemental Security Income (SSI),**
  - **Social Security Disability benefits,**
  - **Cash Assistance Program for Immigrants (CAPI), and**
  - **Programs and services that maximize employment opportunities.**

### Objectives

- A. Direct Representation:** Represent people with disabilities on benefits issues. For example:
  - Disability and work issues relating to Social Security benefits [PADD, PAIR, PAIMI, PATBI]
  - Illegal child and spousal support garnishment from Social Security Title II benefits of Medi-Cal recipients [PAIR, PAIMI, PATBI]
  - Suspension or termination of SSI or Social Security Title II benefits because of outstanding warrants [PADD, PAIR, PAIMI, PATBI]
  - Barriers to establishing child SSI eligibility [PADD, PAIMI, PATBI]
  - i. Represent 30 people (PABSS)
  - ii. Represent 2 people (PADD)
  - iii. Represent 1 person (PAIMI)
  - iv. Represent 1 person (PAIR)
  - v. Represent 3 people (PATBI)

**B. Other Systems Change Advocacy:** Identify and take steps to address systemic benefits issues. For example:

- Improving the SSI program for people with disabilities. Possible examples include:
  - ▶ Working to obtain temporary institutionalization (TI) SSI benefits for homeless people with belongings in paid storage,
  - ▶ Increasing individual and couple exempt resource allowances, and
  - ▶ Exempting resources saved from income earned while on benefits [PADD, PAIR, PAIMI, PATBI]
- Reducing problems and barriers in the disability determination process. Possible examples include:
  - ▶ Consultative examination issues,
  - ▶ Issues relating to the transfer to electronic files, and
  - ▶ Notice problems in Continuing Disability Review (CDR) cases
- i. Carry out 4 projects (PADD, PAIMI, PAIR, PATBI)

**2. Preserve, increase, expand, and improve access to healthcare of good quality no matter where people live, including:**

- **Medi-Cal,**
- **California Children’s Services (CCS),**
- **Genetically Handicapped Persons Program (GHPP),**
- **Medicare,**
- **Private health plans, and**
- **Managed care plans.**

### **Objectives**

**A. Direct Representation:** Represent people with disabilities on health care issues. For example, enforcing their rights to:

- Medi-Cal EPSDT services for children and youth who have significant medical needs and/or who are dependent on technology. [PADD, PAAT]
- Medi-Cal services and eligibility, for example:
  - ▶ Timely processing of applications based on disability
  - ▶ Receipt of extended Medi-Cal coverage under the Continuous Eligibility for Children (CEC) program [PADD, PAIMI, PATBI]
  - ▶ Coordination of Medi-Cal with Medicare or other healthcare coverage
  - ▶ Ability to keep your Medi-Cal unless you are not eligible under any program

- ▶ Extension of the principle of SSI temporary institutionalization (TI) benefits to Medi-Cal
- ▶ Getting share of cost offsets for services and equipment outside of Medi-Cal's covered benefits
- ▶ Effective discharge planning and services for nursing facility residents, including the right to get power or custom wheelchairs
- ▶ Getting specialized services for nursing facility residents who are developmentally disabled under the federal Medicaid definition [PADD, PATBI]
- ▶ Getting notices of action when Medi-Cal denies a request to authorize services [PADD, PAIR, PAIMI, PAAT, PATBI]
- Notice and other due process for children and youth entitled to services under the California Children's Services (CCS) program, and other programs case-managed by CCS [PADD, PAAT]
- Notice, COBRA, appeal, and related rights under non-publicly funded health plans [PADD, PAIR, PAIMI, PATBI]
- i. Represent 3 people (PAAT)
- ii. Represent 5 people (PABSS)
- iii. Represent 1 person (PADD)
- iv. Represent 1 person (PAIMI)
- v. Represent 1 person (PAIR)
- vi. Represent 1 person (PATBI)

**B. Other Systems Change Advocacy:**

- Monitor Medi-Cal managed care and other health care reform proposals. Identify the impact on people with disabilities and comment on any changes needed to protect people with disabilities [PAAT, PADD, PAIR, PAIMI, PATBI]
- Identify and take steps to expand access to assistive technology for people with disabilities, for example:
  - ▶ Appropriate durable medical equipment for use in the home and community
  - ▶ Timely access to equipment to facilitate a return to the community from a medical facility
  - ▶ Greater scope of equipment covered under Medi-Cal and other health care plans and systems

- ▶ Loans of speech generating devices by the Public Utilities Commission to those who need that equipment in order to use the telephone [PAAT]
  - Advocate for an increase in Medi-Cal’s allowed monthly living expenses before allocating the balance as the Medi-Cal share of cost obligation. [PADD, PAIR, PAIMI, PATBI]
  - i. Carry out 2 projects (PAAT, PADD, PAIMI, PAIR, PATBI)
- 3. Preserve, increase, expand, and improve access to programs in the community that provide the services and supports people with disabilities need to live, work, and participate fully in the community, including:**
- **In-Home Supportive Services (IHSS),**
  - **Medi-Cal Personal Care Services,**
  - **Medi-Cal/Medicaid, including Home and Community Based Services Waivers (HCBS), and**
  - **Assistance Dog Allowance Program.**

**Objectives**

- A. Direct Representation: Represent people with disabilities on benefits issues related to community supports. For example:
- Enforce individual alternative disposition rights to community services for nursing facility residents who meet the CMS definition of “related condition” but not the regional center eligibility criteria [PADD, PATBI]
  - Enforce the right to Medi-Cal, IHSS, community waiver services, and other support services that people need to move to less restrictive living arrangements or to avoid the risk of being placed in a medical facility [PADD, PAIMI, PAIR, PAAT, PATBI]
  - Enforce rights to IHSS services, including protective supervision services, reduction in hour cases, timely processing of applications and parent provider cases [PADD, PAIR, PAIMI, EA, PATBI]
- i. Represent 2 people (PADD)
  - ii. Represent 1 person (PAIMI)
  - iii. Represent 2 people (PAIR)
  - iv. Represent 1 person (PATBI)
  - v. Represent people in one class action affecting approximately 1000 people (*Chambers v. City and County of San Francisco*)(PAIR, PAIMI, PAAT)

