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State Plan for Independent Living : Fiscal Years 2002-2004

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State of Maine

STATE PLAN

FOR

INDEPENDENT LIVING

FISCAL YEARS 2002 - 2004



Maine's SPIL

Chapter 1, Title VII of the Rehabilitation Act of 1973, as Amended

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ATTACHMENTS

The following is a list of the attachments in the SPIL. The attachments listed are numbered to coincide with their section. It is recommended that these attachments not exceed a combined total of 40 pages in length.

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Note that the attachment list above was identified in the template.

Section 1: Purpose of the State Plan for Independent Living (SPIL), under Chapter 1 of Title VII

1.1 Philosophy of the Programs (Sec. 701 of the Act; 34 CFR 364.2)

The State assures that in the implementation of this plan the State will:

- (a) Promote a philosophy of independent living (IL), including a philosophy of consumer control, peer support, self-help, self-determination, equal access, and individual, and system advocacy, to maximize the leadership, empowerment, independence, and productivity of individuals with significant disabilities, and to promote and maximize the integration and full inclusion of individuals with significant disabilities into the mainstream of American society by providing financial assistance to States;
- (b) Provide financial assistance for providing, expanding, or improving the provision of IL services;
- (c) Provide assistance to develop and support a Statewide network of centers for independent living (CILs), operated by consumer-controlled, community-based, cross-disability, nonresidential private nonprofit agencies that are operated within local communities by individuals with disabilities and that provide an array of IL services; and
- (d) Advocate for improving working relationships among the various entities providing services to and for people with significant disabilities.

1.2 Participation in the Programs (Sec. 704(a)(1) of the Act; 34 CFR 364.10)

The DSU and SILC understands that no Federal funds or other benefits can be made available under Chapter 1 unless the State conforms with all applicable statutory and regulatory requirements.

- (a) This SPIL reflects the State's commitment to carry out an IL plan under Chapter 1 of Title VII of the Rehabilitation Act of 1973, as amended (Chapter 1)¹, and also the State's planning and implementation activities related to the plan.

Section 2: Legal Basis and State Certifications (Sec. 704 of the Act)

As a condition to the receipt of financial assistance under Chapter 1, the

Maine Statewide Independent Living Council or the Maine SILC

(Name of Statewide Independent Living Council)

¹ Public Law 93-112, as amended by Public Laws 93-516, 93-651, 95-602, 98-221, 99-506, 100-259, 100-630, 101-336, 102-569, 103-73, and 103-218.

jointly with the DSU is authorized to develop and sign the SPIL. The DSU and SILC agree to administer the programs in compliance with the provisions of the Act, all applicable regulations, policies, and procedures promulgated by the Secretary, and the provisions of this SPIL.

(b) The State legally may carry out each provision of the SPIL and the DSU has the authority under State law to perform the functions of the plan.

(c) All provisions of the SPIL are consistent with State law.

(d) The **Director of the Division of Vocational Rehabilitation**
(Title of State Official) (acting on behalf of DSU)

has authority under State law to receive, hold, and disburse Federal funds made available under the SPIL.

(e) The SPIL being submitted has been adopted or otherwise formally approved by the DSU and SILC.

(f) The SPIL is the basis for State operation and administration of the Chapter 1 programs, as appropriate,² and is available for public inspection.

(g) The effective date of this SPIL is October 1, 2001.

SIGNATURE OF SILC CHAIRPERSON

DATE

Laura Bell

207-498-3443

NAME OF SILC CHAIRPERSON

PHONE NO.

SIGNATURE OF DESIGNATED STATE UNIT DIRECTOR

DATE

Art Jacobson, Acting Director, Division of Voc. Rehabilitation 207-624-5976

NAME AND TITLE OF DESIGNATED STATE UNIT DIRECTOR

PHONE NO.

SIGNATURE OF DESIGNATED STATE UNIT DIRECTOR

DATE

Harold Lewis, Director, Division for the Blind and Visually Impaired 207-624-5974

NAME AND TITLE OF DESIGNATED STATE UNIT DIRECTOR

PHONE NO.

² If a State's expenditures earmarked to support the general operation of CILs is equal to or greater than the amount of Federal funds allotted to the State for this purpose, and the State has applied in SPIL Section 8 to administer the Part C, Ch. 1 program pursuant to section 723 of the Act, then the DSU must provide administrative support to the CILs; otherwise, the Secretary administers the CIL program pursuant to section 722 of the Act and the approved SPIL and the DSU is not required to provide administrative support services. §704(c)(2) of the Act)

Section 3: Plan Submittal

3.1 Frequency of Submittal (Sec. 704(a)(3) of the Act; 34 CFR 364.11, 364.20(b))

- (a) This SPIL is for fiscal years 2002 - 2004. A three-year plan must be submitted every three years by July 1 of the year preceding the first fiscal year for which the plan is submitted, (i.e., July 1, 2001).
- (b) Plan amendments are submitted whenever the Secretary determines an amendment to the SPIL is essential during the effective period of the plan; or when there is a significant and relevant change that materially affects the information or the assurances in the plan, the administration or operation of the plan, or the organization, policies, or operations of the DSU or SILC.

3.2 State Plan Development (Sec. 704(a)(2) of the Act; 34 CFR 364.20(c))

The process and input used for the development of the SPIL are described in Attachment #1 and the appendices

The State plan is jointly developed and signed by the director of the DSU and the chairperson of the SILC or other individual acting on behalf of and at the direction of the Council.

3.3 Public Hearings (Sections 17, 704(m)(6) of the Act; 34 CFR 364.20(g), (h))

- (a) The State conducts public hearings to provide all segments of the public, including interested groups, organizations, and individuals, an opportunity to comment on the SPIL prior to its submission to RSA, and on any substantive review or revision of the approved SPIL. The DSU and SILC may meet the public participation requirement by holding the public hearings before a preliminary draft State plan is prepared or by providing a preliminary draft State plan for comment at the public hearings.
- (b) The State establishes and maintains a written description of procedures for conducting public hearings in accordance with the following requirements:
 - (i) The DSU and SILC shall provide appropriate and sufficient notice of the public hearings. Appropriate and sufficient notice means notice provided at least 30 days prior to the public meeting through various media available to the general public, such as newspapers and public service announcements, and through specific contacts with appropriate constituency groups and organizations identified by the DSU and SILC.
 - (ii) The DSU and SILC shall make reasonable accommodation to individuals with disabilities who rely on alternative modes of communication in the conduct of the public hearings, including providing sign language interpreters and audio-loops.

- (iii) The DSU and SILC shall provide the notices of the public hearings, any written material provided prior to or at the public hearings, and the approved State plan in accessible formats (e.g., Braille, large print, on disk) for individuals who rely on alternative modes of communication.
- (iv) At the public hearings to develop the State plan, the DSU and SILC will identify those provisions in the State plan that are State-imposed requirements. For purposes of this section, a State-imposed requirement includes any State law, regulation, rule, or policy relating to the DSU's administration or operation of IL programs under Title VII of the Act, including any rule or policy implementing any Federal law, regulation, or guideline, that is beyond what would be required to comply with the regulations in 34 CFR Parts 364, 365, 366, and 367.
- (c) The State identifies State imposed requirements resulting from the application of any State rule or policy relating to the administration or operation of the programs under

Chapter 1. Following are descriptions of the State imposed requirements included in the SPIL, if any:

Bureau of Rehabilitation Services, Division of Vocational Rehabilitation, Independent Living Services Program Policy Manual (January, 2000 Final Rules)

3.4 Opportunity for Review and Comment Under State Review Process (34 CFR 76.141-142)

If the SPIL or an amendment to the plan is subject to the State review process, such materials are reviewed, and commented on, in accordance with the provisions of Executive Order 12372. Comments provided through the State review process will be transmitted to RSA.

The Maine SPIL has been submitted to the Maine State Planning Office for review by the State review process. Any comments will be forwarded to the RSA Boston office.

Section 4: Statewide Independent Living Council (SILC) (Sec. 705(a) and (b) of the Act)

4.1 Composition of the SILC (Sec. 705(b) of the Act; 34 CFR 364.21(b))

(1) State the total number of persons on the SILC. As of 6/01/2001	14
(2) State the number of SILC members with disabilities, as defined in 34 CFR 364.4 (b), and not employed by a State agency or a CIL	10
(3) Is a representative of the DSU an ex-officio, member of the SILC?	Y N
(4) State the number of voting members on the SILC.	12
(5) State the number of different disability groups (physical, mental, cognitive, sensory, or multiple) represented by members of the SILC (up to five).	5

(6) Is a CIL director chosen by CIL directors within the State appointed to the SILC? N/A only one CIL	<u>Y</u> N There is only one CIL in Maine. It is represented on the SILC.
(7) Does the SILC include representatives from other State agencies that provide services for individuals with disabilities.	<u>Y</u> N
(8) Does the council have a voting membership that is knowledgeable about CILs and IL services?	<u>Y</u> N
(9) Do Council members provide statewide representation?	<u>Y</u> N
(10) Is the Council Chairperson elected from among the voting members of the Council by the voting members of the Council or the Governor, pursuant to section 705(b)(5) of the Act?	<u>Y</u> N

SILC membership during the 2000-01 year as of 6/1/2001

Name *=disability	Ex. Officio	State empl.	ILCtr. empl.	Town	
Marj Awalt *				Augusta	DBVI advisory council member
Laura Bell *				Caribou	
Beverley Bryant *				S. Paris	
Marcia Cooper*				Durham	
Ketra Crosson			Yes	Augusta	staff of CIL
Stephanie Crystal *				Mexico	Olmsted workgroup member
Karen Elliott	Yes	Yes		Augusta	Bureau of Maine's Elderly
Karen Evans *				Portland	Dis. Rights Ctr. Board
Dennis Fitzgibbons *			Yes	S. Portland	ED of CIL
Margaret Forbes *				Portland	Olmsted workgroup member
Karl Hall*				Machias	
Julie McKown*				Leeds	Speaking Up For Us member
Linda Mills *				Farmington	State Rehab. Council member
Chris Robinson	Yes	Yes		Augusta	DSU

4.2 Placement of the SILC (Sec. 705(a) of the Act; 34 CFR 364.21(a)(2))

The SILC is not established as an entity within any State agency, including the DSU, and is independent of the DSU and all other State agencies. Following is a brief description of the legal status and placement of the SILC:

The SILC is a free standing organization controlling its own budget and staff. It is not an incorporated body. It directs the DSU to subgrant the SILC funds to a fiscal agent chosen by the SILC.

4.3 Plan for Provision of Resources to the SILC (SILC Budget) Sec. 705(e) of the Act; 34 CFR 364.21(i))

- (a) In conjunction with the DSU, the SILC will prepare a Resource Plan Attachment 2 (SILC Budget) for the provision of resources, cash or in-kind, including staff and personnel, rent, supplies, telephone expenses, travel, and other expenses(e.g., child care, personal assistance services, and compensation to a member of the SILC, if the member is not employed or must forfeit wages from other employment, for each day the member is engaged in performing SILC duties) that will be necessary to carry out the functions of the SILC during the term of the SPIL.
- (b) The SILC will be responsible for the proper expenditure of funds and the use of resources it receives under the SILC Budget.
- (c) No conditions or requirements are included in the SILC Budget that will compromise the independence of the SILC.
- (d) While assisting the SILC in carrying out its duties under the SPIL, staff and other personnel assigned to the SILC under the SILC Budget will not be assigned duties by the DSU or other agency or office of the State that would create a conflict of interest.

Attachment 2 - Describes the SILC Budget.

Attachment 2 must include a description of the SILC's Budget for the three years covered by the SPIL, including the sources of funds, staff, supplies, and other resources made available under parts B and C of Chapter 1, Part C of Title I of the Act, and from State and other public and private sources, that may be necessary for the SILC to carry out its responsibilities under section 705 of the Act and the SPIL. No conditions or requirements may be included in the SILC's resource plan that may compromise the independence of the SILC. The SILC is responsible for the proper expenditure of funds and use of resources that it receives under the resource plan. The SILC shall, consistent with State law, supervise and evaluate its staff and other personnel as may

be necessary to carry out its functions. While assisting the SILC in carrying out its duties, staff and other personnel made available to the SILC by the DSU may not be assigned duties by the designated State agency or DSU, or any other agency or office of the State, that would create a conflict of interest.

Attachment 2: Plan for the Provision of Resources to the SILC (Resource Plan)

The current budget for the SILC ffy 2001-2002 is \$50,000.

This SPIL has identified the need for a budget of \$50-60,000 annually.

- Currently \$25,000 comes from Title VII, Part B funds.
- Membership is now being maintained at approximately 16 SILC members. While support for their activity and attendance is more expensive than when only 10 to 12 people were active, the SILC has chosen to work through committees more often and use staff.
- The benefit of having SILC members attend and become/remain active in regional and national activities has also been apparent. Attendance at the first SILC Congress in Houston and the National Council of IL , Annual Conference in Washington, DC was very useful
- The SILC has identified the essential need for part-time staff support if it intends to maintain its activity level but has had to cut back on monthly meetings.
- The forums have clearly indicated the need to continue and increase our work in policy oversight and advocacy efforts. That, along with the mandated need to maintain a basic level of evaluation and oversight of our progress on this 3 Year State IL Plan will require both staff support and a heightened level of membership activity. Both cost money.
- Other feedback from forums and this year's Summit identified the need to have ongoing contact and feedback from local interests including individuals and groups/organizations. Different areas have different priorities. We will work to make such informational meetings an ongoing part of the SILC activities during the coming years but will need to share the cost of those activities with other groups.

In conjunction with the Bureau of Rehabilitation Services (BRS), the SILC has prepared the following resource plan which includes the financial supports to carry out the FFY 2002 priority objectives. The SILC's budget derives from Title VII, B \$25,000 and \$25,000 from the BRS

1. The SILC estimates a need for an operating budget for FFY 2002 of \$55,000. The SILC expects to have approximately \$2-3,000 of unused funds from the current year's budget.
2. The SILC intends to seek contributions from other groups to support the expense of producing and distributing its newly started newsletter.
3. The SILC currently uses a fiscal agent with whom the DSU contracts the SILC funds. The fiscal agent is a non-profit organization which charges a nominal fee for the service.

4. The SILC hired a part time Executive Director and will continue to use that staff support.

(See Objectives in Attachment #1 for use of alternative resources to be used.)

On the following page is a copy of the operating budget the Maine SILC used for the 2000-2001 ffy.

Section 5: Designation and Responsibilities of the State Unit(s)

5.1 Designation (Sec. 704(c) of the Act; 34 CFR 364.22)

The State unit(s) designated to receive, account for, and disburse funds, and provide administrative support services is (are):

Division of Vocational Rehabilitation & Division for the Blind and Visually Impaired

5.2 DSU Responsibilities under the SPIL (Sec. 704 (c) of the Act; 34 CFR 364.22)

The DSU:

- (a) Receives, accounts for, and disburses funds received by the State under Chapter 1 in accordance with the SPIL;
- (b) Provides administrative support services for the part B State IL services (SILS) program and the part C, Chapter. 1, CIL program in a case in which the program is administered by the State under section 723 of the Act;
- (c) Keeps such records and affords such access to such records as the Secretary finds to be necessary with respect to the programs; and
- (d) Submits the SPIL and such additional information or provides such assurances as the Secretary may require with respect to the programs.

Section 6: Staff and Staff Development

6.1 Personnel Administration (Sec. 12(c), 704(m) of the Act; 34 CFR 364.23)

- (a) The staff of service providers will include personnel who are specialists in the development and provision of IL services and in the development and support of CILs.
- (b) To the maximum extent feasible, each service provider will make available personnel able to communicate --
 - (1) With individuals with significant disabilities who rely on alternative modes of communication, such as manual communication, nonverbal communication devices, Braille, or audio tape, and who apply for or receive IL services under the SPIL; and
 - (2) In the native languages of individuals with significant disabilities whose English proficiency is limited and who apply for or receive IL services under the SPIL.

6.2 Personnel Development (Sec. 12(c), 704(m) of the Act; 34 CFR 364.24)

The State assures that service providers will establish and maintain a program of staff development for all classes of positions involved in providing IL services and, if appropriate, in administering the CIL program. The staff development program will emphasize improving the skills of staff directly responsible for the provision of IL services, including knowledge of the IL philosophy.

6.3 Affirmative Action (Sec. 704(m)(2) of the Act; 34 CFR 364.31)

All recipients of financial assistance under Chapter 1 take affirmative action to employ and advance in employment qualified individuals with disabilities on the same terms and conditions required with respect to the employment of individuals with disabilities under section 503 of the Act.

6.4 Nondiscrimination (34 CFR 76.500)

No individual will, on the basis of race, color, national origin, gender, age, or disability be excluded from participation in, denied the benefits of, or otherwise be subjected to discrimination under this SPIL.

Section 7: Financial Administration

7.1 General Provisions (Sec. 704(m)(3) of the Act; 34 CFR 364.34)

All recipients of financial assistance under Chapter 1 will adopt such fiscal control and fund accounting procedures as may be necessary to ensure the proper disbursement of and accounting for funds paid to the State under Chapter 1.

