

Subtitle B Self-Advocate Training and Information Center Grant Program

Sec. 608 FINDINGS.—

(1) Negative attitudes and discrimination prevent youth and adults with intellectual and developmental disabilities from having equal opportunities in housing, employment, education, health care, transportation, recreation, child care, early intervention, quality assurance and the right to receive services and supports in the community which are basic rights important to every American.

(2) Since 1978 Parent Information and Training Centers to have been funded to improve the lives of children with developmental disabilities. This is an historic opportunity to establish centers governed and run by youth and adults with developmental disabilities that include a majority of people with intellectual disabilities.

(3) Self-advocates (people with intellectual and developmental disabilities) are in the best position to know what policies, services, supports and programs are needed to overcome discrimination against people with intellectual and developmental disabilities.

(4) Self-advocates (people with intellectual and developmental disabilities) play an important role in protecting the rights of their brothers and sisters with disabilities.

(5) Self-advocates (people with intellectual and developmental disabilities) aggressively work for policies and programs to give people the freedom to choose where and how they want to live and with whom they want to live. However choices are limited because individuals with intellectual and developmental disabilities lack information about funding for community services in their State. Many individuals do not have the opportunity to make an informed choice about if and where they can live in non-segregated places.

(6) Self-advocates (people with intellectual and developmental disabilities) have the right to choices and the right to make their own decisions. And the right to choose who they want to support them to make their own decisions.

(7) Self-advocates (people with intellectual and developmental disabilities) work aggressively for the elimination of waiting lists for community-based services and waivers, which deny their rights to live in the most integrated setting. They will also work for a true determination of the needs of people with developmental disabilities in the many states claiming not to have a waiting list even though many self-advocates continue to live with their aging parents.

(8) Self-advocates (people with intellectual and developmental disabilities) need information and training on disability rights so they can obtain the services and supports they need to access housing, education, employment and appropriate health care and other services in the community (defined as towns or cities where other citizens without disabilities live, work and pay taxes).

(9) In order to promote needed changes in policies and increase access to appropriate services and supports self-advocates (people with intellectual and developmental disabilities) require opportunities for leadership and advocacy training provided by people with disabilities.

(A) Self-advocates (people with intellectual and developmental disabilities) empowered by experience and training can participate in their communities and on a national level and develop the skills necessary to advocate by themselves, for themselves and for their peers on a local, state, regional and national level.

(B) Self-advocates (people with intellectual and developmental disabilities) require opportunities for leadership development by speaking before large groups, acquiring skills through peer mentoring, grass roots organizing, learning about the legislative process and how laws are made, educating legislators, developing laws and by becoming active in self-advocacy groups run by their peers.

(C) Self-advocates (people with intellectual and developmental disabilities) need to connect with other self-advocates with disabilities so they can learn from each other, gain disability pride and advocate for choice, self-determination, consumer-directed services and consumer-driven services.

(D) Self-advocate support groups can lead to personal empowerment by sharing their experiences with discrimination, relationships, disability,

sexuality, attitudes towards disability, isolation, employment and supports and services, assertiveness, rights and responsibilities, decision-making and other issues.

(E) Self-advocates (people with intellectual and developmental disabilities) working together can overcome labels, end discrimination, demand respect and access to the same rights as people without disabilities, the right to live with whom they choose in their own homes in the community. Community is defined as a town or city where citizens without disabilities live, work and pay taxes.

(F) Self-advocates (people with intellectual and developmental disabilities) need role models in leadership with diverse backgrounds to develop culturally competent programs, materials and leaders of all races, gender, sexual orientation, religion and economic backgrounds, who respect and reach out to all individuals with disabilities in their communities.

(10) If self-advocates (people with intellectual and developmental disabilities) receive leadership and advocacy training, positive outcomes will result for their peers and all citizens of the United States.

(A) Self-advocates (people with intellectual and developmental disabilities) will change negative attitudes, eliminate stereotypes, advocate for services that support independence, teach parents to let go, learn about disability culture, and the history of the self-advocacy and independent living movements.

(B) Self-advocates (people with intellectual and developmental disabilities) will promote appreciation in the community of the strengths and similarities of all individuals while honoring their differences.

(C) Self-advocates (people with intellectual and developmental disabilities) will learn how to effectively access services to support their choices, create systems change by using the media and working on issues such as civil rights, community organizing, ensuring voting rights and actively participating in community life.

(D) Self-advocates (people with intellectual and developmental disabilities) and their families will empower people with disabilities who have been overlooked, or and who cannot access appropriate services and supports.

(E) Self-advocates (people with intellectual and developmental disabilities) who are employed in various professions will serve as mentors for other self-advocates.

(11) Self-advocates (people with intellectual and developmental disabilities) should be trained for positions in the highest levels of government and private industry, where they can be responsible for the funding decisions that impact individuals with disabilities.

(A) Information and Training Centers for Self-Advocates (people with intellectual and developmental disabilities) will provide individuals with intellectual and developmental disabilities with information on employment opportunities in government and the private sectors including internships, summer employment, fellowships, the Federal Management Internship Program, and on transition from school to work in addition to scholarship programs providing funding for higher education.