## **B. Other System Change Advocacy:**

- Undertake administrative advocacy to help people get out of or avoid going into nursing facilities [PADD, PAIR]
  - Identify and take steps to address issues such as improving consumer access to IHSS services [PADD, PAIR, PAIMI, PATBI]
  - Identify and take steps to improve and expand home and community based waiver programs to help people live in the community [PADD, PAIR, PATBI]
- i. Carry out 1 project (PADD)
  - ii. Carry out 1 project (PAIMI)
  - iii. Carry out 1 project (PAIR)
  - iv. Carry out 1 project (PATBI)

## **4. Make sure that people with disabilities are informed about their rights and have the information and materials they need to effectively advocate for themselves.**

### **Objectives**

**A. Publications:** Develop, or revise, and distribute publications and/or training materials to people with disabilities, their family members, advocates, service providers, and/or other relevant groups of people on benefits topics. This may include:

- Updating/revising current benefits publications such as the parent-to-child deeming memo, Eligibility under the Aged & Disabled Federal Poverty Level Program, and Reporting income to Social Security for Self-Employed and Employed Persons
  - Identifying benefits publications from other organizations to link on our web site and/or distribute, including publications on veterans' benefits that would help people with disabilities
  - Developing or finalizing the updated Social Security manual, CCS manual, and/or IHSS Self-Help packet
  - Identifying pro-bono expertise for the development of a Self-Help Bankruptcy packet for recipients of SSI and/or Social Security disability benefits who have an overpayment
- i. Revise, or develop, translate, and distribute 1 publication (PADD, PAIMI)
  - ii. Revise, or develop, translate, and distribute 1 publication (PABSS, PADD, PAIMI, PAIR)
  - iii. Revise, or develop, translate, and distribute 1 publication (PAAT, PABSS, PADD, PAIR)

- iv. Revise, or develop, translate, and distribute 1 publication (PABSS, PAIR, PAIMI, PATBI)
- v. Revise, or develop translate, and distribute 1 publication (PABSS, PADD, PAIR, PAIMI, PATBI)
- vi. Revise, or develop translate, and distribute 1 publication (PAAT, PADD)
- vii. Revise, or develop translate, and distribute 1 publication (PADD, PAIR, PAIMI, PATBI)
- viii. Revise, translate, and distribute 1 publication (PAAT, PABSS, PADD, PAIR, PAIMI, PATBI)

**B. Outreach and Training:** Provide training and/or outreach to people with disabilities, their family members, advocates, service providers, and/or other relevant groups of people on benefits issues. This may include:

- Access to needed power or custom wheelchairs and other durable medical equipment and equipment to support care in the home
  - The right to equipment under the Nursing Home Reform Act Standard for persons in long-term care, and/or
  - Access to cash benefits, healthcare, IHSS, and other community support services
- i. Conduct 16 outreaches or trainings (PAAT, PABSS, PADD, PAIMI, PAIR, PATBI)

**C. Counsel and Advice:**

- Provide counsel and advice to people with disabilities, their advocates, family members, and/or other relevant groups of people on benefits issues.
- i. Provide counsel and advice to 35 people (PAAT)
  - ii. Provide counsel and advice to 130 people (PABSS)
  - iii. Provide counsel and advice to 225 people (PADD)
  - iv. Provide counsel and advice to 200 people (PAIMI)
  - v. Provide counsel and advice to 475 people (PAIR)
  - vi. Provide counsel and advice to 22 people (PATBI)

**5. Monitor proposed state regulations about benefits and identify those that impact people with disabilities. Comment on these proposed regulations as needed. (PAAT, PADD, PAIMI, PAIR, PATBI)**

# Discrimination

People with disabilities have the same human and civil rights as others. But Californians with disabilities still face many barriers to full and equal participation in society, including:

- Attitudes, stigma, and stereotypes
- Discrimination, harassment, and retaliation because of their disability and other protected categories
- Inadequate and inaccessible transportation
- Lack of affordable, accessible housing
- Barriers to a full range of employment and self-employment opportunities
- Inadequate training and supports necessary to enter and stay in the workforce
- Lack of access to supports needed to participate fully in the community
- Unnecessary segregation in institutions
- Lack of reasonable accommodations, including assistive technology
- Lack of education about their rights and how to enforce them
- Architectural and policy barriers
- Denials of rights to self-determination and choice
- Restrictions on parenting rights
- Barriers to voting and civic participation

## Goals

### 1. End institutionalization by working to:

- **Change the policies and practices that unnecessarily segregate people with disabilities, and**
- **Provide greater access and more options to live and participate in the community, and more information about these options.**

### Objectives

- A. Direct Representation: Represent people or classes of people with disabilities in or at risk of placement in facilities. For example
- People with mental health or developmental disabilities who are in (or at risk being placed in) state operated or private institutions, including Institutions for Mental Diseases (IMDs)
  - People with physical disabilities including seniors, people with traumatic brain injuries, and people who are dually diagnosed,

who are placed in nursing facilities or large residential facilities without any mechanism for discharge to the community.