7.2 Source of State Funds (Sections 712(b)(2) and 7(7)(C) of the Act; 34 CFR 365.12, .13 and .14, 367.11, .42)

- (a) The one to nine non-Federal share of the cost of any project that receives assistance through an allotment under part B, Chapter 1 will be provided in cash or in kind, fairly evaluated, including plant, equipment, or services, consistent with 34 CFR 365.13, .14, and .15.
- (b) For the purpose of determining the Federal share with respect to the State, expenditures by a political subdivision of the State will, subject to regulations prescribed by the Secretary, be regarded as expenditures by the State.
- (c) The State may not condition the award of a grant, subgrant, or contract under part B, Chapter 1 or a grant, subgrant, or assistance contract under part C, Chapter 1 on the requirement that the applicant for the grant or subgrant make a cash or in-kind contribution of any particular amount or value to the State. Furthermore, an individual, entity, or organization that is a grantee or subgrantee of the State, or has a contract with the State, may not condition the award of a subgrant or subcontract under part B, Chapter 1 or part C, Chapter 1 on the requirement that the applicant for the subgrant or subcontract make a cash or in-kind contribution of any particular amount or value to the State or to the grantee or contractor of the State.

7.3 Financial Record Keeping (Sec. 704(m)(4)(A) and (B) of the Act; 34 CFR 364.35)

All recipients of financial assistance under Chapter 1 will:

(a) Maintain records that fully disclose--

- (1) the amount and disposition by each recipient of the proceeds of such financial assistance,
- (2) the total cost of the project or undertaking in connection with which such financial assistance is given or used, and
- (3) the amount of that portion of the cost of the project or undertaking supplied by other sources; and
- (4) compliance with the requirements of Chapter 1 and 34 CFR Parts 364, 365, 366, and 367.

(b) Maintain such other records as the Secretary determines to be appropriate to facilitate an effective audit.

7.4 Access to Financial Records (Sec. 704(m)(4 & 5) of the Act; 34 CFR 364.37)

All recipients of financial assistance under Chapter 1 will afford access to the Secretary and the Comptroller General or any of their duly authorized representatives, for the purpose of conducting audits and examinations, to all records maintained pursuant to section 7.3 of the SPIL immediately above and any other books, documents, papers, and records of the recipients that are pertinent to the financial assistance received under Chapter 1.

7.5 Financial Reports (Sec. 704(m)(4)(D) of the Act; 34 CFR 364.36)

All recipients of financial assistance under Chapter 1 will submit reports with respect to records required in section 7.3 of the SPIL, as the Secretary determines to be appropriate.

Section 8: State Administration of Part C Program³

Section and Attachment #8 is N/A in Maine

³ (a) To meet the requirements in section 723(a)(1)(B) and (2) of the Act, a **§723 State must submit this section of the SPIL for approval each year** subsequent to the first year of approval to administer the Part C, Chapter 1 program.

(b) Unless the provisions of Attachment 8 are materially changed, submittal of this Section shall not constitute a material revision of the SPIL requiring public hearings or State review under SPIL Section 3.

NOTE - THIS SECTION APPLIES ONLY TO §723 STATES.

8.1 Funds Earmarked to Support CILs (Sec. 723(a) of the Act; 34 CFR 366.32)

In the second fiscal year preceding fiscal year 2000, the general operations of CILs in the State were supported by the following amounts of earmarked funds⁴:

State Funds

Federal Allotment

8.2 State Applies to Administer Part C Program (Sections 704(h) and 723 of the Act; 34 CFR 366.32)

The director of the DSU hereby applies to award grants or assistance contracts to eligible agencies in the State that comply with the standards and assurances set forth in section 725 of the Act. The grants are to be made from the funds allotted to the State for the planning, conduct, administration, and evaluation of CILs under part C, Chapter 1.

8.3 State administers funds in compliance with §723 (Sec. 704(h) of the Act; 34 CFR 366.32, .35)

- (a) If Section 8.2 is answered in the affirmative, the director of the DSU awards grants or assistance contracts under section 723 of the Act to any eligible agency that was awarded a grant under part C, Chapter 1 on September 30, 1993, unless the director makes a finding that the agency involved fails to comply with the standards and assurances set forth in section 725 of the Act or the director of the DSU and the chairperson of the SILC, or other individual designated by the SILC to act on behalf of and at the direction of the SILC, jointly agree to another order of priorities.
- (b) The State assures that any assistance contracts issued to eligible agencies will not add any requirements, terms, or conditions to the assistance contract other than those that would be permitted if the assistance contract were a subgrant consistent with grants issued by RSA under section 722 of the Act.
- (c) In administering the part C, Chapter 1 program, the State will not enter into any procurement contracts with CILs to carry out section 723 of the Act.

⁴ The amount of State funds earmarked by a State to support the general operation of centers does not include: (1) Federal funds used for the general operation of centers; (2) State funds used to purchase services from a CIL, including State funds used for grants or contracts for personal assistance or skills training; (3) State attendant care funds; (4) Social Security Administration reimbursement funds; or (5) funds used to support an entity that does not meet the definition of a CIL in section 702 of the Act, e.g. funds used to support a single disability (If a State or outlying area is operating a CIL pursuant to section 724 of the Act, the funds used to support this CIL can be considered "earmarked" for purposes of section 723(a)(1)(A)(i) of the Act.) or residential facility cannot be counted as earmarked funds.

8.4 Monitoring and Oversight. (§§704(h), 723(g) and (h) of the Act; 34 CFR 366.38)

The State assures that periodic and on-site compliance reviews will be conducted to determine CIL compliance with section 725 of the Act as described in Attachment 3.

Attachment 4 describes the policies, practices, and procedures, which comply with section 723 of the Act, that the State utilizes for awarding continuation and new grants.

Section 9: Information on Use of Part B, Chapter 1 Funds

9.1 Use of §711 funds in support of §713 purposes (Sec. 713 of the Act; 34 CFR 365.1)

Part B Funds are to be used only for any one or more of the following purposes (all optional):	Directly by DSU	Grant/Contract	Dollar Amt.
(a) Fund the resource plan for SILC (SPIL Section 4).	Y N	<u>Y</u> N	\$25,000
(b) Provide IL services to individuals with significant Disabilities	Y <u>N</u>	<u>Y</u> N	\$295,000
(c) Demonstrate ways to expand and improve IL services.	Y <u>N</u>	Y N	
(d) Support the general operation of CILs.	Y <u>N</u>	Y <u>N</u>	
(e) Support activities to increase capacity of public or nonprofit agencies and organizations and other entities to develop comprehensive approaches or systems for providing IL services.	Y <u>N</u>	Y <u>N</u>	
(f) Conduct studies and analyses, gather information, develop model policies and procedures, and present information, approaches, strategies, findings, conclusions, and recommendations to Federal, State, and local policy makers to enhance IL services.	Y <u>N</u>	Y <u>N</u>	
(g) Train individuals with significant disabilities, individuals providing services to individuals with significant disabilities, and other persons regarding IL philosophy.	Y <u>N</u>	Y <u>N</u>	
(h) Provide outreach to unserved or underserved populations, including minority groups and urban and rural populations.	Y <u>N</u>	Y <u>N</u>	

Attachment 1 describes the uses, objectives, and amounts of part B, Chapter 1 funds supporting each purpose.

The total of Title VII Part B funds coming to Maine are \$320,000. Of that, \$25,000 is used to fund the SILC resource plan, and \$295,000 is used to contract with Alpha One for SILS services.

Title VII, Part B funds currently come directly to the State Agency and are contracted out to Alpha One which is the CIL identified to provide direct services. In September 1999, BRS awarded a grant to Alpha One which transferred the direct administration of the SILS program from one CIL to the other CIL. By contracting these services, Alpha One fulfilled consumer control, peer support, self-help, and individual and systemic advocacy goals previously identified by the SILC and supported by the BRS and the CILs.

Alpha One employs Independent Living Specialists to deliver SILS services. The service model used is essentially a case coordination model comprised of referral/response, eligibility determination, and IL plan development. Specific services include those indicated in the pre-print plan and can be summed up as follows:

All IL Core Services and--

- *Counseling and referral**
- *Home modifications**
- *Vehicle modification**
- *IL skills training**
- *Interpreter, reader, and aide costs, as associated with the provision of other planned services**
- *Assistive technology including telecommunication/technological aids**
- *Short term attendant care, temporary housing, and transportation incidental to the provision of other planned services**

Program staff also manage program funds, disperse payments for goods and services provided through the IL plan, directly provide core independent living services, and have responsibility for maintaining consumer records and financial information.

Section 10: Outreach (Sections 704(1) and 713(7) of the Act; 34 CFR 364.32)

The State reaches out to populations, including minority groups and urban and rural populations, that are unserved or underserved by the programs funded under Chapter 1.

Attachment 1 describes the steps that will be taken regarding outreach to populations, including minority groups and urban and rural populations, that are unserved or underserved by the programs funded under Chapter 1. Attachment 1 also describes populations designated for special outreach efforts and the geographic areas in which they reside (e.g., individuals with significant disabilities residing on land controlled by American Indians.)

Outreach, Information & Public Education Initiatives

The SILC and ALPHA One are committed to assuring that outreach and informational materials are available in alternative formats to provide equal access to all citizens. This includes the planned use of more electronic formats such as e-mail and websites.

1. The SILC will plan, coordinate, and conduct activities designed to increase its visibility, build coalitions of support for legislative and policy change, and improve communication between organizations and individuals throughout the three year plan.

Public Education Initiatives:

- (a) Develop a comprehensive public education campaign
- (b) See Workplan's Outreach Initiatives
- (a) The SILC will provide support to regional coalitions to reach underserved or minority populations in their local areas
- (b) The SILC intends to work collaboratively with other agencies and organizations on issues of diversity

Informational Initiatives

(a) The SILC will use other organizations websites to make its own information available including a newly funded system called LinkMaine. Rather than create its own electronic presence, the SILC intends to make its presence and information available through the work of others. The SILC recognizes that the resources to maintain a useful Internet presence is better left to others. The SILC continues discussions with others to develop a shared Web Site on the Internet. See the WorkPlan's Outreach Committee section. Both initiatives will also serve as a means to provide peer support to others with disabilities.

Section 11: Extent and Scope of IL Services (Sections 7(30), 704(e) and 713(1) of the Act;
34 CFR 364.43)

- (a) Attachment 1 describes all IL services to be provided under the SPIL to meet the objectives in Section 10.
- (b) The State provides the following IL core services to individuals and groups of individuals with significant disabilities:
 - (1) Information and referral;
 - (2) IL skills training;
 - (3) Peer counseling (including cross-disability peer counseling); and
 - (4) Individual and systems advocacy,
- (c) The IL core services may be provided directly by the DSU, or through grant or contract. While the State is required to provide these services, it may fund the services using funds from any source, e.g., part B or part C, Chapter 1, State funds, or other funds.
- (d) In addition, the State provides the following IL services to individuals and groups of individuals with significant disabilities⁵:
- (e)

Please note, answers reflect all IL services -- DSU's, other State agencies and the CIL in Maine.

- (1) ☒ Counseling services, including psychological, psychotherapeutic, and related services;
- (2) ☒ Services related to securing housing or shelter, including services related to community group living, and supportive of the purposes of this Act and of the titles of this Act, and adaptive housing services (including appropriate accommodations to and modifications of any space used to serve, or occupied by, individuals with significant disabilities);
- (3) ☒ Rehabilitation technology;
- (4) ☒ Mobility training;
- (5) ☒ Services and training for individuals with cognitive and sensory disabilities, including life skills training, and interpreter and reader services;

⁵ Insert an "X" or check mark for each IL service that will be made available. It is not necessary to insert any projection of numbers of consumers to be served.

- (6) ☒ Personal assistance services, including attendant care and the training of personnel providing such services;
- (7) ☒ Surveys, directories, and other activities to identify appropriate housing, recreation opportunities, and accessible transportation, and other support services;
- (8) ☒ Consumer information programs on rehabilitation and IL services available under this Act, especially for minorities and other individuals with disabilities who have traditionally been unserved or underserved by programs under this Act;
- (9) ☒ Education and training necessary for living in the community and participating in community activities;
- (10) ☒ Supported living;
- (11) ☒ Transportation, including referral and assistance for such transportation;
- (12) ☒ Physical rehabilitation;
- (13) ☒ Therapeutic treatment;
- (14) ☒ Provision of needed prostheses and other appliances and devices;
- (15) ☒ Individual and group social and recreational services;
- (16) ☒ Training to develop skills specifically designed for youths who are individuals with significant disabilities to promote self-awareness and esteem, develop advocacy and self-empowerment skills, and explore career options;
- (17) ☒ Services for children with significant disabilities;
- (18) ☒ Services under other Federal, State, or local programs designed to provide resources, training, counseling, or other assistance of substantial benefit in enhancing the independence, productivity, and quality of life of individuals with significant disabilities;
- (19) ☒ Appropriate preventive services to decrease the need of individuals with significant disabilities assisted under this Act for similar services in the future;
- (20) ☒ Community awareness programs to enhance the understanding and integration into society of individuals with disabilities; and
- (21) ☒ Such other services as may be necessary and not inconsistent with the provisions of this Act.

Attachment 1 describes the extent and scope of the IL services identified above, and how they meet the State's objectives for IL. The attachment also describes any arrangements of grants or contracts made by the State for providing such services.

All services described here are only those provided by agencies/organizations that receive Title VII Parts B or C funds or provide IL services with other funding (DSU and ALPHA One).

The DSU does not provide IL services directly. It contracts with the CIL.

Prior to July, 2000, Title VII, Parts B and C services were provided through ALPHA One in South Portland, Augusta, Presque Isle, and Brewer, and MILS with staff in Augusta, Portland, Farmington, Bangor, and Machias. In addition, services were purchased from other organizations throughout the state.

Since July, 2000 Alpha One is the only CIL in Maine. It has offices in South Portland, Augusta, Presque Isle and Brewer.

A. Service Provision and Service Methodology: Title VII (Part B) services (SILS) are provided through Alpha One, which employs Regional Managers and IL Specialists. The service model used is essentially case-coordinated, comprised of referral, eligibility determination, and IL plan development.

Specific services include those indicated in the pre-print plan and can be summed up as follows:

All IL Core Services and--

- *Counseling and referral

- *Home modifications

- *Vehicle modification

- *IL skills training

- *Interpreter, reader, and aide costs, as associated with the provision of other planned services

- *Assistive technology including telecommunication/technological aids

- *Recreation

- *Temporary housing, transportation, and short term attendant care incidental to the provision of other planned services

Program staff also manage program funds, disperse payments for goods and services provided through the IL plan, directly provide core independent living services, and have responsibility for maintaining consumer records and financial information.

Section 12: Eligibility, Records, IL Plans, and Notice of Client Assistance Program

12.1 Eligibility for Receipt of Services (Sections 7(15)(B) and 703 of the Act; 34 CFR 364.51)

- (a) Individuals with significant disabilities are eligible for services provided under the SPIL.
- (b) To be eligible, an individual is one:
 - (1) Who has a significant physical, mental, cognitive, or sensory impairment;
 - (2) Whose ability to function independently in the family or community or whose ability to obtain, maintain, or advance in employment is substantially limited; and
 - (3) For whom the delivery of IL services will improve the ability to function, continue functioning, or move towards functioning independently in the family or community or to continue in employment.

12.2 Consumer Service Record (Sections 704(m)(4)(B), 725(c)(8) of the Act; 34 CFR 364.53)

A consumer service record (CSR) will be maintained for each consumer of services, other than information and referral, which will contain documentation that the consumer is eligible or ineligible for IL services, the information required for the annual performance report under 34 CFR 364.36 and 366.50(h), and an IL plan (ILP) or a waiver as described in SPIL Section 13.3.

12.3 IL Plans (Sec. 704(e) and 725(c)(14) of the Act; 34 CFR 364.52)

The State provides IL services under Chapter 1 to individuals with significant disabilities in accordance with an ILP mutually agreed upon by an appropriate staff member of the service provider and the individual, unless the individual signs a waiver stating that such a plan is unnecessary.

12.4 Notice about the Client Assistance Program (Sections 20 and 704(m)(1) of the Act; 34 CFR 364.30)

All recipients of financial assistance under Chapter 1 that provide services to individuals with significant disabilities advise those individuals seeking or receiving IL services about the availability of the Client Assistance Program under section 112 of the Act, the purposes of the services provided under such program, and information on the means of seeking assistance under such program.

Section 13: Statewide Network of Centers for Independent Living (CILs)

13.1 Network Design (Sec. 704(g) of the Act; 34 CFR 364.25(a))

The State has developed a design for the establishment of a statewide network of CILs that comply with the standards and assurances set forth in section 725 of the Act.

13.2 Unserved and Underserved Areas and Priorities (Sec. 704(g) of the Act; 34 CFR 364.25(b))

(a) The network design:

- (i) identifies unserved and underserved geographic areas of the State; and
- (ii) includes an order of priority for the establishment of CILs in those areas.