(B) Information and Training Centers for Self-Advocates (people with intellectual and developmental disabilities) will provide peer mentoring as well as information on leadership programs in the federal government and in private industry.

Sec. 609 PURPOSES

(a) AUTHORIZATION.-- The Secretary shall make grants on a competitive basis, in accordance with the provisions of this subtitle, for Self-Advocate Information and Training Centers for youth or adults with intellectual and developmental disabilities to offer training and information that enables themselves-advocates to become leaders in their schools and communities and on the national level, increases their knowledge of disability rights and participation in planning, decision-making, and policy-making and the development of public policies that impact individuals with developmental disabilities.

(b) TYPES OF TRAINING PROVIDED THROUGH GRANTS. -- Self-advocates (people with intellectual and developmental disabilities) will receive training and information to develop and build advocacy skills, engage in self-determination activities, create systems change, expand their circles of support, and their own ideas of what they are capable of

achieving and to empower them to lead full independent and productive lives in their communities.

(c) TYPES OF INFORMATION PROVIDED THROUGH GRANTS. -- Self-advocates (people with intellectual and developmental disabilities) will receive information and support that encourages them to stay in school, develop rewarding careers as they move from school to work and effectively access community services. Self-advocates will gain knowledge and skills related to self-determination, independent living, establishing and maintaining equal relationships with friends, co-workers, intimate partners, and their children, supports and services for employment and education, abuse prevention, de-institutionalization, assistive technology, vocational training, supports for families and improving access to services and supports to ensure inclusion integration to increase productivity.

(d) TYPES OF TECHNICAL ASSISTANCE PROVIDED THROUGH GRANTS.--Self -advocates (people with intellectual and developmental disabilities) and organizations that work with self-advocates will receive coordinated technical assistance and information from organizations that employ and are governed by at least 80% will be people with developmental disabilities that include a majority of people with intellectual disabilities to develop centers and programs that increase the number of self advocates that are fully participating in their communities in all areas including employment, education, leadership development and independent living.

Sec. 610 DEFINITIONS.—

1) CULTURALLY COMPETENT.-The term "culturally competent", used with respect to services, supports, or other assistance, means services, supports, or other assistance that is conducted or provided in a manner that is responsive to the beliefs, interpersonal styles, attitudes, language, and behaviors of individuals who are receiving the services, supports, or other assistance, and in a manner that has the greatest likelihood of ensuring their maximum participation in the program involved.

(2) SELF-ADVOCATE. – an individual with an intellectual and developmental disability.

(3) SELF-DETERMINATION ACTIVITIES. -The word "self-determination" means individuals with intellectual and developmental disabilities (given support if needed by people they choose), have

(A) the ability and opportunity to communicate and make personal decisions;

(B) the ability and opportunity to communicate choices and exercise control over the type and intensity of services, supports, and other assistance the individuals receive;

(C) the authority to control resources to obtain needed services, supports, and other assistance;

(D) the opportunity to participate in, and contribute to, their communities; and

(E) the support, including financial support, to advocate for themselves and others, to develop leadership skills, through training in self-advocacy, to participate in coalitions, to educate policymakers, and to play a role in the development of public policies that affect individuals with developmental disabilities.

Sec. 611 GRANT INFORMATION —

(a) WHO CAN APPLY FOR A GRANT — To be eligible to receive a grant an entity or organization shall be —

(1) a private or public non-profit organization which employs and is governed by at least 80% of people with developmental disabilities including a majority of people with intellectual disabilities which empowers self-advocates, other than an institution of higher education; or

(2) a consortium of such organizations or entities.

(b) APPLICATION REQUIREMENTS. —

(1) To be eligible to receive a grant under this subtitle, an eligible entity shall provide to the Secretary an application that meets the deadlines, and

provides information that is required for this grant application, including a description of -

(A) The role of the organization or entity in empowering individuals with intellectual and developmental disabilities.

(B) A proven track record of at least 5 years of meeting the needs of individuals with intellectual and developmental disabilities by working on disability rights through an existing statewide self-advocacy organization that has a network of established community self-advocacy groups run and led by people with developmental disabilities including a majority of people with intellectual disabilities.

(C) The capacity to create and maintain up to date materials for self-advocates with intellectual and developmental disabilities.

(D) Activities and outcomes related to at least three of the eight areas of emphasis in the DD Act (employment, education, housing, recreation, health, child care, transportation, and quality assurance).

(E) A structure for information and referrals for youth and emerging leaders with intellectual and developmental disabilities and parents of youth and emerging leaders, as well as adult self-advocates and service providers.

(F) The capacity to develop people first language using easily understandable web-based materials and to promote safe use of the internet.

(G) Collaboration with local self-advocacy groups (with members who have developmental disabilities including a majority of individuals with intellectual disabilities), centers for independent living, parent information and training centers, as well as other organizations, groups, agencies, and foundations interested in leadership development and self-advocacy, including faith-based and community organizations.