- i. Represent 2 people (PAAT)
- ii. Represent 2 people (PAIMI)
- iii. Represent 2 people (PAIR)
- iv. Represent 2 people (PADD)
- v. Represent people in one class action affecting approximately 1000 people (*Chambers v. City and County of San Francisco*) (PADD, PAIMI, PAIR)

**B. Other Systems Change Advocacy:** Identify and take steps to implement the *Olmstead* decision across the state by engaging in a variety of activities. Activities may include:

- Education and outreach to people with disabilities
  - Development of a PAI webpage on this topic
  - Publication of a report about the lack of progress the state has made towards developing an *Olmstead* plan and recommendations
  - Advocacy with state agencies to improve the way they implement Preadmission Screening and Resident Review (PASRR)
- i. Carry out 1 project (PAAT, PADD, PAIMI, PAIR)

**2. Expand housing options for people with disabilities by working to:**

- **Advance their rights to get, use, and keep housing, and**
- **Keep and increase quality housing that is affordable and accessible.**

### **Objectives**

**A. Direct Representation:** Represent people with disabilities on housing issues. Issues may include:

- Failure to provide reasonable accommodations and/or modifications
- Failure to provide reasonable accommodations in the Section 8 program
- Zoning and land use policies that discriminate
- Refusal to rent and other discriminatory practices
- Failure to comply with accessibility requirements
- Preserving and increasing the number of quality, affordable, accessible housing units for people with disabilities by:

- ▶ Increasing access to housing subsidy programs, including Section 8;
  - ▶ Challenging state and local government policies that fail to preserve and increase affordable/accessible housing
- i. Represent 1 person (PADD)
  - ii. Represent 2 people (PAIMI)
  - iii. Represent 2 people (PAIR)
- B. Other Systems Change Advocacy:** Identify and take steps to change policies to expand quality, affordable, accessible housing. Steps may include:
- Investigating public housing authority practices of not using all available housing funds
  - Developing a systemic approach to challenge NIMBYism (“Not in My Backyard”)
  - Changing local policies in one geographic area to preserve and increase affordable/accessible housing
  - Commenting on public housing authority plans
- i. Carry out 1 project (PADD, PAIMI, PAIR)
- 3. Fight discrimination and stereotypes about people with disabilities, and increase their rights and opportunities in the following areas:**
- **Access to public, private and government programs and services, including transportation, higher education, restaurants, stores, and businesses,**
  - **Employment of their choice, with or without supports, and**
  - **Directing their own lives, including rights to privacy, making choices, parenting, and other personal autonomy rights.**

### Objectives

- A. Direct Representation:** Represent people with disabilities on discrimination issues. This may include:
- Access to private and public entities
  - Discrimination and harassment in employment against people with disabilities
  - The right of people with disabilities to self-direct their lives and relationships
- i. Represent 1 person (PAIMI)
  - ii. Represent 1 person (PAIR)

**B. Other Systems Change Advocacy:** Identify and take steps to address systemic discrimination issues. This may include:

- Negative media about people with disabilities who sue to enforce their rights to full and equal access to businesses, including media stories trying to block the ability of people to get damages and attorneys fees in those lawsuits.

i. Carry out 1 project (PAIMI, PAIR)

**4. Make sure voting systems and election processes are accessible and barrier free, and increase the numbers of people with disabilities who vote.**

**Objectives**

**A. Direct Representation:** Represent people with disabilities on voting issues. Issues may include:

- Restoring or maintaining the right to vote
- Filing Help America Vote Act (HAVA) complaints

i. Represent 1 person (PAVA)

**B. Other Systems Change Advocacy:** Identify and take steps to address voting issues. Issues may include:

- Accessibility barriers at polling places (e.g. physical, sensory, cognitive)
- Barriers to “private and independent” voting experienced by voters with disabilities, which violate HAVA and state law
- Inaccessible voting systems (e.g. electronic and paper-based)
- Barriers to voting experienced by people with disabilities residing in public and private institutions (e.g. nursing homes, hospitals)

i. Carry out 4 projects (PAVA)

**5. Make sure people with disabilities know their rights and have the materials and information they need to effectively advocate for themselves.**

**Objectives**

**A. Publications:** Develop, or revise, and distribute publications, and/or training materials to people with disabilities, their family members, advocates, service providers, and/or other relevant groups of people on discrimination topics. Topics may include:

- Parenting
- Section 8
- Higher Education

- *Olmstead*
- Substitute Decision Makers
- i. Revise or develop, translate, distribute 1 publication (PADD/PAIMI/PAIR/PAVA)

**B. Outreach and Training:** Provide training and/or outreach to people with disabilities, their family members, advocates, service providers, and/or other relevant groups of people on discrimination issues. Issues may include:

- Housing
- Employment
- *Olmstead*
- Access to and discrimination by public or private entities
- Parenting and other personal autonomy issues
- i. Conduct 10 outreaches or trainings (PAAT, PADD, PAIMI, PAIR, PATBI, EA - MCA, PAVA, PABSS, OTHER)

**C. Counsel and Advice:** Provide counsel and advice to people with disabilities, their advocates, family members, and/or other relevant groups of people on discrimination issues.

- i. Provide counsel and advice to 11 people (PAAT)
- ii. Provide counsel and advice to 23 people (PADD)
- iii. Provide counsel and advice to 258 people (PAIMI)
- iv. Provide counsel and advice to 514 people (PAIR)
- v. Provide counsel and advice to 27 people (PATBI)
- vi. Provide counsel and advice to 4 people (PAVA)
- vii. Provide counsel and advice to 100 people (PABSS)

**6. Monitor proposed state regulations about discrimination and identify those that impact people with disabilities. Comment on these proposed regulations as needed. (PADD, PAIMI, PAIR)**

## Education for Children and Youth

Although children and youth with disabilities have the right to receive appropriate special education and supportive services in the least restrictive environment, it does not always happen. They still face many barriers to getting education services, including:

- Failure to assess and address their intellectual, functional, academic, vocational, physical, mental health, sensory, and behavioral needs
- Excluding children and youth from natural environments
- Failure to provide supports and services, including assistive technology
- Lack of compliance with processes required by law
- Lack of information so that parents can participate in meetings and make informed decisions about their child's education
- Lack of local and state agencies' compliance with the law
- Failure to include students in their own IEP meetings

## Goals

### 1. Provide equal access to education and related services for children and youth with disabilities.

#### Objectives

A. Direct Representation: Represent students with disabilities to help them overcome barriers to equal access to education and related services. Those barriers include the:

- Failure to make sure students in foster care have equal access to education, including lack of compliance with Assembly Bill 490 (AB 490 gives students who are in foster care certain rights including the right to transfer your education records when you move into a new foster home in a new school district, and to finish the school year in your current school if you change foster homes)
  - Failure to make sure students with disabilities who want to go to charter schools, or who are already in charter school, have equal access to needed support services
  - Failure to make sure parents can take part in the Individualized Educational Program and Individualized Family Service Plan (IEP/IFSP) processes by failing to provide quality interpretation and translation services for meetings and IEPs and IFSPs
  - Failure to make sure students get the related services they need at school, including assistive technology, mental health services, and/or transportation
- i. Represent 1 person (PAAT)
  - ii. Represent 2 people (PADD)
  - iii. Represent 1 person (PAIMI)

B. Other Systems Change Advocacy: Identify and take steps to change, if necessary, the way students with disabilities are treated when they try to go to charter schools, or when they are already in charter

schools, or when they want to get out of charter schools and go back to regular public schools. For example:

- Read the agreements local school districts, charter schools, and state agencies have written for themselves to find out what barriers these agreements may contain for students with disabilities

i. Carry out 1 project (PADD, PAIMI)

C. Other Systems Change Advocacy: Identify and take steps to change the way children with disabilities who are in foster care are treated by schools. For example:

- Study how Assembly Bill 490 benefits are working for students, including: The right to immediately transfer your educational records when you change foster homes and school districts or schools, and the right to finish the school year at your current school if you change foster homes
- Find out where the gaps are in information about AB 490 and in the benefits it is supposed to ensure

i. Carry out 1 project (PADD, PAIMI)

## **2. Make sure that educational processes required by law are followed.**

### Objectives

A. Direct Representation: Represent students with disabilities to make sure that the educational processes required by law for behavior problems are followed. For example:

- Informal suspensions (when students go home early from school or are not allowed to come back to school because of their behaviors but they are not suspended from school)
- Student Attendance Review Board (SARB) referrals (when, because of their behaviors, students are told by people from a school district to do something about their behaviors, but the people from the school district do not know anything about disabilities or how to improve the behaviors of students with disabilities)
- When schools call the police to arrest students with disabilities because of behaviors that are caused by their disabilities
- When schools make mistakes in deciding that the behavior of students with disabilities is not caused by their disabilities or in deciding that these students must go to a different school for a while because of their behaviors
- When schools do not do enough behavior evaluation or when they write poor behavior improvement plans

- i. Represent 3 people (PADD)
- ii. Represent 4 people (PAIMI)
- iii. Represent 1 person (PAIR)
- iv. Represent 2 people (EA – C&YAI)

**B. Direct Representation:** Represent children with disabilities to make sure that educational processes required by law for students coming from Early Start programs (from birth to three years old) into preschool-age programs are followed, such as:

- Make sure there are no gaps in services for children as they move from programs for newborns to three - year olds to programs for preschool age students, including children who are going through fair hearings against their school districts and who want to keep getting their Early Start services until their hearings are over
- Make sure that regional centers tell children and their parents if their children's Early Start and regional center services will end at age three and why, what other services may be available, and what the options are if they do not agree

- i. Represent 3 people (PADD)

**C. Other Systems Change Advocacy:**

- Identify and take steps to change how students with disabilities are treated when they are about to leave high school so that they can do new things in education, work, or in the community, and to make sure that the local and state agencies that are responsible for this are doing what they are supposed to be doing for these students

- i. Carry out 1 project (PAAT, PADD, PAIMI, PAIR)

**3. Make sure that students are educated in the most integrated and least restrictive setting.**

**Objectives**

**A. Direct Representation:** Represent students with disabilities to advocate for the most integrated settings. For example, work to ensure that:

- Students with disabilities go to the schools in their neighborhoods that they would be going to if they had no disabilities, or to regular preschools or go to other programs they would be in at their ages if they had no disabilities
- Students with disabilities can do other kinds of activities during or after school that are not connected with school subjects, such as sports or clubs

- Students with disabilities get the behavior services and the special equipment they need in order to attend regular classes and schools
  - Students with disabilities who have health care problems get the services they need to go to school in their neighborhood schools, including students with seizure conditions who may need to get Diastat in case of a seizure
- i. Represent 1 person (PAAT)
  - ii. Represent 3 people (PADD)
  - iii. Represent 2 people (PAIMI)
  - iv. Represent 1 person (PAIR)
  - v. Represent 1 person (EA – C&YAI)
  - vi. Represent people in one class action affecting approximately 4,000 people (*Chanda Smith v. LA U.S.D.*) (PADD, PAAT)

**B. Other Systems Change Advocacy:** Find out what steps need to be taken and take those steps to make sure students with disabilities are not sent into the juvenile court system because of their behaviors or because of what happens when they do not get the special services they need from the school or the county.

- i. Carry out 1 project (PAIMI, EA – C&YAI, SPLC)

**4. Make sure that students with disabilities and their families are informed about their rights and have the information and materials they need to effectively advocate for themselves.**

**Objectives**

**A. Publications:** Develop or revise, and distribute publications, and/or training materials to children with disabilities, their family members, advocates, service providers, and/or other relevant groups of people.

This may include:

- Developing a paper on best practices under AB 490
- Developing a paper on charter school students' rights
- Reviewing and updating PAI education-related publications as needed
- Updating PAI's Special Education Rights and Responsibilities manual, including adding a new index and adding a new chapter on the rights of students with health care needs at school

- i. Revise, translate, and distribute 1 publication (PAAT, PADD, PAIMI, PAIR)

- ii. Develop, translate, and distribute 2 publications (PAAT, PADD, PAIMI, PAIR, EA – C&YAI)

**B. Outreach and Training:** Provide training and/or outreach to children with disabilities, their family members, advocates, service providers, school officials, and/or other relevant groups of people on education issues. This may include:

- Conducting trainings for students, parents, and other groups on the rights of students with disabilities in schools generally
- Conducting trainings on best practices under AB 490, and
- Conducting trainings on the rights of charter school students, for students, parents, local charter school officials, and/or local or state education agency officials

- i. Conduct 25 outreaches or trainings (PAAT, PADD, PAIMI, PAIR, EA – C&YAI, OTHER)

**C. Counsel and Advice:** Provide counsel and advice to children and youth with disabilities, their family members, advocates and service providers on the rights of students with disabilities to education and related services.