Attachment 1 describes the design for the establishment of a statewide network of CILs and the order of priorities for the establishment of new CILs. This attachment should be visionary. If the State believes the network is complete, the attachment describes the network, including how it complies with §725 of the Act. future plans for expansion of the network to serve populations that are currently unserved or underserved.

In the spring and summer of 2000, Maine's network of CILs was altered when one of the CILs, Maine Independent Living Services, went out of business for lack of funds. Its operations were merged with the remaining CIL, Alpha One. As a result, what had been a network of two CILs with nine offices distributed in eight cities (MILS had offices in Portland, Augusta, Farmington, Bangor, and Machias. Alpha One had offices in South Portland, Augusta, Brewer, and Presque Isle) became one CIL with offices in four cities.

The SILC continues to identify expansion of the IL network as a critical objective. However, the SILC, in conjunction with the BRS and the CIL will review the issue of further expansion at such time as new resources become available and make such initiatives feasible. Specifically, the SILC maintains a vision of accessible and available service delivery, equity and choice for all citizens with disabilities throughout the entire rural and urban areas of Maine.

We recommend that CIL network expansion be developed in a manner that will meet some of the underserved needs that we have identified. Whether that is to establish additional CILs or expand current CIL operations depends upon the extent of available funds. Underserved needs include:

- 1. An IL Center presence and improved access to IL Center Core Services in the Western Maine region (i.e. Franklin, Oxford, Somerset counties);**
- 2. An IL Center presence and improved access to IL Core services in the Downeast Maine region (i.e. Washington and Hancock counties);**
- 3. Improved access to IL Core Services by consumers with Psychiatric and/or Cognitive Disabilities; or**

4. Using the funds to annually serve more consumers from the State Independent Living Services Program waiting list.

The availability of independent living services provided by other State and non-profit organizations is also considered. Expansion of the IL Center network and the services available through that network will be determined by coordinating with others to best identify the unmet need for CIL services. The network of services provided by non-CIL's will be considered with the option of partnering with other organizations.

Section 14: Communication, Cooperation, and Coordination (Sections 704(I-k) of the Act; 34 CFR 364.26 and .27)

See the appropriate section of the SILC 3 Year workplan that follows. In particular look at the “networking” and “outreach” goals.

- (a) The State takes steps that maximize the communication, cooperation, coordination, and working relationships among --
 - (1) the SILS program, the SILC and CILs; and
 - (2) the DSU, other State agencies represented on the SILC, other councils that address the needs of specific disability populations and issues, and other public and private entities, including Indian Tribal Councils, determined to be appropriate by the SILC.
- (b) The State ensures that services funded under Chapter 1 will complement and be coordinated with other services to avoid unnecessary duplication with other Federal, State, and local programs, including the IL program for older individuals who are blind funded under Chapter 2 of Title VII.
- (c) The State coordinates Federal and State funding for CILs and SILS.

Section 15: Evaluation Plan (Sec. 704(n) of the Act; 34 CFR 364.38)

See the appropriate section of the SILC 3 Year workplan that follows.

- (a) The State establishes a method for the periodic evaluation of the effectiveness of the SPIL:
 - (1) In meeting the State's objectives and timelines for meeting those objectives;
 - (2) In the satisfaction of individuals with disabilities; and
 - (3) In meeting the objectives established in Section 9 of the SPIL.
- (b) The State agrees to annually submit the results of DSU and SILC evaluation activities, including the most recent evaluation of Title VII consumer satisfaction, with the annual performance report to RSA.

ATTACHMENT 1: GOALS, MISSIONS, AND OBJECTIVES

The directions for the SPIL seem to indicate that the workplan which is the essential part of Attachment #1 must address the following issues separately. The Maine SILC has chosen to develop its workplan in a manner that identifies the goals and activities of each of our committees. The SILC committees are the primary means by which we get our work done. Some issues or activities may not currently be identified as the work of specific committees. The SILC holds an annual planning retreat each fall and reviews its SPIL workplan and progress at that point. Responsibilities for activities that do not seem to fall within the responsibility of particular committees will be assigned at that time or as part of the Executive Committee's ongoing responsibility. Each of the essential areas are listed below. We have identified which committees have the responsibility for planning for and addressing those areas.

Area 1: Scope of and Arrangement for IL Services.

Area 2: Cooperation, Coordination, and Working Relationships Among Various Entities.

Area 3: Outreach to Unserved or Underserved Populations and Minority Groups.

Area 4: Network of Centers.

The Maine SILC uses a system of annual planning retreats during which they review the progress on the SPIL and also to specify workplans for the Committees. It is also used to specify legislative, marketing, and budget issues and targets for the coming year. That activity identifies specific activities regarding priority issues like attendant services, ADA issues, and other pertinent issues.

The SILC has identified the following 6 primary goals. They are addressed through the various SILC Committees and address the 4 mandated areas of the SPIL workplan.

Primary goals are

- 1-maintaining membership and the working operations of the SILC including SPIL progress evaluation**
- 2-resource development including financial management and oversight of SILC funds**
- 3-advocacy initiatives including legislative and public policy initiation, analysis, and review**
- 4-networking and coalition development and maintenance**
- 5-evaluation of IL needs, issues, and services, etc.**
- 6-outreach, specific to marketing IL and the SILC role in the State**

The processes for addressing all the issues follows a process with three primary steps

- 1 develop issue and collect information,**
- 2 analyze information, and**
- 3 identify solutions**

See the following set of tables which are separate workplans for each of the SILC Committees.

Each committee will be responsible for developing more specifics in the Committee workplan which identify additional specific actions to reach each goal. That will become the basis of quarterly or annual committee reports.

The SILC used a number of resources and sources of input in the development of the SPIL workplan. They included

- 1 - a survey of people with disabilities, their family members, and people who work with disabilities.**
- 2 – a Spring Summit that included eight focus groups to identify issues of importance and suggestions for action to be taken. Information from the Summit will be used over the next six months to further develop SILC's plans for the future years.**
- 3 – a consumer satisfaction survey that was done by the SILC Evaluation Committee during 2000-2001.**

A copy of the survey analysis, notes of all SILC 2001 Spring Summit focus groups, and a summary of the SILC 2001 Spring Summit issues is included as an appendix.

The following identifies which of the SILC Committee goals address the mandated issues that must be in the SPIL

✓ Area 1: Scope of and Arrangement for IL Services.

Outreach Comm –

#2 . Collect and analyze information on needs and issues

Leg Comm -

#1 Track and review policy and rulemaking activity affecting people with disabilities.

Focus on issues of transportation, employment, and housing as indicated in the 2001 IL priority needs survey.

Eval. Comm -

#4 Specific review of the ILS Program as funded with Title VII, Part B funds.

✓ Area 2: Cooperation, Coordination, and Working Relationships Among Various Entities.

Ex. Comm -

#3 Identify, negotiate, and engage in-kind support from various individuals and groups.

Leg. Comm -

#1 Track and review policy and rulemaking activity affecting people with disabilities.

Focus on issues of transportation, employment, and housing as indicated in the 2001 IL priority needs survey.

Eval. Comm –

#2 Track and evaluate consumer satisfaction and needs identification

Focus on issues of transportation, employment, and housing as indicated in the 2001 IL priority needs survey.

✓ Area 3: Outreach to Unserved or Underserved Populations and Minority Groups.

Ex. Comm -

#4 . Identify and develop members for leadership positions

Membership Comm -

#1 Increase and maintain membership

#3 . Improve diversity of membership

Outreach Comm –

#1 Market the SILC and its goals

#2 . Collect and analyze information on needs and issues

#3 . Coordinate, cooperate, and communicate with allies and network with others

MORE Comm -

#2 Represent the SILC, and its priorities, on issues associated with Committee goals. i.e. legislation, public rules, policy, etc.

✓ **Area 4: Network of Centers.**

Eval Comm –

#3 Use other sources of information to help identify issues for the SILC to address

#4 Specific review of the ILS Program as funded with Title VII, Part B funds.

Other issues the SPIL must address include:

✓ **Resource Plan**

Outreach Comm –

#2 . Collect and analyze information on needs and issues

#3 . Coordinate, cooperate, and communicate with allies and network with others

Ex. Comm –

#2 . Specific focus on resource management and development

#3 . Identify, negotiate, and engage in-kind support from various individuals and groups.

✓ **Evaluation**

Evaluation Comm –

#1 Track SILC membership satisfaction with the activities of the SILC.

#2 Track and evaluate consumer satisfaction and needs identification

Focus on issues of transportation, employment, and housing as indicated in the 2001 IL priority needs survey.

#3 Use other sources of information to help identify issues for the SILC to address

#4 Specific review of the ILS Program as funded with Title VII, Part B funds.

Leg. Comm –

#2 Track, review, provide testimony, and initiate legislative proposals.

Focus on issues of transportation, employment, and housing as indicated in the 2001 IL priority needs survey.

Attachment 1, page 4 of 10

Attachment #1 -- 3 Year Plan Goals and Objectives

Goals for Executive Committee –

Primary Goals

- Ongoing operation of SILC as an organization
- Organizational development and management on an ongoing basis.
- Develop new leadership
- Manage finances
- Develop ongoing resource plan and other forms of support

Objectives	Year 1 – 2001-02	Year 2 – 2002-03	Year 3 – 2003-04	Measures
1. Oversee and guide the ongoing operations of the SILC.	a. Annual preparation of 704 Annual Performance Report. This coordinated with Exec. Director and DSU representative. b. Ongoing review of progress on SPIL and Committee activities. c. Continued development of SILC procedure manual d. Review staffing needs and arrange for such e. Annual analysis of non-profit/incorporation option for SILC.	a. Annual preparation of 704 Annual Performance Report. This coordinated with Exec. Director and DSU representative. b. Ongoing review of progress on SPIL and Committee activities c. Ongoing supervision of staff	a. Annual preparation of 704 Annual Performance Report. This coordinated with Exec. Director and DSU representative. b. Ongoing review of progress on SPIL and Committee activities	continued success of SILC activities. identify staff hours and supervision.
2. Specific focus on resource management and development	a. Continued use of fiscal agent with monthly financial review and task expense review.	a. Seek additional funds as indicated.	a. Establish dependable sources of funding and in-kind support.	on-going review of budget operation.
3. Identify, negotiate, and engage in-kind support from various individuals and groups.	a. Identify groups and individuals who are allies and may be able and willing to work together on projects/initiatives. b. Begin common work	a. Measure in-kind support and begin documenting. b. Coordinate cooperative working relationships with other groups.	a. Provide annual reports and credit to in-kind supporters and cooperators.	increased measure of all SILC resources including in-kind.
4. Identify and encourage skills development of members for leadership positions.	a. Identify and begin providing members with leadership opportunities. b. Coordinate a mentoring process for new and current members to broaden skill levels. c. Reinstitute 100% e-mail usage by SILC members and develop it further.	a. Identify SILC member or members to coordinate communication via a website.	a. Establish job responsibilities for members other than officers.	New officers and their selection. job descriptions for officers and other members with particular responsibilities.

3 Year Plan Goals and Objectives

Goals for Outreach Committee --

Primary Goals

- Market the SILC and its goals
- Collect information on needs and issues
- Coordinate, cooperate, and communicate with allies and network with others

Objectives	Year 1 – 2001-02	Year 2 – 2002-03	Year 3 – 2003-04	Measures
Market the SILC and its goals	a. Further review method for SILC to have presence on Internet. Possibly a website but not necessarily. b. Continue newsletter publication. c. Investigate option of cooperating and coordinating newsletter publication with other groups. d. Annual involvement in Disability Awareness Day at State Legislature. e. Review potential of video development.	a. Provide information on other opportunities via the methods chosen. b. Publish and market Internet presence, whatever that choice is, i.e. web site or other option. c. Establish collection of cooperative groups and market their existence. d. Review prospect of developing cross disability speaker bureau.	a. Continue publication of newsletter including other groups in that activity.	Newsletter publications and circulation. # groups involved in its publication. Document activities.
Collect and analyze information on needs and issues	a. Collect information regarding important issues of consumers. Focus groups, surveys, forums, summits, etc. b. Use outreach efforts to identify priority issues from around the State. Focus on un- and underserved populations in Maine.	a. Analyze and coordinate information. b. Contact groups which would use information	a. Publish or otherwise publicize results outreach and issue identification.	Reports Development of position papers from information collection.
Coordinate, cooperate, and communicate with allies and network with others	a. Identify cooperative groups and initiate communications. b. Integrate common issues into newsletter	a. Establish communication and discussion	a. Take common action on issues.	Document activity
Identify Public Education needs	a. Identify community training needs. b. Identify those who should do training.	a. Identify if SILC has a direct role. b. Advocate for others to meet needs.	a. Continue work.	Document training.

Attachment 1, page 6 of 10

3 Year Plan Goals and Objectives

Goals for Membership Committee --

Primary goals

- increase/maintain membership
- improve the expertise of membership
- improve diversity of membership
- Market the SILC and its goals

Objectives	Year 1 – 2001-02	Year 2 – 2002-03	Year 3 – 2003-04	Measures
Increase and maintain membership	a. Market to the public b. Position with local and State meetings and committees, including c. Transition Council. d. Identify targets for new membership. e. Ongoing membership monitoring.	a. Tracking of membership via Annual 704 Report with administrative assistance. b. Establish the process for mentoring new members.	a. Tracking of membership via Annual 704 Report with administrative assistance.	Use Annual 704 Report.
Improve expertise of membership	a. Continue efforts to have members attend conferences and training. An Ad Hoc group reviews training needs and member requests to attend training opportunities. b. Continue with new member Orientation.	a. Ongoing work with Ad Hoc group to review training needs and attendance of SILC members.	a. Continued focus on building membership capacity.	Document training attended and reports.
Improve diversity of membership	a. Seek new members from geography and other characteristics as needed.	a. Continue.	a. Continue.	Use Annual 704 Report

3 Year Plan Goals and Objectives

Goals for MORE/Recreation Committee --

Primary goals

- Advocate for increased recreation and social opportunities for people with disabilities.
- Represent the SILC on issues associated with Committee goals.

Objectives	Year 1 – 2001-02	Year 2 – 2002-03	Year 3 – 2003-04	Measures
Advocate for increased ;recreation and social opportunities for people with disabilities.	a. Identify other groups working on issues of recreation and social opportunities for people with disabilities i.e. VSA Maine and others. b. Identify groups working with youth and make connections to coordinate with efforts of the SILC MORE Committee.	a. Evaluate State Park's work on ADA compliance based upon Park Evaluation b. Market work to improve access. c. Collect support group information and continue work with State access work group. d. Develop increased membership of youth members	a. Ongoing	Survey results.
Represent the SILC, and its priorities, on issues associated with Committee goals. i.e. legislation, public rules, policy, etc.	a. Identify groups with common goals b. Begin communication coordination	a. Identify common efforts and either initiate or cooperate with others on those activities.	a. Ongoing.	Document activities.

The MORE/Recreation Committee is actually one specific part of the Outreach efforts of the SILC. Since it was first established by the SILC as a separate standing Committee it has continued its specific work independent of but in cooperation with the SILC Outreach Committee.

3 Year Plan Goals and Objectives

Goals for Legislative Committee --

Primary goals

- Track and review policy and rulemaking activity affecting people with disabilities.
- Track, review, provide testimony, and initiate legislative proposals.
- Communicate positions of the SILC on variety of issues.

Objectives	Year 1 – 2001-02	Year 2 – 2002-03	Year 3 – 2003-04	Measures
Track and review policy and rulemaking activity affecting people with disabilities. Focus on issues of transportation, employment, and housing as indicated in the 2001 IL priority needs survey. Focus on issues identified for SILC at Spring Summit and other Outreach activities.	a. Focus on ADA related advocacy with particular attention on methods to enhance and review compliance and efforts to enforce ie. Fire Marshal's office, volunteer reviewers, Disability Rights Center, or other methods.	a. Assess system wide grievance and advocacy.	a. continued assessment of system wide grievance and advocacy procedures.	Production of reports to legislature and other policy makers.
Track, review, provide testimony, and initiate legislative proposals. Focus on issues of transportation, employment, and housing as indicated in the 2001 IL priority needs survey.	a. Focus on identifying likely legislation and communicate with others considering legislation for the new biennium. b. Use consumer and issues surveys to identify priorities i.e. transportation, housing, and employment.	a. Either initiate or collaborate with allies on priority issues.	a. Continued collaboration with allies on priority issues.	Legislation either initiated or supported. Production of reports to legislature and other policy makers.
Communicate positions of the SILC on variety of issues.	a. Other issues include efforts to generate Internet access for people with disabilities; Transitional support services; Medical transportation.	a. Ongoing review of consumer and stakeholder opinion.	a. Provide report card to legislature.	Documentation of policy tracking and review/testimony.