- i. Provide counsel and advice to 5 people (PAAT)
- ii. Provide counsel and advice to 1000 people (PADD)
- iii. Provide counsel and advice to 35 people (PAIMI)
- iv. Provide counsel and advice to 10 people (PAIR)
- v. Provide counsel and advice to 85 people (EA – C&YAI)
- vi. Provide counsel and advice to 15 people (EA – Dis. Civ. Rights)

**5. Monitor proposed state regulations about education and identify those that impact people children & youth with disabilities. Comment on these proposed regulations as needed.**

## Lanterman Act

The Lanterman Act guarantees people with developmental disabilities the right to choose and receive the services and supports they need to be independent and productive in their community. But they still face many barriers to fully participating in society, including:

- They are segregated in living situations, day programs, work, and social and recreational activities
- They do not always have the information they need to make meaningful choices

- They do not get adequate services and supports, including assistive technology
- There are not enough innovative, integrated service alternatives
- Services in different regional center areas are not comparable, including cultural/ethnic groups, and rural areas
- Service coordination is not always effective
- Residential programs and other service providers may deny their rights
- Services are often not culturally competent or individualized to meet each person's needs are not heard
- Due process procedures are not adequate
- There is not enough money for quality services
- The quality assurance system does not measure outcomes
- Regional centers are not always well monitored by DDS.
- Services and supports are often not culturally competent or individualized, and self-advocates are often not listened to.
- Self-determination and choice, including the right to parent and develop and maintain relationships, are denied

## Goals

### 1. Increase access to:

- **Quality, culturally competent, inclusive community living options,**
- **Innovative, integrated work,**
- **Competitive employment,**
- **Adult education,**
- **Integrated social, volunteer, and recreational activities, and**
- **Self-directed services where people control their own budgets, select their service providers, and select and manage their own personal assistants.**

## Objectives

A. Direct Representation: Represent people with developmental disabilities. This may include helping:

- People who live in or are at risk of placement in institutional living arrangements; many of whom will need assistive technology to be successfully served in community living settings
- People with disabilities for assistive technology in their living arrangements, work, education, social, volunteer, or recreational activities

- People with disabilities for supports to live successfully in the community
- Adults with disabilities for supports to live successfully in the community
- i. Represent 1 person (PAAT)
- ii. Represent 2 people (PADD)
- iii. Represent people in one class action affecting approximately 7500 people (*Capitol People First v. DDS*) (PADD, PAAT)

**B. Other Systems Change Advocacy:** Identify and take steps to address systemic issues for people with developmental disabilities. This may include:

- The need for increased access to quality, culturally competent, inclusive community living options
- The need for innovative, integrated work, competitive employment, adult education, social, volunteer, and recreational activities,
- The option of using the self-directed services model
- The need for increased access to assistive technology
- i. Participate in 6 developmental disabilities system stakeholder groups (PADD, EA – Dis. Civ. Rights)

**2. Expand culturally competent supports and services for people with developmental disabilities who want to live as independently as possible with their families or other people they choose.**

**Objectives**

- A. Direct Representation:** Represent people with developmental disabilities who live with their families. This may include helping:
- People with disabilities and their families to get the supports they need to remain in their family home, such as respite care, day care, nursing or behavioral services
  - Adults with disabilities who live with their parents or other family members to get the supports they choose and need to become more independent and included in their communities
  - i. Represent 1 person (PAAT)
  - ii. Represent 1 person (PADD)
- B. Other Systems Change Advocacy:** Identify and take steps to address systemic issues for people with developmental disabilities. This may include:

- The need for supports necessary for people to live with their families and be as independent as possible
  - i. Carry out 2 projects (PADD, EA – Dis. Civ. Rights)
- 3. Help people with developmental disabilities and their families better understand, exercise, and enforce their rights under the Lanterman Act and other laws, including rights to: regional center eligibility and services, privacy, personal autonomy, decision-making, and parenting.**

### Objectives

- A. Direct Representation:** Represent people with developmental disabilities to enforce their rights. This may include:
- Helping people get or keep regional center eligibility
  - Helping children with developmental disabilities in foster care
  - Due process issues
  - Personal autonomy
  - Other Lanterman Act rights
- i. Represent 4 people (PADD)
  - ii. Represent people in one class action affecting approximately 300 people (*Gamarra v. DDS*) (PADD)
  - iii. Represent people in one class action affecting approximately 1000-1500 people (*Davis v. Delgadillo*) (PADD)
  - iv. Represent 1 person (EA – C&YAI)
- B. Other Systems Change Advocacy:** Identify and take steps to address systemic issues for people with developmental disabilities. This may include:
- The need to ensure that the autonomy of people with developmental disabilities is respected
  - DDS and regional center failures to meet their obligations under the Lanterman Act
  - Inequitable distribution of regional center services, resulting in people of color and from ethnic communities receiving fewer regional center services
  - The need to ensure that Individual Program Plans (IPPs) and Notices of Action are in compliance with the Lanterman Act, and are effective for people with developmental disabilities
- i. Participate in 1 developmental disabilities system stakeholder group (PADD, EA – Dis. Civ. Rights)

- ii. Develop 2 strategies (PADD, EA – Dis. Civ. Rights)
- 4. Make sure that people with disabilities and their families are informed about their rights, and that they have the information and materials they need to effectively advocate for themselves.**

### Objectives

- A. Publications: Develop, or revise, and distribute publications, and/or training materials to people with developmental disabilities, their family members, advocates, service providers, and/or other relevant groups of people.
- The rights of people with developmental disabilities under the Lanterman Act and other laws, including the right to live, work and play in the community with appropriate supports
  - The right to assistive technology
  - The right to be free from discrimination
- i. Revise, translate, and distribute 1 publication (Chapter 15 of PAI’s *Accessing Assistive Technology (AT)* publication, which addresses access to AT through the Lanterman Act regional center system) (PAAT)
  - ii. Expand, revise, translate, and distribute 1 manual (PAI’s *Rights Under the Lanterman Act Manual*, a 13 chapter publication) (PADD, EA – Dis. Civ. Rights)
  - iii. Review approximately 30 other PAI Lanterman Act publications and determine which need revision. Identify topics for “one-page” publications that should be developed. (Actual revision and development of new publications will take place the following year) (PADD, EA – Dis. Civ. Rights)
- B. Outreach and Training: Provide training and/or outreach to people with developmental disabilities, their family members, advocates, service providers, and/or other relevant groups of people. Trainings may include:
- The rights of people with developmental disabilities under the Lanterman Act and other laws, including the right to live, work, and play in the community with appropriate supports
  - The right to assistive technology
  - The right to be free from discrimination
- i. Conduct 6 trainings (PADD, PAAT, EA – Dis. Civ. Rights)) (Joint objective with DD Peer/Self-Advocacy Goal)

- ii. Conduct 9 trainings or outreach events, including at statewide conferences (e.g. Supported Life training and Supported Living Network training), and local events (PADD, EA – Dis. Civ. Rights)
- C. Counsel and Advice: Provide counsel and advice to people with developmental disabilities, their advocates, family members, and/or other relevant groups of people on Lanterman issues
- i. Provide counsel and advice to 2 people (PAAT)
  - ii. Provide counsel and advice to 135 people (PADD)
  - iii. Provide counsel and advice to 15 people (EA – Dis. Civ. Rights)
- 5. Make sure that regional centers, the Department of Developmental Services (DDS), and service providers meet their obligations under the Lanterman Act, and do not violate individual rights.**
- 6. Monitor proposed state regulations about the Lanterman Act and related laws and identify those that impact people with disabilities. Comment on these proposed regulations as needed.**

## Mental Health

Californians with mental health disabilities often face discrimination and stigma. There is not always timely access to the services, programs, and coordination they need to live in the community, including client and family-centered programs. Children and youth and people with multiple disabilities lack coordination of their services. Because of these problems, people with mental health disabilities often face unnecessary institutionalization. Once inside facilities, they are denied adequate mental health services, physical health care, work, education, social and recreational activities, choice, dignity, freedom, and respect. They may also be denied self-determination and choice in their lives, including the right to parent and to develop and maintain relationships.

### Goals

- 1. Improve the quality of life for people with mental health disabilities in institutions, by protecting their rights and ensuring that they have effective, client-centered, culturally competent services that will help their transition into the community.**

### Objectives

- A. Direct Representation: Represent people with mental health disabilities in institutions. This may include:
- Access to adequate mental health, medical and dental care

- Their rights within institutions, including access to telephones, personally-owned computers, personal property, law libraries, visitors, confidential mail, and privacy rights
  - Their rights to reasonable accommodations for their disabilities
  - Their rights to receive culturally competent services in their primary language
  - Their rights to be free from excessive and inappropriate seclusion and restraint
- i. Represent 3 people (PAIMI)
  - ii. Represent 2 people (EA – RIF)
  - iii. Represent 1 person (EA – C&YAI)

**B. Other Systems Change Advocacy:** Develop systemic approaches to protecting individual rights of people living in facilities. This may include:

- Submitting comments to the Department of Mental Health and/or facilities about policies affecting the rights of people with mental health disabilities
- i. Carry out 1 project (PAIMI, EA – RIF)

**2. Help people with mental health disabilities direct their own lives and avoid institutionalization. This can be done by challenging laws, policies and practices that violate civil and constitutional rights and lead to the unnecessary loss of freedom(s), or threaten their rights to privacy, making choices, parenting, and personal autonomy.**

### **Objectives**

- A. Direct Representation:** Represent people with mental health disabilities about their rights to personal choice and freedom. This may include:
- Their rights to parent and secure needed supports to do so
  - Their rights to choice of medical care, including informed consent to psychotropic medication
  - Their rights to be free from conservatorship, or from unnecessary limitations on their rights if conserved
- i. Represent 3 people (PAIMI)
  - ii. Represent 1 person (EA – RIF)
- B. Other Systems Change Advocacy:** Identify and take steps to make sure that community mental health treatment is voluntary, and that

people can make their own informed choices concerning their mental health care. For example:

- Research and prepare materials about people’s rights to make their own informed choices concerning their mental health care
  - Look for cases to establish legal standards in the area of the right to voluntary, self-directed care
  - Review practices and effectiveness of forensic mental health courts and make recommendations for improvement, if needed
  - Develop a plan to address the problem of inadequate representation of people with mental health disabilities by public defenders. (Joint Objective with Peer/Self-Advocacy Goal)
- i. Complete 1 project (PAIMI)
  - ii. Complete 1 project (PAIMI) (Joint Objective with Peer/Self-Advocacy Goal)

**3. Make sure that people with mental health disabilities have prompt, unbiased access to voluntary, client-centered, culturally competent, community-based services and supports, including those through the Mental Health Services Act and those needed to keep children and youth at home or in the least restrictive placement possible.**

**Objectives**

A. Direct Representation: Represent people with mental health disabilities. This may include:

- Implementation of Pre-Admission Screening and Resident Review (PASRR) recommendations
  - Access to Medi-Cal specialty mental health services
  - Access to Therapeutic Behavioral Services (TBS), wraparound services, and therapeutic foster services
  - Access to community mental services for people with multiple disabilities
  - Appropriate development and implementation of discharge planning to promote transition to the community
  - Continuity of care
- i. Represent 3 people (PAIMI)
  - ii. Represent 2 people (EA – RIF)
  - iii. Represent people in one class action case affecting 25,000 people (*Emily Q. v. Bonta*) (PAIMI, PADD)

iv. Represent people in one class action case affecting 60,000 people (*Katie A. v. Bonta*) (PAIMI, PADD)