3 Year Plan Goals and Objectives

Goals for Evaluation Committee --

Primary goals

-evaluate SILC member satisfaction with SILC activity

-track and evaluate consumer satisfaction and needs identification using consumer input and from other groups

-use other sources of information to help identify issues for the SILC to address

Objectives	Year 1 – 2001-02	Year 2 – 2002-03	Year 3 – 2003-04	Measures
Track SILC membership satisfaction with the activities of the SILC.	a. Develop Council member evaluation, b. Define role of the Evaluation Committee.	a. Create methods of data collection. b. Carry out the data collection technique(s).	a. Review, interpret and analyze results.	Submit final review at SILC retreats and future SILC Summits
Track and evaluate consumer satisfaction and needs identification Focus on issues of transportation, employment, and housing as indicated in the 2001 IL priority needs survey.	c. Develop SILC Evaluation. Identify stakeholders. d. Define purpose of SILC Evaluation Committee. e. Develop statewide evaluation and stakeholders i.e. councils, agencies, etc.	c. Collect data on SILC evaluations statewide. d. Create method to collect the data e. Formulate the question and develop scoring system f. Distribute evaluation to stakeholders. g. Incorporate follow-up from data collection.	b. Review, interpret and analyze results c. Report to SILC Summit II	Ongoing reports to SILC. Submit final review at future SILC Summit.
Use other sources of information to help identify issues for the SILC to address	a. Follow-up on recommendations of A-1 site review, A-1 consumer reviews, SILC consumer satisfaction surveys, other statistical reviews. b. Begin to identify collaborative and cooperative sources of information and input.	a. Continue to collaborate and cooperate with sources of input. b. Look to coordinate some evaluation tools with other groups i.e. Alpha One, Voc. Rehab, DD Council, etc. c. Contact these alternative sources of information.	a. Collect data. b. Report responses from the various sources. c. Develop SILC reports based on analysis of information.	Documentation of other information sources. Reports created. Report findings at future SILC Summit.
Specific review of the ILS Program as funded with Title VII, Part B funds..	a. Regular review of IL Program Policy Manual b. Continue quarterly report to SILC by Alpha One, ILS Program manager.	a. Coordinate with Alpha One consumer survey b. Complete incorporation of feedback from Consumer Satisfaction survey.	a. Continue/Ongoing	Annual report of ILS Program statistics. Documentation of any ILS Program Policy changes.
Evaluation of SILC progress on the SPIL	a. See Executive Committee process of ongoing quarterly SPIL review.	a. N/A	a. N/A	Quarterly reports. Annual 704 Report.

Attachment 1, page 10 of 10

Attached are the following appendices

- ✓ Spring Summit focus group notes used as comments for development of the SPIL
- ✓ SILC e-mail priority survey analysis
- ✓ Consumer Satisfaction Survey executive summary
- ✓ Copy of current Alpha One Center for Independent Living strategic plan to demonstrate consistency with SPIL
- ✓ Copy of ILS Policy Manual as currently adopted

Focus group notes from SILC Spring Summit of May 25, 2001

These series of focus groups and other participant feedback was used in the development of the SPIL and will be used by the SILC to guide future planning.

Advocacy focus group issues
From SILC Summit of May 25, 2001
Kim Moody: Facilitator

Issues and needs –

Access to State legislature for Deaf individuals

- Legislature gave staff person able to provide interpreting services but is now limited
- Not full access, not equal full access
- Limited to Wednesday and Thursday

Housing

- Accessible housing
- Lack of affordability

Youth in transition

- Out of school to real life

Telephone access to real people for Deaf consumers

Increased training for self-advocacy

Captioning

- Weather and storm emergencies

Funding for assistive technology

- Pool of funding to tap and to pay for advocacy and training and self advocacy

Education around interpreting services

Training for advocacy in employment rights

Funding for training

Advocates available in times of crisis i.e. Emergency Room and police on call

Advocacy funding

Adult mentors/matching programs

Everyone get same message and holistic curriculum

Raise money other than public . Private or corporate money.

More people with disabilities involved in decision making process/policy making/monitoring systems

Look to private sector. Makes economic sense. Be more entrepreneurial.

Evaluate outcomes of the process

Advocacy in special education

Networking with other agencies. Collaboration and utilize resources.

More coalition and linkage between groups and systems.

Educate ourselves. Use people first language and peer/self advocacy.

Need to bring others in to discuss issues. They become active. CEO's need to use others.

We have opportunity to design advocacy.

Assist in getting others together.

Media lacks education to communicate to people about disabilities (educate and use the media)

Go out to others to break stereotypes. Educate them.

People with disabilities need to be in schools.

Education on advocacy one person at a time.

- Change can happen at the personal level.

Need marketing

- Strategize about how to change public perception of people with disabilities.

Attention on fund raising

In Maine we need more advocacy groups like ADAPT, people with psychological labels

Focus on equal rights not special rights i.e. special education

People need to see people with disabilities out there doing what everyone else does.

Transportation is a barrier particularly the isolation in smaller communities.

Communication is also an issue

Power – groups need to come together internalized and oppression. We need to come together.

Approach and keep in touch with legislators.

Take meetings on the road and use technology.

Are legislators refusing to hear testimony from people with disabilities?

Advocates need stamina – they can change the system.

Invite them and they will come.

VI. Issues for the SILC

People need to know about SILC

Those not here at Summit still have an opportunity to communicate with the SILC

Segmentation of advocates – not matter what the issue is

- Cross disability advocacy needed

SILC should consider an annual “report card” of system – hold them i.e. legislators, accountable.

- System needs institutionalized memory

scribe – Peter Rice Edited by Dale Finseth

Employment issues

from SILC Summit of May 25, 2001
Patt Williams facilitator

VII. Attendants—

12 people and 2 interpreters were in attendance.

Reviewed Ticket to Work

- Maintaining medical coverage while working/returning to work.
- And get back to work.
- Currently being implemented in lead States
- Not sure what the implementation date is for Maine.
- Also allows person to take ticket to providers to have while looking for work.
- Local Social Security representatives – will be able to provide information on the program.
- New benefits specialists are here in Maine.

Group definition of “work”

- Depends on person doing the seeking
- Question about volunteers ???
- 40 hours/week with benefits and salary
- Using ones potential/gifts to give to society, looking forward to something day-in and day-out.
- Meaningful activities for reasonable pay
- Learning new things
- Education plays important part in arena of work.
- “job” begins in school, to reach where one want to be in life/career.

Do not be afraid to go to work if you have the opportunity and lose SSA or SSI.

What is Alternative Employment?

- Employment Provider accepts “ticket” and is then reimbursed based on how much the person receives in Social Security
- The law isn’t great at this point
- Training is needed for Ticket to Work

What types of services need to come together?

- Provision of interpreters – general access
- Ramp
- Transportation – customized without categorizing people. Personalized plans
- Counseling – benefits

- Reaching more employers – More outreach from SILC, IL Centers, VR – creating more opportunities
- Support provided to employers.
- More PSA's/media campaign
- Employers to provide long/short term supports for employee to learn skills and maintain.
- Sharing success stories around people with disabilities who have worked
- Video relay system for conferencing
- Utilizing Assistive Technology
- Uniformity – within the system
 - Access to credit
 - Don't discriminate against those who have skill
 - Plea for help is repeated time and time again as in personnel
 - Support what people are passionate about should have dignity of choice

Individuals need to be aware of avenues of grievances

These processes existing now are bureaucratic and intimidating to access. Sometimes it seems like there are just too many people to deal with. A person can lose track of who is supposed to be the primary contact.

Support the system of employment

Size of VR caseload needs to be smaller

Peer Support groups

Long waiting lists

What parts of the Support System are the most difficult to keep in place?

- Lack of long term supports especially traumatic brain injury
- PAS in the workplace
- Dealing with emotional issues
- Clients of VR need to interface with many people and systems and get frustrated – different from past
- Choice means multiple options
- Funding for transportation – Rural issue
- Career counseling with private provider
- Funding systems must be flexible

How do the various parts of the system work well together to help people with employment goals?

- Teams involvement from various agencies
- Individualized plans for people regarding work

- People need to speak up
- Don't take NO for an answer
- Go to where you need to go – up the ladder

Disconnecting? Not working –

- Long term support dilemma
- Need to coordinate efforts
- Advocacy for more funding
- Communications – people missing information -- set up websites
- Unemployment requirements – interviews for jobs can be met by taking classes, etc.

scribe – Hillary Laforge Edited by Dale Finseth

HOUSING

Facilitated by Jim McGurty

Jim McGurty is a civil rights advocate from the Disabilities Rights Center.

Barriers. The group identified the following barriers:

- The amount of available housing; people are forced to move away from where they've grown up in order to access housing; often from rural to urban.
- Lack of knowledge on the part of the public housing authority (PHA) staff regarding what rights people have and what people are entitled to expect. PHA staff do not understand the Fair Housing Act.
- The variety of housing options to meet different needs and preferences. Not everyone wants an apartment.
- The MSHA application is too long and difficult to complete.
- Communication barriers: an apartment can be modified to accommodate physical barriers. However, for people who are deaf, the barriers are ongoing; it is frustrating to not be able to communicate with a landlord; also, MSHA has only an answering machine for its TTY, with no live person to answer the phone. As a result, there is a lag between calling MSHA and speaking to someone. This lag time can mean a person can lose an opportunity for an apartment while waiting for a return call.
- For the visually impaired, there is a large amount of paperwork. It is not possible to hold it all in your head.
- The ADA only requires that a certain number of units be wheelchair accessible, and only for new construction.
- Can't come up with a security deposit out of an SSI check.
- The regulations governing housing rights are too complex. Need more legal expertise to sort through regulations and legal authority.
- Landlords don't want to rent to some people with disabilities (especially people with mental illness) because they believe people with disabilities won't take care of the property.
- Some PHAs have forgotten why they exist and have removed themselves from the people they are serving. Staff have bad attitudes and the PHAs have become fiefdoms, where they fend off requests for help.

- For most people, having a Section 8 voucher is a stigma that makes landlords less likely to rent to you. For people with disabilities, the disability is another stigma, making it even harder to compete for scarce housing.
- The “bottleneck effect:” transitional housing becomes long term housing because Section 8 housing is not available or because a person’s needs are greater than originally thought and going home is no longer appropriate. One person mentioned someone who is stuck on the psychiatric floor of Maine Medical Center because going home isn’t an option and there is no appropriate option in between.
- Section 8 vouchers are going unused because there are so few apartments available at the fair market rent that are also accessible. (One study showed that Bangor was second behind San Francisco in having the least amount of affordable housing stock relative to income.)

Differences across the state. The group identified the following differences in housing issues across the state:

- the Not-in-My-BackYard (NIMBY) attitudinal barriers seem to be more prevalent in smaller towns. (Advocacy and housing have to come together to educate and change attitudes.)

Ideas. The following ideas were raised:

- One person was able to use her Section 8 voucher in a building owned by her father. Usually, paying a family member is not allowed. However, an exception was made in this case (because her father was involved in her care).
- A statewide website with a listing of people willing to rent or with Section 8-friendly landlords should be created.
- We need an inventory of accessible housing. (DHS is required to do this by statute but has not done so.) In Massachusetts, a private agency compiles and lists all affordable, accessible housing in the state. In Maine, some local PHAs will give you a list of landlords but not a listing of available housing. (Lewiston-Auburn has done a survey and is listed on HUD’s best practices website.)
- People should get involved in the one-year and five-year planning process within the PHA, as a way of putting pressure on the PHA to address concerns.

- The lack of affordable housing crosses populations; people should look for coalitions for creating change.
- The government needs to think ahead and prevent housing crises, rather than waiting for the crisis to do something. (*E.g.*, Along the lines of spending money on teaching kids how to brush teeth so that you can save money on pulling rotten teeth out.)
- Explore ways of borrowing money without getting under too much regulation but still getting sweetheart deals (financing or tax incentives?).
- People need to be better educated about their rights, how to file complaints against a PHA to HUD. (Waterville has had to act because of a complaint to HUD.)
- Need to have public education on people's rights to accommodations and housing.
- Need to get better informed about what the PHA is legally obligated to do and hold them to it.
- People with disabilities need to get involved on PHA boards.
- Need more information about the section 8 program for buying houses.

scribe – Eileen Griffin

Networking focus group issues
From SILC Summit of May 25, 2001
Deb Gardner, facilitator

Discussion issues –

The group itself and the diverse representation in the focus group is an example of networking.

Ways we network now –

- What the focus group is doing
- Support groups, sort of like a neighborhood , not regional or even local. And certainly not national.
- Use people who attend various meetings with information and then attend lots of different groups and share that information.
- Try to have groups be in contact with each other.
- Service Providers could/should help with networking. They gain from it too.
- E-mail is great networking tool. [this option was referred to again and again in the focus group]
- Example of keeping in touch with other areas that address similar issues i.e. the “cemetery project”
- E-mail addresses the cost issue since it is “free” i.e. no phone charge.
- AbilityMaine uses e-mail and a list serve to try and keep people informed and networked.

--There was some discussion regarding those having e-mail vs. full Internet access.

--Discussion about the LinkMaine.org option as a website and networking option.

- E-mail is a “level” option between people with disabilities and people without disabilities and various types of disabilities.
- People who are not on-line still need to be included.
- Networking of information requires first hand information and not just trusting the marketing.
- Sharing information from regional and national resources, fairs, and conferences needs to happen.
- Information needs to be understandable by everyone, not just those people who are “in the know”.

- Networking between and among different disabilities may help us better understand each other's needs and unite us. Can also help advocate for each other.
- VII. Just because a person has a disability doesn't mean they understand all the issues of others.
- VIII. Single disability groups need to communicate amongst each other.
- IX. Newsletters are still useful
 - A. They are more readily accessible.
 - B. They can be saved and kept in front of you for later use.
- X. Face to face is still a good way to network but is costly and time consuming.
- XI. Need to have information available for those with cognitive disabilities.
- XII. LinkMaine lists public access to computers and the physical access to them.
- XIII. Network by using broad sources of information like LinkMaine, AbilityMaine and SILC newsletter.
- XIV. Use of "phone trees" isn't as prevalent. Internet has taken its place **BUT** it leaves some people out.

Specifically for SILC

- Discussion about using SILC membership as means to network.
- Prospect of providing reduced price or subsidy for computers and Internet instruction for people with disabilities.
- Newsletters still useful.
- Need to get together in conference, workshop, or other gathering once in awhile.

scribe – CART transcription edited by Dale Finseth

PERSONAL CARE ASSISTANCE (12 attended)
Facilitator - Dennis Fitzgibbons

DISCUSSION

- financial eligibility keeps people from receiving services they need - if they have too much money
- if spouse has a disability, how will they get services
- cognitive disabilities not eligible because of self-direction eligibility requirement even if they meet the financial eligibility
- need to let family members be pca's
- pca's pay is too low so there is a high turn over rate
- no choices
- consideration of spousal income presents a problem in the preservation of the family unit
- make waived pca service benefits available across disability groups
- no covered services at all for people with brain injuries
- people are in nursing homes that don't need to be there
- Medicaid not paying for preventative services i.e. grab-bars but rather they will pay for expensive surgeries for a hospital stay
- worker's comp needs to be available program wide
- need benefits for pca's (group health insurance/sick & holiday pay)
- reintroduce incentive like in the late 80's i.e. \$1,000 per year per consumer for pca benefits
- consumers require support in role as employer of pca's

RECOMMENDATIONS for SILC

- work for surrogate PCA services/mentoring for all types of disabilities as long as financial eligibility is met
- single point of entry for broad range of needed supports (better networking/coordination)
- streamline/make the eligibility process easier, like using common forms
- eligibility without impoverishment – buy-in without going broke - allow people to keep some resources/dignity (value driven system rather than financial driven)
- SILC should take a role in education of legislature, executive level of state government and public - involving more consumers - get \$'s into the governor's budget - bring in groups of consumers for more effective voice - be ready for class action suits if necessary
 - BE UNITED

scribe – Dot Bolton

Recreation and Social Opportunities focus group issues

From SILC Summit of May 25, 2001

David Webster facilitator

Discussion issues –

- funding and the expense is a barrier for many people with disabilities to using recreation and taking part in more social activities.
- people need to learn about existing opportunities and options they may not know about.
- options need to be age and interest appropriate. Just because people may live in a boarding home or have a similar disability doesn't mean they all want to do the same thing.
- the types of interests listed by the focus group ranged from sports to bean suppers. Also identified the desire to be involved with community groups that have common interests whether that is a historical group or a reading circle. But physical access and an inviting atmosphere are usually lacking.

Barriers

- transportation
- sometimes needed assistive technology
- money and funding to take part in the activities.
- physical access to the activity. Lack of ADA compliance. Particularly in New England with so many old historical structures, physical access can be a real problem.
- staff and business attitudes regarding people with disabilities and the need for accommodations.
- a more inclusive society and community attitude regarding people with disabilities.

There was then a lot of discussion about the State initiative to generate a recreation website that also focuses on general entertainment options
It will have various means and levels of determining accessibility

- self assessment
- informed opinion by trained consumers
- professional review

The professional will be the highest level of review.