B. Other Systems Change Advocacy: Identify and take steps, if needed, to make sure that current laws and court orders designed to increase access to community-based mental health services are followed. For example:

- Monitor implementation of the Mental Health Services Act, and address, through written comments and other means, issues pertaining to the non-supplantation and voluntary treatment provisions of the Act
- Monitor implementation of the *Emily Q* injunction requiring therapeutic behavioral services to class members
- Monitor PASRR implementation and take appropriate steps to ensure implementation

i. Carry out 2 projects (PAIMI)

**4. Make sure that people with disabilities are informed about their rights and have the materials and information they need to effectively advocate for themselves.**

### Objectives

A. Publications: Develop, or revise, and distribute publications and/or training materials to people with mental health disabilities, their family members, advocates, service providers, and/or other relevant groups of people. This may include:

- Forensic Manual (Adults) (Update and make revisions)
- How to File a Licensing Complaint
- Children's Guide to Medi-Cal Mental Health Services (update)
- Mental Health Care Manual (update)

i. Revise, translate, and distribute 4 publications (PAIMI)

ii. Develop, translate, distribute 2 publications (PAIMI)

B. Outreach and Training: Provide training and/or outreach to people with mental health disabilities, their family members, advocates, service providers, and/or other relevant groups of people. Topics may include:

- The right to refuse treatment, and informed consent
- Challenging conservatorships
- Patients' rights
- Discharge rights
- Rights to mental health services and benefits

- EPSDT mental health services
    - i. Conduct 3 outreaches or trainings (PAIMI, PATBI)
    - ii. Conduct 12 outreaches and trainings (EA – RIF)
  - C. Counsel and Advice: Provide counsel and advice to people with disabilities, their advocates, family members, and/or other relevant groups of people on mental health issues.
    - i. Provide counsel and advice to 200 people (PAIMI)
- 5. Monitor proposed state regulations about mental health and identify those that impact people with disabilities. Comment on these proposed regulations as needed.**

## Peer and Self-Advocacy

People with developmental, mental health, and other disabilities face systemic barriers, discrimination, and stigma. They are often not treated with respect. They may lack the resources, support, and education they need to address barriers and discrimination, and make choices that impact their lives, including:

- Culturally competent services and programs
- Health, mental health, and support services
- Public benefits
- Peer services
- Regional Center services
- Integrated education, employment, and housing
- Alternatives to homelessness
- Protection of rights
- Transportation
- Voting and civic participation
- Relationships and personal choice
- Support from peers and learning how to advocate for one's self through education, training, and collaboration give people with disabilities powerful tools to break down these barriers and fight discrimination.

### Peer and Self-Advocacy for People with Developmental Disabilities Goals

- 1. Provide effective peer/self-advocacy, support, education, outreach, and training to people with developmental disabilities to promote independence, empowerment, self-advocacy, and choice.**

## Objectives

- A. Direct Representation: Provide direct representation, including in appropriate cases, technical assistance, or brief service to people with developmental disabilities. Issues may include:
- The Lanterman Act
  - Moving out of institutions
  - Self-Advocacy.
- i. Provide direct representation for 2 people with disabilities (PADD)
- B. Outreach and Training: Provide training and/or outreach to people with disabilities, their family members, advocates, service providers, and/or other relevant groups of people on issues. Issues may include:
- Regional Center rights
  - Rights in facilities
  - The appeal process
  - Individual Program Plans (IPPs)
  - Self-Directed Services
  - Social and personal relationships
  - Self-Advocacy
  - Abuse prevention
  - Supported Living
  - Supported Employment
  - Services from PAI and the Developmental Disabilities Peer/Self-Advocacy Unit
  - Police and healthcare professionals sensitivity training
  - Housing
  - Ticket to Work
  - Emergency preparedness
  - Relationships
  - Boardmanship
  - Civic Participation
  - Voting
  - Leadership
  - Community Participation
  - Freedom from Discrimination and Stigma
- i. Conduct 50 trainings and/or outreaches (PADD, PAVA)
- ii. Develop 1 training module addressing the stigma and discrimination that people with multiple disabilities, both psychiatric and developmental, experience (PADD, PAIMI) (Joint Objective with Peer/Self-Advocacy Goal)

- iii. Conduct 6 trainings (PADD) (Joint Objective With Lanterman Goal)
- C. Publications: Develop, or revise, and distribute publications and/or training materials to people with developmental disabilities, their family members, advocates, service providers, and/or other relevant groups of people on one or more of the following topics:
  - Your Individual Program Plan (IPP)
  - Independent Living Services
  - Abuse Prevention
  - Ticket to Work
  - Social and Personal Relationships
- i. Revise, translate, and distribute 1 current publication and/or set of training materials (PADD)
- ii. Develop, translate and distribute 1 new publication and/or set of training materials (PADD)

**2. Work to transform systems and eliminate barriers, so the voices of people with developmental disabilities are heard, respected, and valued.**

**Objectives**

- A. Other Systems Change Advocacy: Identify and take steps to address a systemic issue or issues. For example:
  - Collaborate with current community partners and identify new community collaborators to improve the developmental disabilities system and access to services
  - Work with advocacy partners outside and within PAI to develop principles about employment of regional center peer advocates
  - Work with the California Memorial Project to implement the annual goals of the project
- i. Complete 1 project (PADD, PAVA)
- ii. Complete 1 project (PADD)
- i. Complete 1 project (PADD, PAIMI)

**Peer and Self Advocacy for People with Psychiatric Disabilities Goals**

- 1. Provide effective peer/self advocacy, support education, outreach and training to people with psychiatric disabilities in order to promote independence, empowerment and choice.**