Possible solutions or parts of the solution

- Design of the total environment i.e. physical, social, and attitudinal
- Information about existing options
- Public Education on issues of inclusion and access
- Need to coordinate efforts of those advocating for different needs, even if they sometimes seem to compete with each other.
- Enforceable ADA with possibly the Fire Marshall's office having more authority. Maybe the policies need improvement.
- People with disabilities need to be marketed as the experts on identifying need and access.
- Develop an accessibility planning packet for community activities.

VIII. Specifically for SILC

- Possible legislation or rule/policy modification at State level
- Provide expertise on accessible planning for community events.

scribe – CART transcription edited by Dale Finseth

TRANSITION (10 in attendance)

Facilitated by Larry Glantz

DISCUSSION

- services between youth and adult seriously lacking - not leaving youth with the tools they need
- find out dreams/aspirations of youth - what services will they need?
- find a way to use the arts to help with transition
- one participant shared about her 18 year old son now in a nursing home who still doesn't have technology that works to enable him to communicate; school can't find anyone to help them - no training available - only three years left in the system and worried about what happens next not to mention what's been going on until now; ed techs try to help but don't know either
 - where is technology (Bangor AT center)(Washington&Hancock county Coordinator of Transition)
 - where is the support to use the technology
 - what happens after child services expires
- need family/caregiver training
- use the IEP(Individualized Education Plan) to get the help; peer helper; due process
- it's not the parent's job to be the advocate
- new book in print now from state "Parents & Educators Guide to Assistive Technology
- BIGGER PICTURE - parents need to know where to go for information and service - for more knowledge to become effective advocates
- students could be advocates too
- where are the holes????
- rest for the parents (daytime services might be sufficient BUT what about the nights?)
- parents have to be persistent
- not enough trained professionals to meet the needs
- increase awareness that kids with disabilities have the same needs and wants as other children
- **youth leadership/peers because parents get tired and kids will listen to other kids; get this on the PET(Pupil Evaluation)**
- there are waiting lists for students to access adult services – this is being addressed by the Olmstead Work Group.
- Dept. Ed knows how many children exit each year - they know what services they are going to need. Has been difficult in past to get and use that data – Maine Committee on Transition has been leading this effort.

- the money needs to follow each child/young adult - to stay with them as they enter the adult services system. Their needs should then both drive and provide the funding support for the adult community services.

- **Public Law 345 1997 says schools need to plan for the release of children into the adult system**

- youth need to develop ability to make social connections when young so know how to do it later; they spend time mostly with older adults and don't have friends/peers - no more segregation/isolation

- housing options very limited, especially making choices with like peers & interests

- **where is assistance for parent to find education beyond high school for student; see students that have talent get done school and don't know where to go and how to use that later - it gets lost - use the talent as a transition tool**

- need a report card for colleges - how are colleges doing in providing courses for students with disabilities and not just access

- needs to be a different academic standard modified for those students to allow for a variety of different interpretations of success ; standards for teachers too

- after graduation with nothing to do and no choices or friends, obtain secondary disabilities - depression/health deteriorates

RECOMMENDATIONS for SILC

- promote PL 345

- set up system for student mentoring with similar issues with disability; identify adults to work with students after high school, also other students with and without disabilities

- education on range of services/resources and assistance to help the student's define and practice independence before she/he graduates and then he'll be ready when he gets there - don't reinvent for each child

- take advantage of the work incentives act to look for non-traditional ways to work, and well as to use new work incentives to increase education/training funding and options for each student

- redefine how the \$ travels with the student from child to adult services - \$'s go with the person not Dept. Ed to Adult services!

- need to find a way to take the label off the money so it becomes the student's \$ not the state's!

- redefine that funding for youth not as a cost/deficit but rather as an investment in someone for the future - in our youth - like we do in our employees, and understand how much larger the payoff is with employed adults who are actively involved with their community.

scribe – Dot Bolton

IX. Transportation Focus Group

X. SILC 2001 Summit, May 25, 2001, Augusta Civic Center

Facilitated by Jon McNulty, RTP, Portland

- XI.** Jon began the meeting by talking about RTP and the ADAPT program. ADAPT (Americans with DisAbilities ParaTransit) is a complementary paratransit system providing comparable service to Portland's public transit system, the METRO. ADAPT can charge no more than two times the fixed route fare, there are no limits on the number of trips and it can be used for any purpose. There is a maximum reservation time of 14 days in advance, although RTP requires only a reservation by 5 p.m. the day before. ADAPT also has an advisory committee comprising people with disabilities and has incorporated feedback from the advisory committee, providers, and others back into the way it does business.

The question came up as to why Bangor, Lewiston, Biddeford-Saco do not have a comparable program, since programs like ADAPT are required by the ADA when a community has a fixed route transit system that is not accessible.

Needs. The group identified a number of needs:

- *Availability.* Transportation systems like ADAPT are needed throughout Maine. More and more people with disabilities need transportation for jobs, health care, and recreation.

Jon explained that when the new AMTRAK train comes to Portland, every train will have at least one car that is wheelchair accessible. However, that will only benefit people traveling between Portland and Boston in the short term. He explained that the Department of Transportation has a long range planning project underway, called Explore Maine, that will build a commuter train system more extensively throughout Maine. Although the train will only come to more populated areas, bus service will connect outlying communities with the train. Explore Maine also includes ferry service. Explore Maine will be put in place over the next 10 to 15 years.

- *Flexibility.* Restrictions on how people use the transportation system make it difficult to exercise choice in health care providers, how to use one's time, etc. Medicaid only reimburses for medical appointments

and will only pay for out-of-state trips if the trip is to visit an out-of-state provider.

Jon talked about a program introduced at RTP. If a person has more than 3 medical appointments in a month, they can get a free Metro pass good for that month. They can use the pass any time for any purpose. This system will only work in cities with fixed routes, like Bangor, Biddeford-Saco, and Lewiston-Auburn and only works for people that can use the METRO. RTP issues 375-400 passes each month.

One member of the group can get transportation to visit her sister in Bangor but she is limited to one trip per month, which is very frustrating. Vouchers are limited in how they can be used, but cost \$20 each. Someone also mentioned that requiring advance reservations can be a problem if you forget to call.

- *Reliability.* Some people reported that drivers can be rude and unreliable. When a person has an appointment and the driver doesn't show up, the person with the appointment pays the consequences and is treated as the one who is unreliable. Also, a person who depends on others for transportation, is really depending on others for access to health care, jobs, and other important parts of life.
- *Coordination.* Jon explained that many different departments play a role in providing transportation services on the state level but that none of them communicate. The State depends on communication and coordination on the local level but should be doing it itself. Also, the regional transportation agencies need to link with the people they serve.
- *More information.* Many people do not know about the resources that are available.
- *Better funding for transportation services.* Transportation services are underfunded to meet the needs of people. More funding is needed to address the needs of the whole state, not just urban areas. Funding for transportation is about \$400,000 per year, which has not changed since 1979.
- *Better technology.* Jon suggested that some of the problems in services could be improved with better technology. For example, RTP

would like to be able to have an automatic callback system, that would automatically call and remind people about a trip they reserved. Also, GPS technology would provide some safety features, allowing emergency services to locate a van very easily.

- *Responsiveness to consumer interests.* People talked about the fact that people providing transportation services need to be better educated about the needs of the people they serve. For example, one person mentioned that she used to be an RTP passenger but had to stop using the vans because the tie-downs for wheelchairs were located in the back, where the ride was too bumpy and too hard on her body. Jon said RTP has recognized that problem because of the input of people affected. He said the tie-downs are located in the back for the drivers convenience but that they should be located where they will best serve passengers.

Two people also mentioned a scene they had witnessed on an airplane, where an elderly woman was directed to a seat many rows into an airplane, when she should have been given a seat in the front of the plane. She was clearly tired and in pain from having to go that far into the plane, and passengers in back of her were impatient. Also, the flight attendants were on opposite ends of the plane and would not have been able to reach her in the event of an emergency on the plane.

Jon said people with disabilities spend \$175 billion per year on travel worldwide. He thinks people in the transportation industry need to recognize that they can get more of that business if they are more responsive to people's needs.

Urban v. Rural. Many of the solutions discussed work only in urban areas. Rural communities do not have fixed route bus service or paratransit service in place. There is a "Family and Friends" program that pays for mileage (15¢/mile) but apparently many people don't know about it. Also, some provider organizations providing transportation services can be rude and unreliable. Because Maine is a very rural state, we need to think of every possibility.

People talked about relying on volunteer services. One person suggested having volunteer drivers drive vans and charge a minimal fee. Jon discussed the fact that volunteer services are the biggest source of transportation in rural areas. He said that in the current system, volunteers services are

subject to change. In a good economy, there are fewer volunteers because more people are employed for pay. Also, when gas prices go up the number of volunteers goes down because the reimbursement for mileage is shrinking relative to the volunteer's costs.

Someone mentioned that moving people into the community was not matched with the resources needed to support living in the community. "Communities of need," in which people with similar needs were close to each other and could support each other, were broken up and dispersed out into rural communities. However, without transportation services or other ways of connecting with peers, people are isolated.

Different Types of Disabilities. The group briefly discussed that transportation needs are different, depending on the type of disability, pointing out that making a van accessible for a physical disability does not make it accessible for someone with a mental health or cognitive impairment.

The group discussed one problem for people facing a mental health emergency. If it is determined that a person needs face-to-face counseling, the only way to get to the hospital is in an ambulance. For a person in a mental health emergency, being strapped down in an ambulance only makes the crisis worse.

Jon said that transportation providers need to see the whole person. If they serve people with a mental health need, they need to go to consumers and mental health providers and ask "how are we doing?" There needs to be collaboration across providers and departments within state government.

Ideas.

- *Link between transportation and housing.* Housing projects need to be planned with transportation in mind; links with the Department of Transportation and transportation providers need to be made. Jon said that every housing program has transportation funding available but this money goes unused because the Department of Transportation is not part of the process.
- *Using what's there.* Jon mentioned a couple of situations in which RTP was able to use existing resources creatively to figure out how to provide needed services on a very small budget.

Recommendations. Jon ended with the following thoughts:

- Look for partners who have a legitimate interest in transportation services. The group of potential partners would include people with disabilities, providers, etc., in addition to people who use or provide childcare and people who are elderly or serve elderly people.
- Become politically involved so that the Legislature hears and has a better understanding about the need for transportation services, and will provide better funding.
- Become involved in shaping the policy and services at the provider level. (*E.g.*, where the tie-downs on the van should be located.)
- Maine needs a long term outlook on the benefits of technology.

scribe-Eileen Griffin

A brief review of the SILC issues/needs survey to date.

as of 5/24/2001

The SILC is distributing a short survey via various means to help it identify

- 1) the "3 most important issues" for people with disabilities and
- 2) which are the "3 most under-met needs"

The survey was initially distributed via the internet to about 90-100 people. It was then distributed inside the first issue of the SILC newsletter, the Diz. Biz. That was distributed to about 650-700 people. It will also be used to collect opinions at by other means.

To date, I've received 84 responses. Some people forwarded copies to others they knew or worked with for them to respond.

Of those responding so far:

- 56% have a disability of some type
- 54% work with people with disabilities
- 25% have family members who have a disability

- 64% are women
- 36% are men

- 58% report having experience with a mobility impairment
- 30% report having experience with a hearing impairment
- 29% report having experience with a visual impairment
- 27% report having experience with a mental health impairment
- 32% report having experience with a cognitive impairment
- 14% report having experience with some "other" impairment
- 23% report having more than one disability type

- Only one of the respondents was 25 or younger.
- 48% of the respondents were in the 26-50 year old age range.
- 38% of the respondents were in the 51-65 year old age range.
- 11% of the respondents were older than 65.
- One respondent did not identify an age group.

People were asked questions about their use of services they considered independent living services regardless of whether they came from an IL Center or another organization.

- 48% reported currently using an il service from an IL Center.
- 50% reported currently using an il service from some organization other than an IL Center.
- 27% reported using il services from both an IL Center and some other organization.
- 30% reported that they currently did not use an il service.

They were also asked to identify if they knew how to request or if they had ever used the ILCenter Core Services of Peer Counseling, Advocacy, IL Skills Instruction, and Information & Referral.

40% used at least one of the IL Core services
61% knew how to request at least one of the IL Core services

Of the entire survey sample (n=84) –

51% knew how to request Peer Counseling
14% had used the service
49% knew how to request IL Skills Instruction
19% had used the service
49% knew how to request Advocacy, either individual or system advocacy
21% had used the service
61% knew how to request Information & Referral
39% had used the service

Of just those respondents with disabilities (56% of the respondents n=47)

64% knew how to request Peer Counseling
19% had used the service
62% knew how to request IL Skills Instruction
19% had used the service
57% knew how to request Advocacy, either individual or system advocacy
17% had used the service
70% knew how to request Information & Referral
40% had used the service

Of just those respondents who were family members (25% of the respondents n=21)

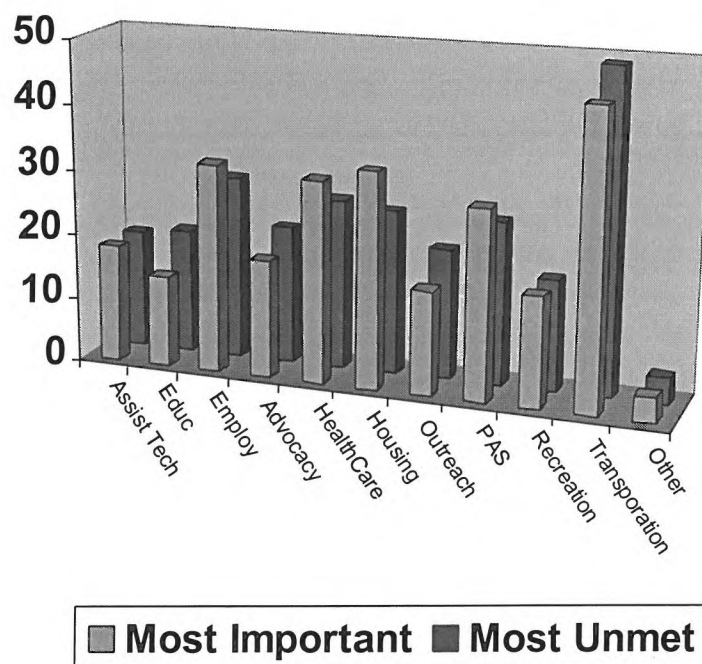
43% knew how to request Peer Counseling
24% had used the service
43% knew how to request IL Skills Instruction
14% had used the service
48% knew how to request Advocacy, either individual or system advocacy
29% had used the service
62% knew how to request Information & Referral
43% had used the service

Of those who work with people with disabilities (54% of the respondents n=45)

- 53% knew how to request Peer Counseling
- 13% had used the service
- 49% knew how to request IL Skills Instruction
- 18% had used the service
- 53% knew how to request Advocacy, either individual or system advocacy
- 27% had used the service
- 62% knew how to request Information & Referral
- 44% had used the service

Then people were asked to select from a list, the 3 most important issues for people with disabilities and the 3 most under-met needs for people with disabilities.

This question was complicated. I've been pleasantly surprised to learn that people actually made distinctions between the issues and unmet needs. Overall the same topics came to the top. But some variations were apparent.



XII.

Most Important Issues

Transportation was selected by 45 people; Housing by 33; Employment by 32; Health Care by 31; and Personal Assistance Services by 29. Then came Advocacy-18; Assistive Technology-18; Recreation-17; Outreach-16; and Education-14. Only 4 people selected Other.

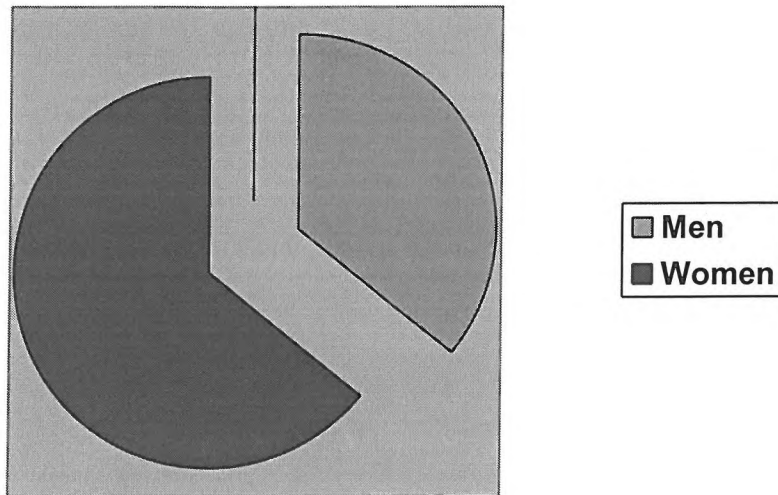
XIII. Most un-met needs

Transportation was selected by 49 people; Employment by 28; Health Care by 26; Housing by 25; and Personal Assistance Services by 25. Then came Advocacy-21;

Outreach-20; Education-19; Assistive Technology-18; and Recreation-17. Only 4 people selected Other.

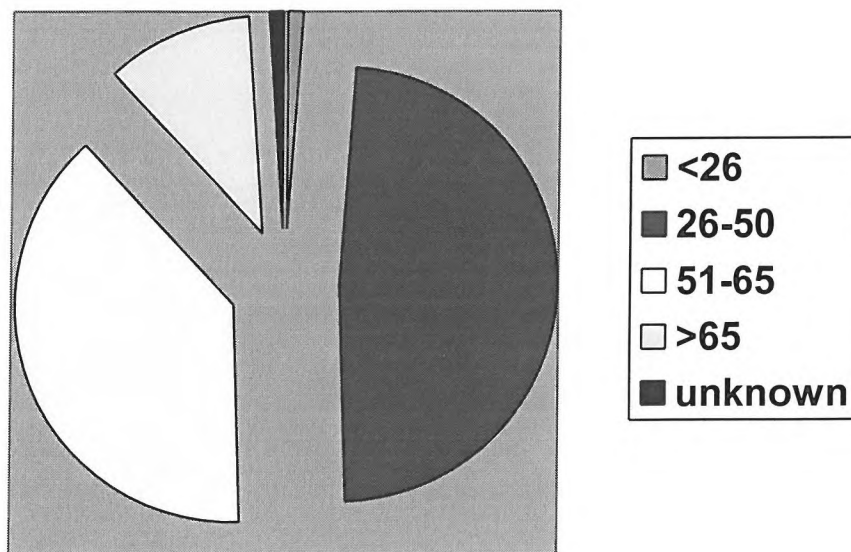
I have not analyzed the variations created by how each respondent ranked the issues. Most respondents did a very thorough job. However, while some respondents used 1-3 others selected 4 or 5 priorities and others simply selected their top 3 without distinguishing between #1, #2, and #3. A couple respondents simply marked them all making no distinction between any of the ten choices.

Sex of respondents



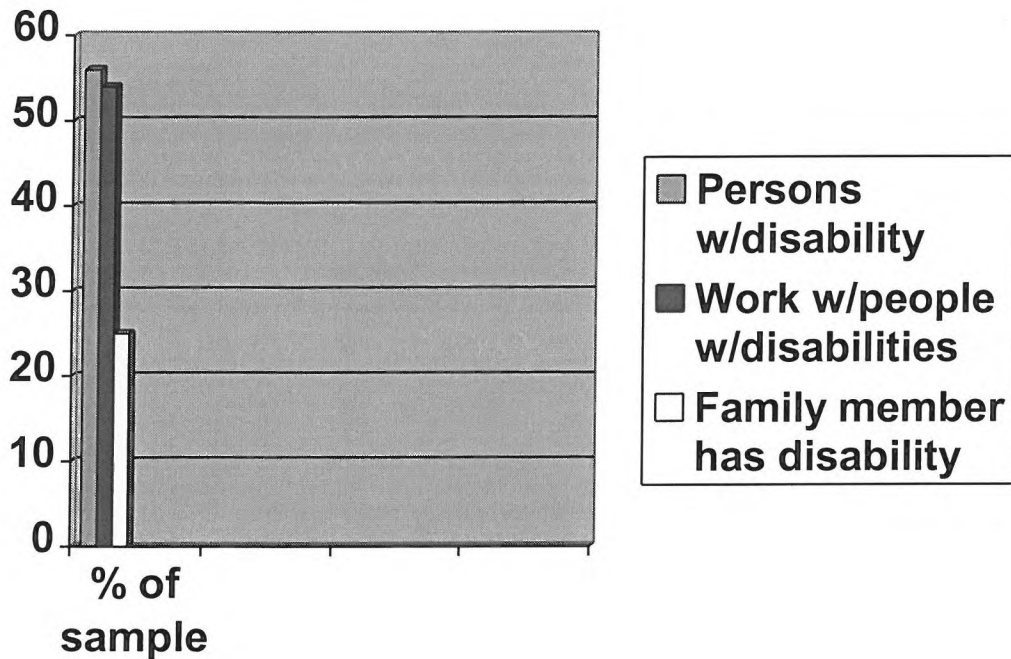
Of the 84 respondents, 54 were women and 30 were men.

Age of respondents

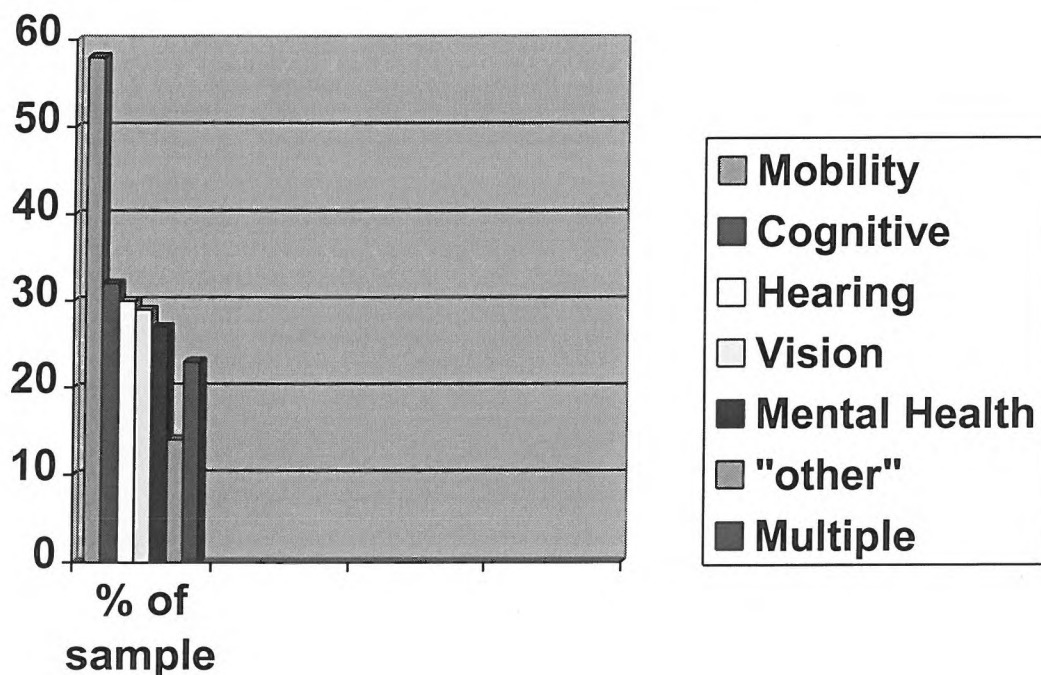


Only 1 person reported being younger than 26.
48% were 26 – 50 years old.
38% were 51 – 65 years old.
11% were older than 65.
One person did not report their age.

56% of the sample were people with disabilities. 54% worked with people with disabilities. And 25% had family members with disabilities. 31% of the people who work with people with disabilities also had a disability themselves.

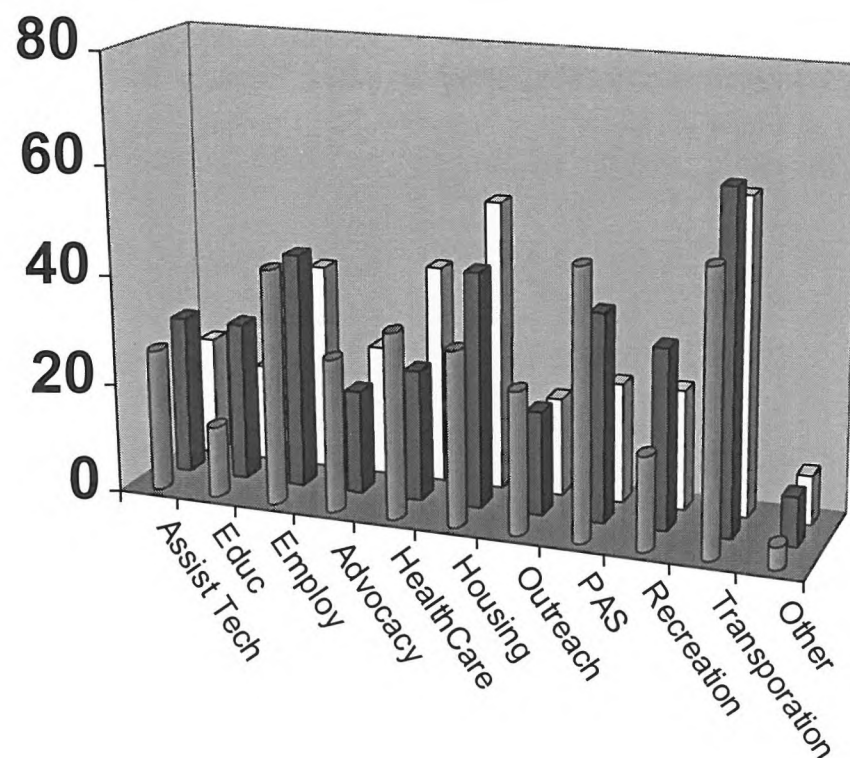


Of those with a disability, most had some sort of mobility impairment



This chart compares how the different groups judged the issues by their importance. Persons with disabilities do not feel Education nor Recreation are nearly as important as either family members or professionals do. People with disability believe Personal Assistance Services are far more important than either of the other two groups.

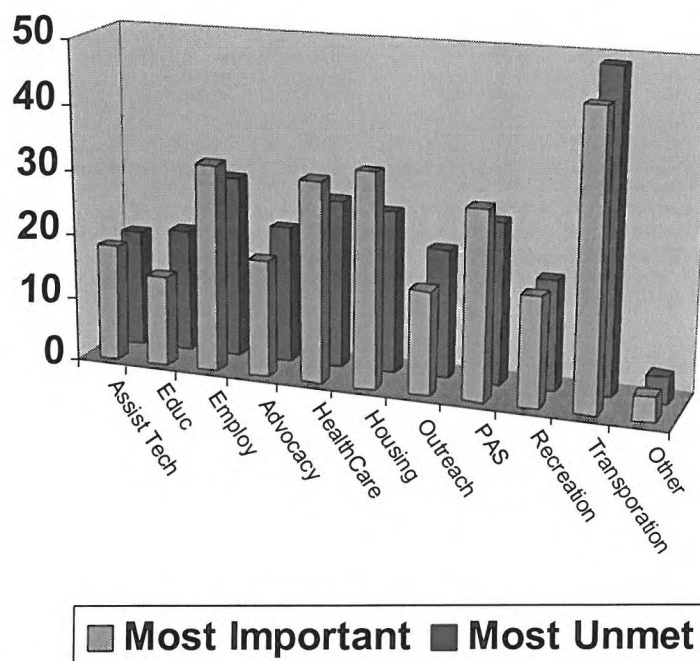
The SILC will be analyzing the differences much more carefully.



Most Important-disability
 Most Important-family
 Most Important-professional

Then people were asked to select from a list, the 3 most important issues for people with disabilities and the 3 most under-met needs for people with disabilities.

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✓ Consumer Satisfaction Survey
Executive Summary

Product of the
Maine
Statewide Independent Living Council

SILC

Survey of Independent Living Services
as provided by Independent Living Centers
July 2000

SILC Evaluation Committee

Laura Bell
Margaret Forbes
Blair Blaine

Executive Summary produced by Dale Finseth; SILC Ex. Director

Helaine Hornby, Evaluator

The Maine SILC prepared an IL consumer satisfaction survey during 1999 and 2000. Much of the work was done by the Evaluation Committee of the SILC. They hired and directed Hornby Zeller Associates of Portland, Maine to accomplish the survey. After hours of work and many revisions a complete report was produced for the SILC. The full report includes specific information about the methods and techniques used to carry out and prepare the survey. This document is an Executive Summary of the entire report.

Considerations when reviewing this Executive Summary:

- Both IL Centers in Maine had their consumers surveyed. (The Maine Independent Living Services and Alpha One)
- Many of the results are presented in a manner that compares how each of the IL Center's consumers responded.
- The survey sample size was fairly large with over 23% responding to the survey tool. Each IL Center had comparable response rates.
- Some questions and responses could be compared to the results of a similar but smaller IL consumer survey done in 1996. That comparison is discussed briefly in the larger report and very briefly at the end of this summary. The 2000 survey was substantially more sophisticated than the 1996 survey, as was the analysis of the results. The 2000 survey sample size (number of responses) was also substantially larger.
- The 2000 survey did not identify consumer opinions based on what service they received within each IL Center, only which IL Center they used. While consumers using different services within each IL Center may have had different opinions, that cannot be verified by this survey.

Some findings:

- While comparing 1996 results to 2000 results some items seem to raise concerns, however, the overall satisfaction of consumers remained the same or increased a bit. 84% of the 2000 respondents were very or somewhat satisfied with their services compared to 82% in 1996.
- Waiting on a waiting list seemed to be much more a problem for consumers in 2000 vs. the 1996 survey.
- Consumers do not have to travel very far for IL services. The vast majority received services while remaining at home. IL Center staff come to them.
- The large majority of consumers felt the IL services were either very helpful (~68%) or somewhat helpful (~19%). Only about 8% of the respondents felt the services were not at all helpful.

* It should be noted that since this survey was completed, the two IL Centers in Maine have consolidated into one organization and are no longer separate organizations.

Purposes of the survey

- Report on consumer satisfaction.
- Determine if differences exist among groups.
- Compare findings to previous SILC survey done in 1996.
- Make preliminary recommendations to SILC Council.

Response Rate

MILS	27%
Alpha One	22%
Overall	24%

Survey Results

The following report is a graphic presentation of the Consumer Satisfaction Survey that was done by the SILC during the year 2000. The entire report is approximately 50 pages long with further discussion of the results. It also includes copies of all the respondent's comments that were received; the actual questionnaire that people used, and some additional information. This Executive Summary is intended to provide a brief overview presented in a format of bar graphs.

From the comments collected by the survey two primary needs were identified. People were asked what services they most wanted and identified:

- Practical Living Supports/repairs
- Financial Help

A brief analysis of the results indicate the following:

Demographic Factors

30-39 year olds were less satisfied

30-39 year olds were less independent

Males were less satisfied, equally independent

People with physical disabilities were more satisfied, and more independent

Overall Strengths

Staff understand disabilities

Staff treat people well

Traveling was/is not a problem

Areas of Concern

Decline since 1996 in nearly all aspects

One-third wait months for service

People with other than physical disabilities are less satisfied

Not an abundance of service choice

More help needed with concrete items: practical living supports, repairs, assistance

Recommendations

Share report with IL Centers: why service decline?; what can be done?

How to increase speed after assessment?

How to increase concrete supports?

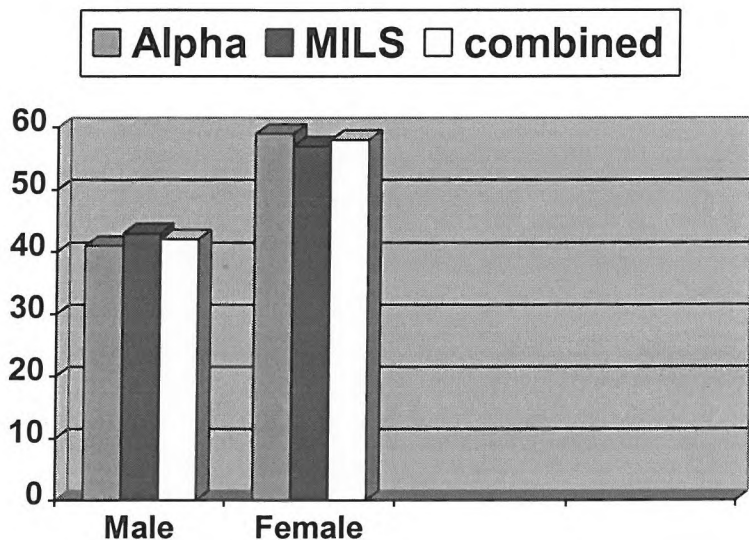
How to improve services to 30-39 year olds?

How to improve services to people with non-physical disabilities?

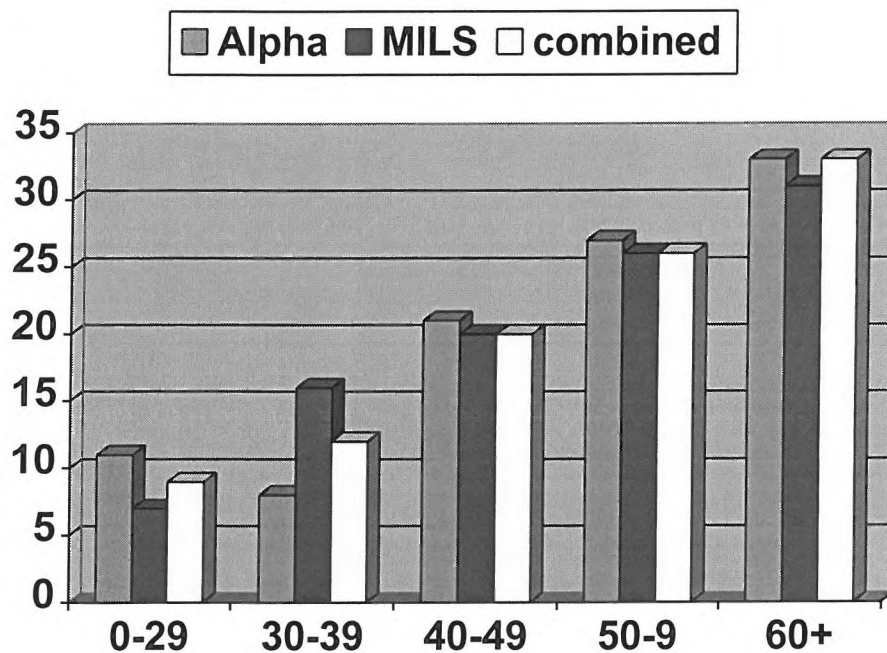
A brief and simple comparison of the 1996 consumer satisfaction results and the 2000 consumer satisfaction results is at the end of this Executive Summary.