## Objectives

### A. Materials:

- Develop, or revise, and distribute publications and/or training materials to people with disabilities, their family members, advocates, service providers, and/or other relevant groups of people on topics such as:
  - ▶ Housing
  - ▶ Voting
  - ▶ Employment, and
  - ▶ Social Security Eligibility
- Develop, or revise and distribute one-page informational handouts on topics such as:
  - ▶ How to talk to your family about mental illness
  - ▶ How to talk to health care professionals
  - ▶ Access to education, and
  - ▶ How to talk to attorneys.
- Develop a training module addressing the stigma and discrimination people with multiple disabilities, both psychiatric and developmental, experience.
  - i. Revise, translate, and distribute 10 current publications and/or sets of training materials (PAIMI)
  - ii. Develop, translate and distribute 2 new publications and/or sets of training materials (PAVA)
  - iii. Develop, translate and distribute 7 new publications and/or sets of training materials (PAIMI)
  - iv. Develop 1 training module (Joint objective with DDPSA) (PAIMI, PADD)

### B. Outreach and Training:

- Provide ongoing Self-Advocacy Trainings to people with psychiatric disabilities, on topics of their choice such as: Rights in facilities, how to get out and stay out
- Provide training and/or outreach to people with psychiatric disabilities on topics such as services offered by PAI, voting rights and civic participation
- Provide Self-Advocacy workshops to people with psychiatric disabilities on topics of their choice including: housing, benefits, employment, and community services and supports
  - i. Conduct 20 ongoing self-advocacy groups (PAIMI)

- ii. Conduct 13 trainings and/or outreaches (PAIMI, PAVA)
  - iii. Conduct 15 workshops (PAIMI, PAVA)
- 2. Work to transform systems by eliminating barriers, so that the voices of people with psychiatric disabilities are respected and valued.**

### Objectives

- A. Other Systems Change Advocacy: Identify and take steps to address a systemic issue or issues. This may include:
- Continued implementation of the California Memorial Project, by:
    - ▶ Conducting Remembrance Ceremonies at State Hospitals, and Developmental Centers;
    - ▶ Collecting oral histories from those who have lived or who live in State Hospitals, and
    - ▶ Working with state agencies to restore cemeteries at Napa and Stockton
  - Implementation of the Mental Health Services Act by:
    - ▶ Following the progress of Community Services and Support plans in four counties such as Sonoma, Riverside, San Diego, and Humboldt counties
    - ▶ Following the progress of Prevention and Early Intervention and Innovation plans in four counties such as Sonoma, Riverside, San Diego, and Humboldt counties
    - ▶ Following the work of the Oversight and Accountability Commission
  - The need to identify voting patterns of people with disabilities living in facilities in order to develop a strategy for increasing voter turnout
  - Development of a plan to address the problem of inadequate representation of people with mental health disabilities by public defenders. (Joint project with Mental Health Goal)
- i. Complete 1 project (PAVA)
  - ii. Complete 2 projects (PAIMI)

## Collaborative Projects

Different groups of people with disabilities, including seniors with disabilities and people with developmental, psychiatric, physical, and/or sensory disabilities have developed parallel advocacy efforts to address similar

issues that impact their lives. As a result, these efforts may be less effective and disability groups may be in competition with one another.

## Goal

1. **Help people with disabilities develop advocacy projects that foster collaboration and eliminate stereotypes between different communities, and address issues that are important to all groups.**

### Objectives

- A. Other Systems Change Advocacy: Identify and take steps to address a systemic issue or issues such as:
  - Civic involvement in the Public Transportation System in South Lake Tahoe
  - Increasing the number of voters with disabilities in the South Lake Tahoe Area
    - i. Complete 1 project (PAVA)

## Funding Sources

PAI receives funds from federal and state agencies, the State Bar, foundations and private donations.

Here is information to help you understand the titles of the federal grants identified in the Goals and Objectives:

**PADD:** In 1978, PAI became the agency in California responsible for protecting and advocating for the rights of people with developmental disabilities under the federal Developmentally Disabled Assistance and Bill of Rights Act of 1978 (PADD).

**PAIMI:** The Protection and Advocacy for Individuals with Mental Illness Act of 1986 (PAIMI) extended PAI's mandate to people with psychiatric disabilities.

**PAIR:** The Protection and Advocacy of Individual Rights Act of 1992 (PAIR) extended PAI's mandate to people with physical, learning and sensory disabilities.

**PAAT:** Beginning in 1998, PAI received limited funds under the Protection and Advocacy for Assistive Technology (PAAT) Act to increase access to assistive devices and equipment.

**PABSS:** Under the Protection and Advocacy for Beneficiaries of Social Security (PABSS) Act, PAI provides advocacy assistance to Beneficiaries of Social Security Disability or Supplemental Security Income (SSI), and to people who are working and are beneficiaries of Medicare, Medi-Cal or In-Home Supportive Services (IHSS) about securing or requiring employment.

**PATBI:** Protection & Advocacy for Individuals with Traumatic Brain Injury (PATBI) assures that people with traumatic brain injury receive appropriate services and supports within their own communities. PAI promotes the rights of people with Traumatic Brain Injury (TBI) through advocacy assistance, education, and outreach to build TBI community awareness and support for inclusion. This program was established by federal grants from the Department of Health and Human Services.

**PAVA:** Part of the Help America Vote Act of 2002 (HAVA) was the Protection and Advocacy for Voting Access (PAVA) program. PAVA expanded PAI's ability to work for full participation in the electoral process for people with disabilities, including registering to vote, casting a vote and accessing polling places.

**EA:** PAI receives funds from the State Bar under the Equal Access to Justice Project to provide services to indigent Californians with disabilities under these specific projects:

- EA – Rights in Facilities (EA – RIF)
- EA – Children and Young Adult Initiative (EA – C&YAI)
- EA – Advocacy Services for Californians with Disabilities from Language and Ethnic Distinct Communities (EA – MCA)
- EA – Disability Civil Rights and Benefits (EA – Dis. Civ. Rights)