Gender of Respondents (%)

(Based on overall population served by IL Centers and applied to sample)



Age (%)



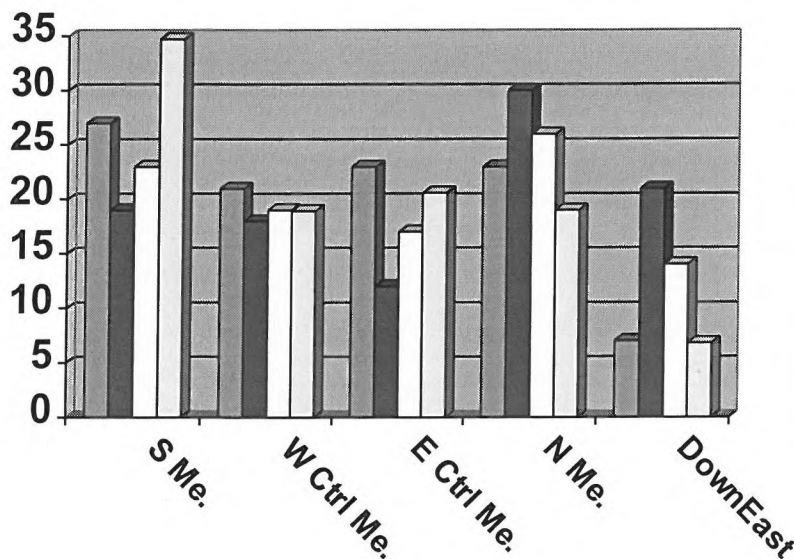
The graphs above compare the sex and age distributions for each of the IL Centers and then show the same distribution when you combine all the respondents. While similar in most cases, Alpha One served a greater percentage of younger respondents while MILS served a greater percentage in the 30-39 age range.

Where do you live in the State?

Respondents identified what county they lived in. For purposes of this graph counties have been grouped as follows:

Southern Maine	York and Cumberland counties (34.7% of population in 7/1/99)
West Central Maine	Oxford, Androscoggin, Franklin, and Somerset counties (18.9% of pop.)
East Central Maine	Sagadahoc, Lincoln, Knox, Waldo, and Kennebec counties (20.6% of pop.)
Northern Maine	Penobscot, Piscataquis, and Arroostook counties (19.0% of pop.)
DownEast Maine	Hancock, and Washington counties (6.8% of pop.)

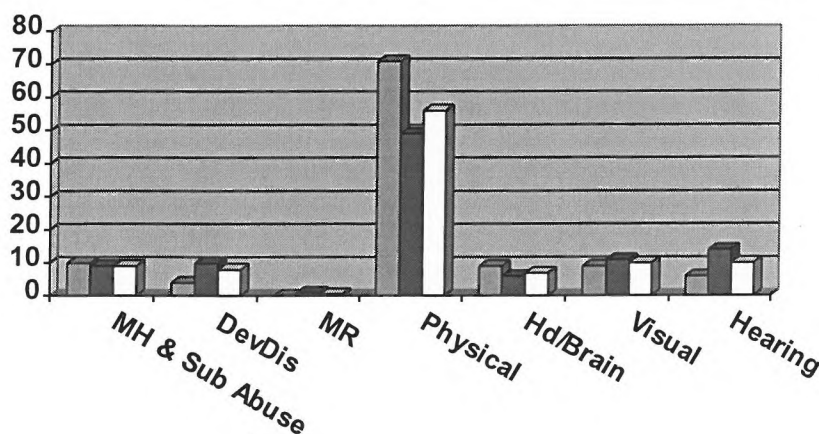
■ Alpha ■ MILS □ combined □ % of State population



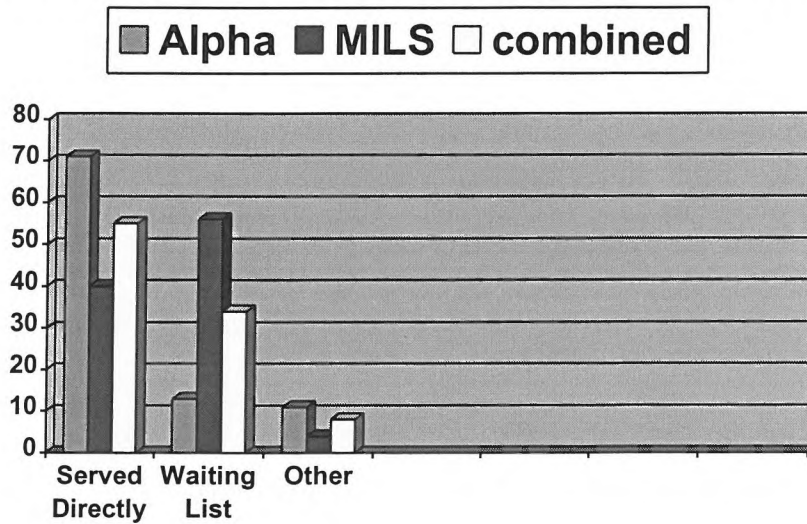
This graph compares the geographic distribution of the consumers from each IL Center., then combines all the responses to show the distribution of all those who responded, and finally compares that to Maine's geographic distribution of population.

Disability (% of respondents indicating they had this type of disability)
(Respondents could select all that applied to them so some people indicated more than one disability)

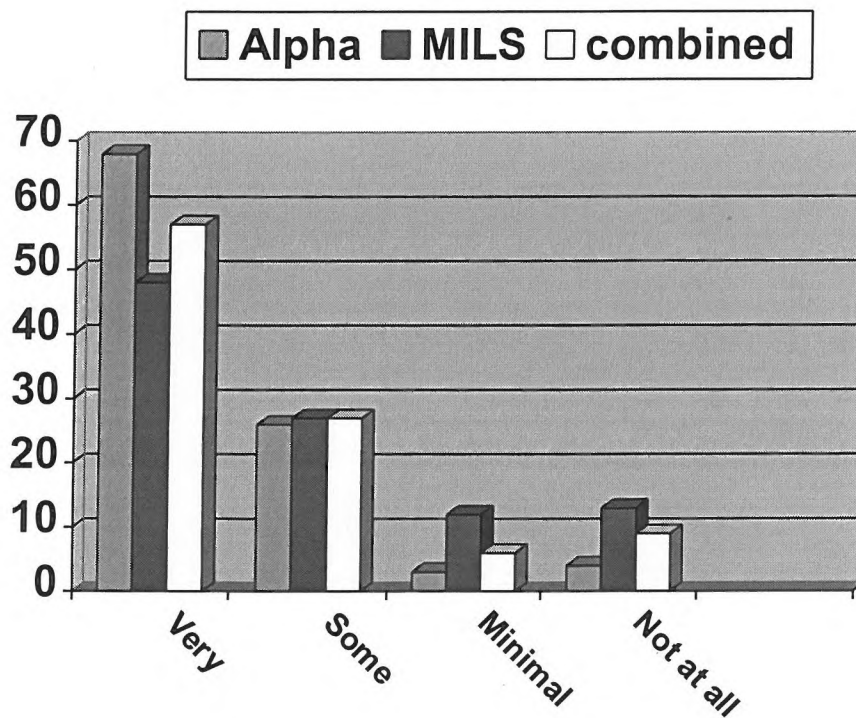
■ Alpha ■ MILS □ combined



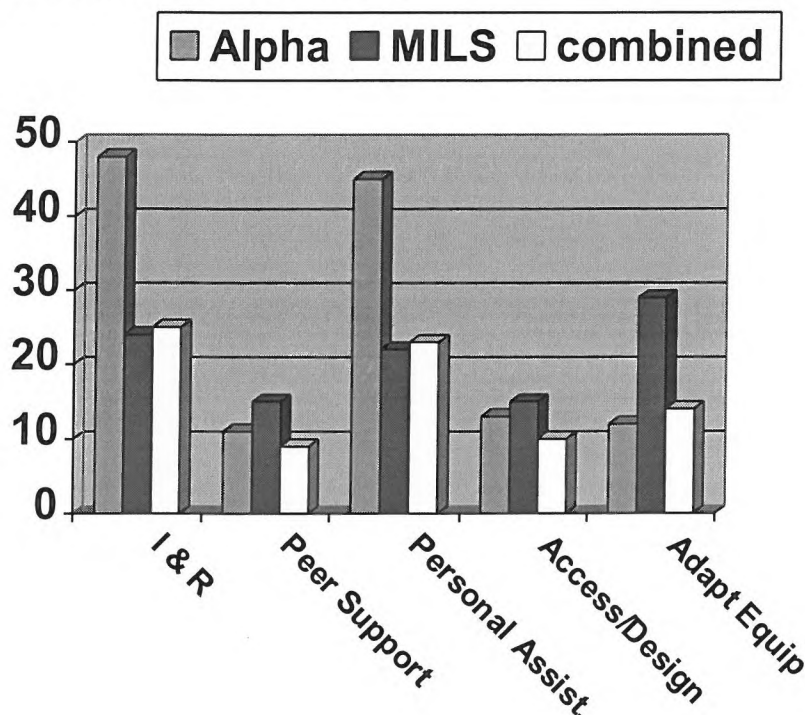
What was the Initial Response to Your Request for Services? (%)



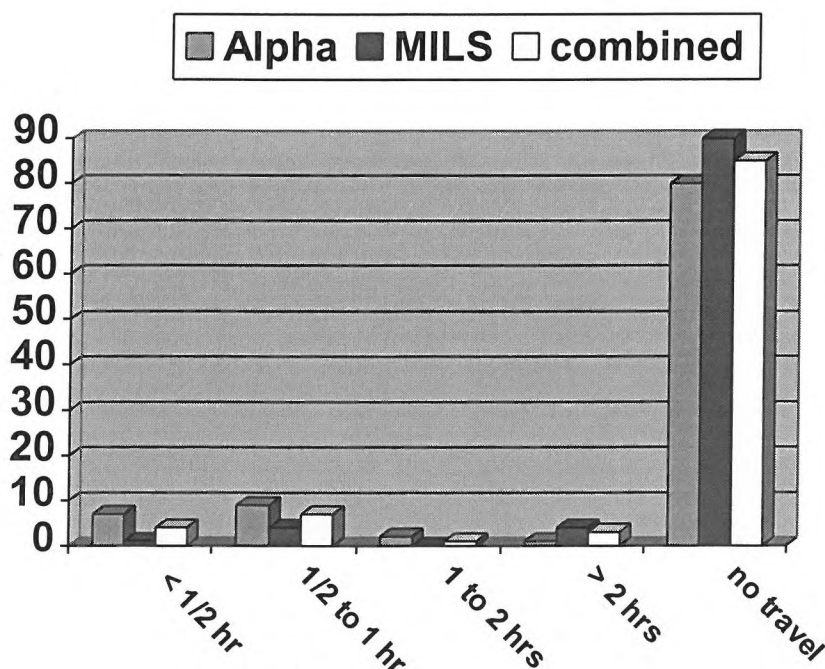
Was Information Useful? (%)



What Type of Services Do/Did You Receive? (%)
(Respondents were able to identify all that applied to them and add to the list. Not every type of service used is graphed here. The most used services are identified below)

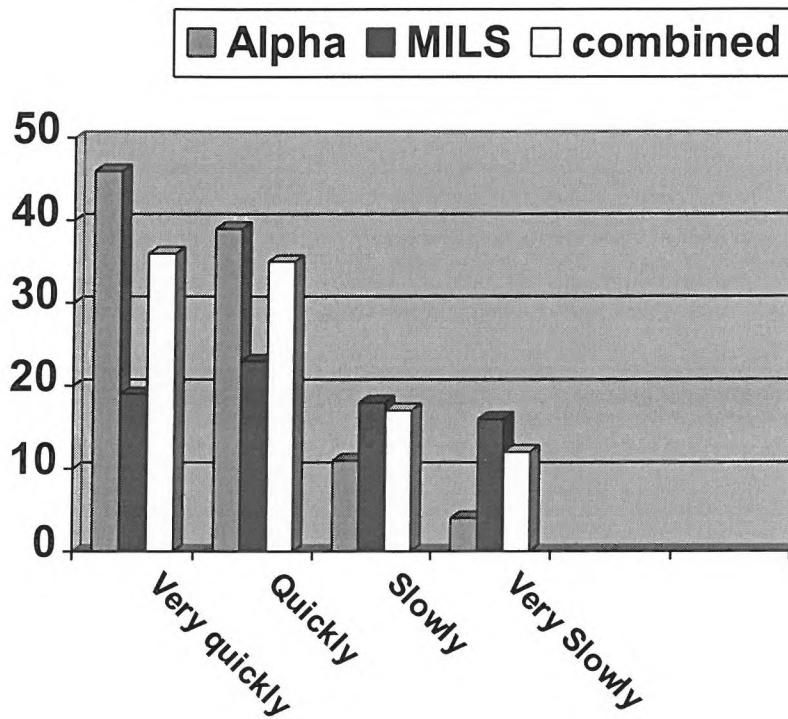


How Long Did You Travel to Receive Services? (%)



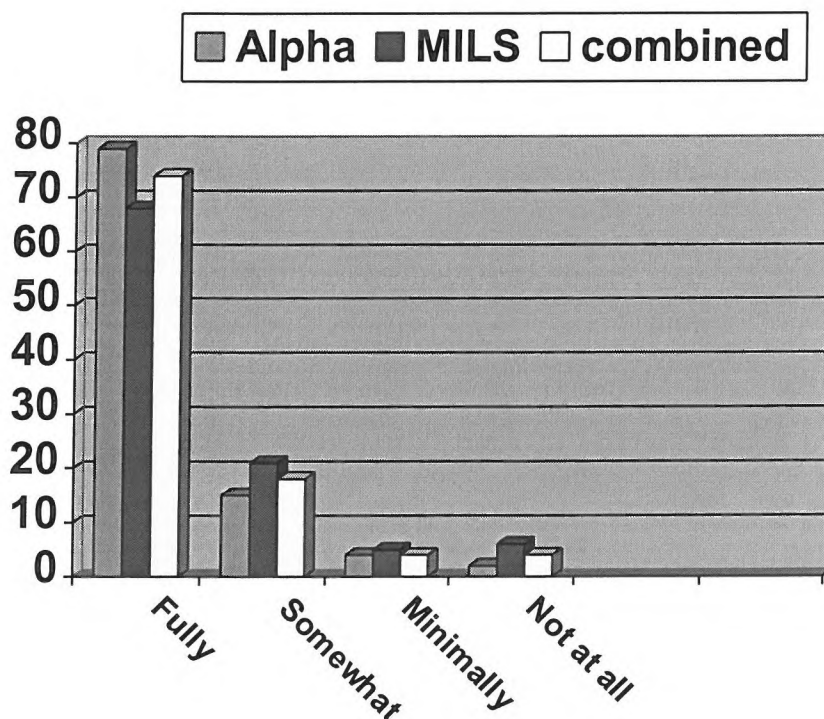
This graph clearly indicates that people tend to get their IL Services delivered to them in their own homes and do not choose or need to travel in order to receive services.

How Quickly Were Services Received? (%)

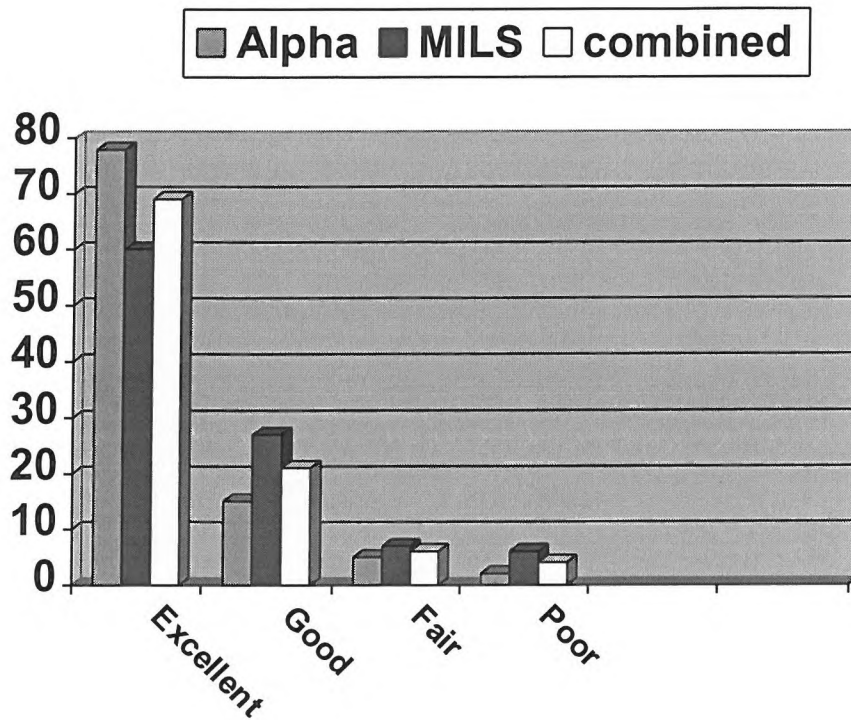


Responses to this question clearly identify people's unhappiness with being placed on a waiting list. While not all the respondents used IL services that required a waiting list, those that used the ILS Program from MILS were always on a waiting list for some period of time, sometimes a long time.

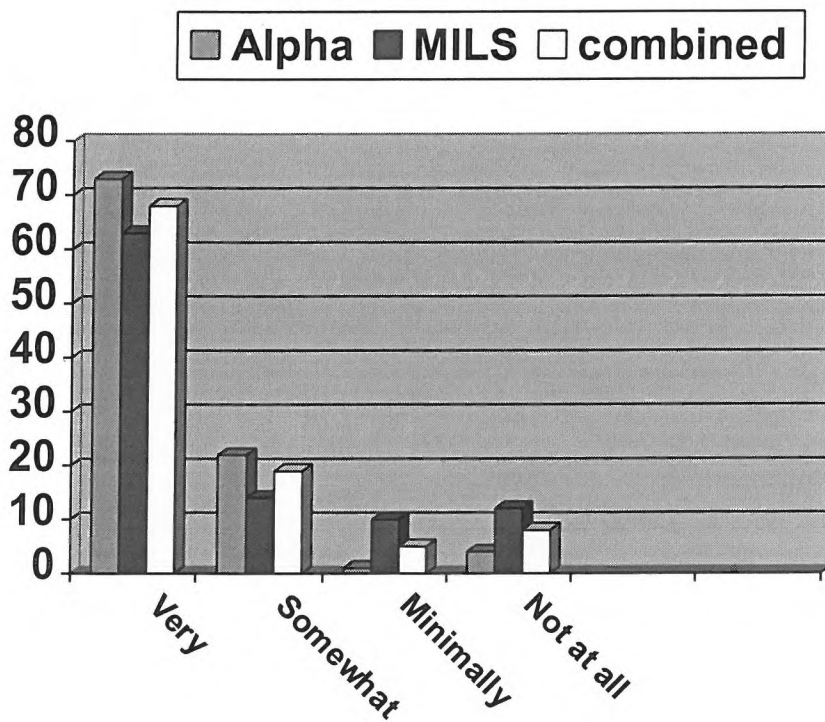
Did the Staff Understand Your Disability? (%)



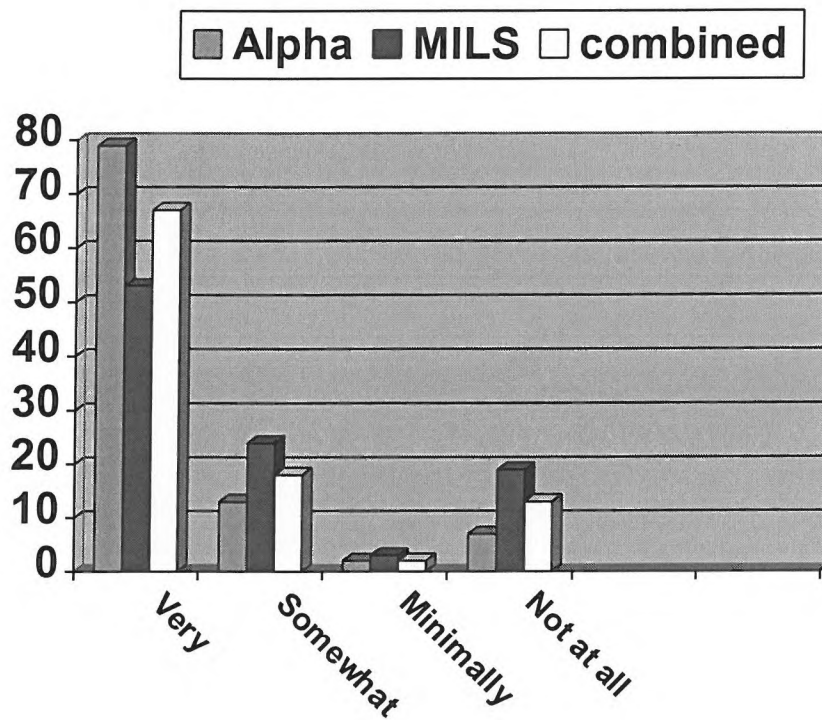
How Well Were You Treated? (%)



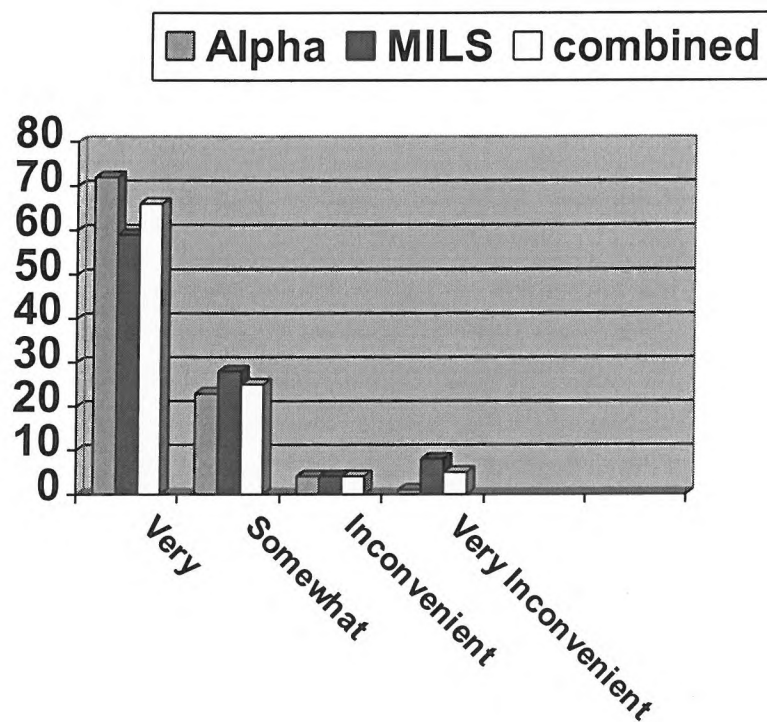
Were the Services Useful? (%)



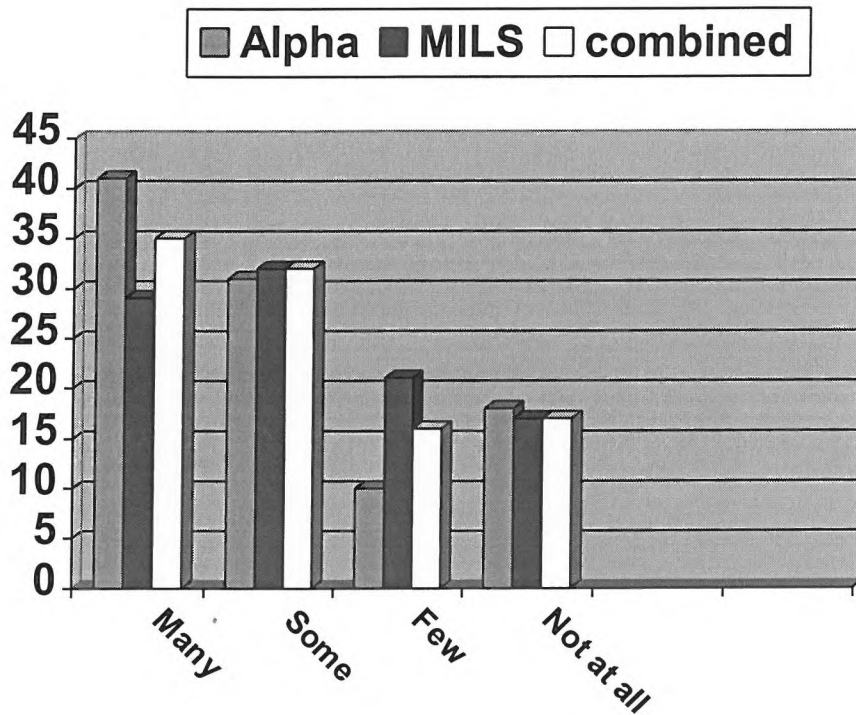
Were the Services Accessible? (%)



Were the Services Provided at Convenient Time? (%)

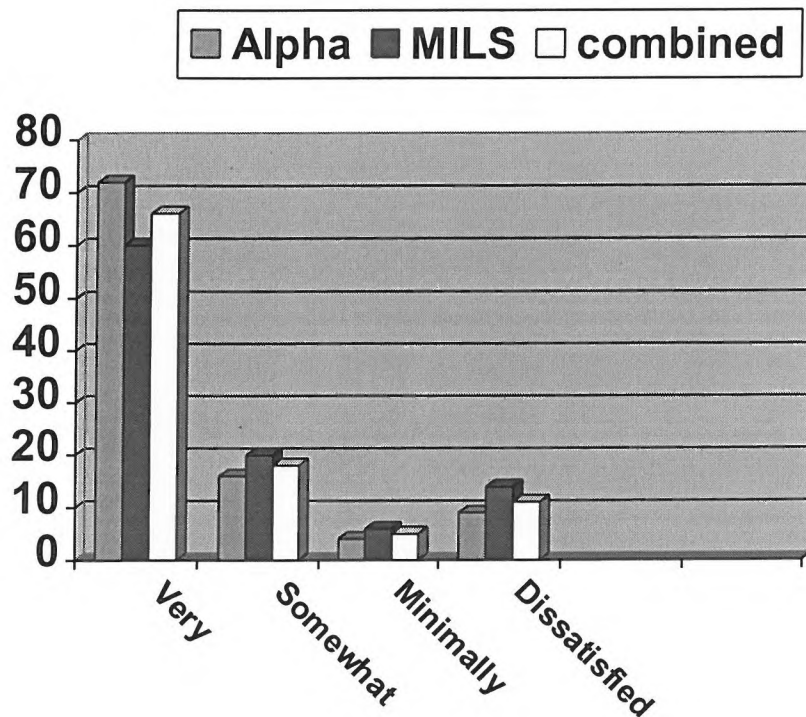


Choices of Services Offered (%)

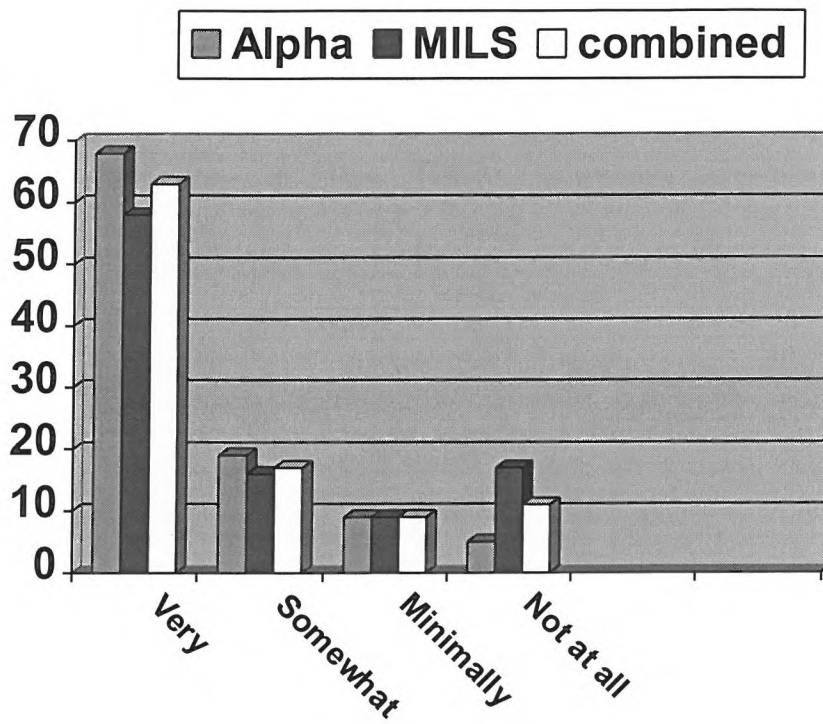


This question asked if people felt they were offered many choices of IL services.

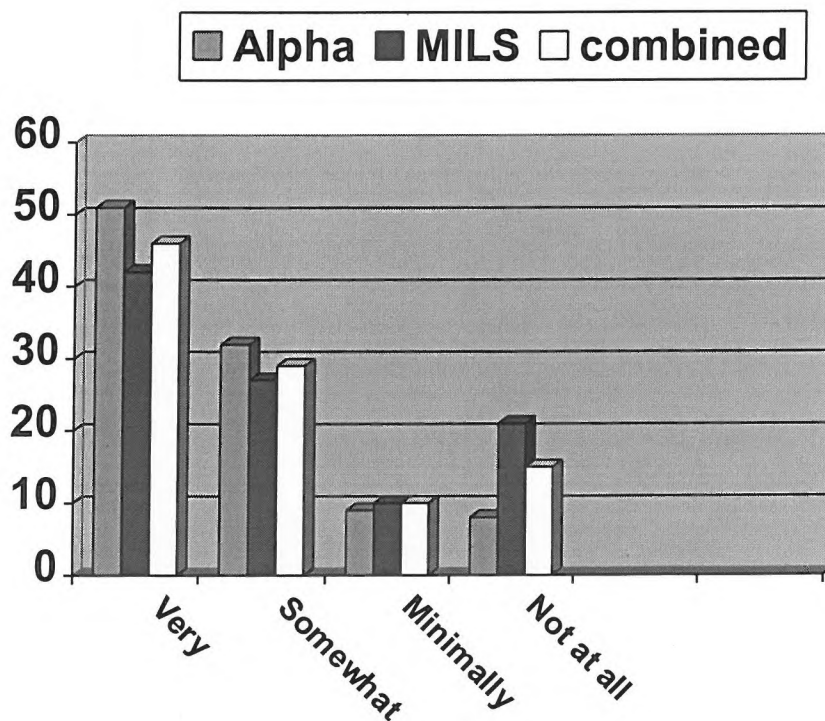
Were You Satisfied with the Services? (%)



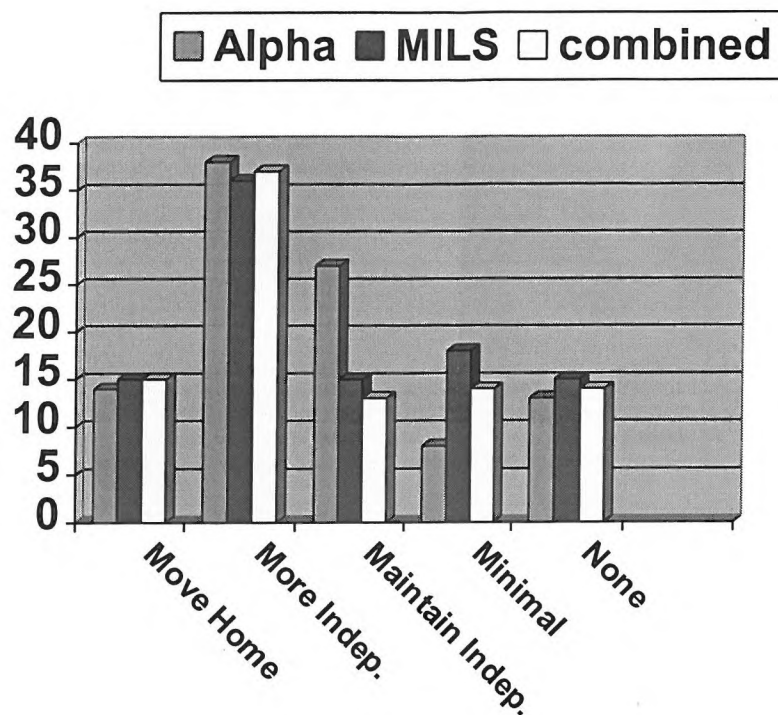
Were the Services Individualized? (%)



Are You More Independent as a Result of Services Received? (%)



How Do You Believe You Are More Independent? (%)



The following is an effort to compare similar responses from a consumer satisfaction survey done in 1996 to the responses in this 2000 survey.

Comparisons between 1996 survey and 2000 survey for similar questions.

	1996	2000		
	combined	Alpha One	MILS	combined
Quick Service	89%	85%	55%	71%
Treated w/Dignity	95%	93%	86%	90%
Rights explained	90%	76%	64%	79%
Given Choices	82%	72%	61%	67%
Overall satisfaction	82%	88%	80%	84%
Dissatisfied	8%	9%	14%	11%
More Independent	88%	83%	69%	76%