(H) A network with community and national leadership development programs and organizations.

(2) A description of how the Center will offer –

(A) Opportunities for youth and emerging leaders and other self-advocate leaders (people who have developmental disabilities including a majority of individuals with intellectual disabilities), to be employed by the Information Training Center for Self-advocates. The Information Training Center will employ at least 80% people with developmental disabilities including a majority of individuals with intellectual disabilities.

(B) Activities for building the capacity of other groups and organizations to include and support youth and emerging leaders and adult leaders (people who have developmental disabilities including a majority of individuals with intellectual disabilities).

(C) Activities for identifying and promoting opportunities for self-advocates with intellectual and developmental disabilities to participate in community events and activities to develop their civic skills and community awareness.

(D) Mentoring opportunities, particularly for emerging leaders, (people who have developmental disabilities including a majority of individuals with intellectual disabilities) to prepare them for careers, community involvement, independent living, and leadership roles.

(E) Compliance with the Americans with Disabilities Act, where applicable, and section 504 of the Rehabilitation Act of 1973 as amended by the Rehabilitation Act Amendments of 1998.

(3) IMPLEMENTATION PLAN.--The application must also include an implementation plan for demonstrating the services of the information training center with criteria and processes for selecting the targeted self-advocates (people who have developmental disabilities including a majority of individuals with intellectual disabilities) and the community to be served by the center.

(4) EVALUATION.--Applications must also include criteria for establishing and measuring the outcomes of the center including--

(A) A description of operations and procedures relating to the following:

(i). Outreach to and recruitment of youth and emerging leaders and adults with developmental disabilities including a majority of people with

intellectual disabilities, interested in self-advocacy and leadership development;

(ii) Information and referral systems for youth and emerging leaders, parents of individuals with intellectual and developmental disabilities, adult self-advocates and community organizations with an interest in self-advocacy and leadership development (including faith-based organizations);

(iii) Training and mentoring plans for self-advocates with intellectual and developmental disabilities annually; and

(iv) Ensuring the confidentiality of personal information while protecting the safety of at-risk youth and emerging leaders and other self-advocates.

(5) OTHER APPLICATION REQUIREMENTS.— The application shall also include –

(A) Staffing patterns and staff requirements;

(B) Organizational chart for the center;

(C) Space and equipment requirements; and

(D) A budget

Sec. 613. SELECTION CRITERIA. -In awarding a grant under this subtitle the Secretary shall give priority to an entity submitting an application that-

(a) specifies that individuals who participate in information training center programs will be individuals with developmental disabilities that includes a majority of people with intellectual disabilities who are broadly representative of the population to be served including low-income individuals; and

(b) proposes a Center to governed by a board made up of at least 80% people with developmental disabilities that includes a majority of people with intellectual disabilities.

(c) indicates at least 80% of people working at the centers will be people with developmental disabilities that includes a majority of people with intellectual disabilities.

(d) submitted by an existing statewide self-advocacy organizations that have a network (active for at least 5 years) of established community self-advocacy groups run and led by people with developmental disabilities including a majority of people with intellectual disabilities.

Sec. 614 CORE FUNCTIONS OF A CENTER.--The core functions of a Center for self advocates with intellectual and developmental will be to provide information, support, training and advocacy.

(a) STRATEGIES.--This assistance shall be provided primarily through peer advocacy and mentoring.

(b) OUTCOMES.--The outcomes are to improve the lives of people with intellectual and developmental disabilities through:

(1) Disability awareness and development of self-advocacy and empowerment on a personal level;

(2) Increase participation in local, statewide, regional and national self-advocacy groups

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(3) Provide training on disability rights, self-advocacy and other issues of concern to individuals with intellectual and developmental disabilities;

(4) Develop leadership through advocacy, training and information;

(5) Support individuals intellectual and developmental and their groups to achieve advocacy outcomes; and

(6) Assist individuals with intellectual and developmental disabilities to access services and support necessary to stay in school and become employed and live full productive independent lives. Peer advocates or mentors will assist students in person-centered goal planning and training in speaking up for themselves.

(c) INFORMATION - Peer advocates or mentors will assist Center participants in gaining information related to what community resources are available to make sure that individuals with disabilities are fully included in their community and that they have control over their own lives. This includes providing training on legal rights related to disability and information on community supports and services that enable individuals with intellectual and developmental disabilities to reach their personal goals.

(d) SUPPORT - Peer advocates and mentors will offer emotional support and share information with self-advocates. Peer advocates/mentors will assist self-advocates with intellectual and developmental in their efforts to learn the self-advocacy skills necessary to help their peers face the challenges of advocacy and working through the service system to ensure full participation in their communities. Peer advocate/mentors will be chosen by the person. Support will be provided to strengthen and expand the existing statewide network of community self-advocacy groups lead by people with intellectual and developmental disabilities including a majority of people with intellectual disabilities.

(e) TRAINING. A Center will be provide a Leadership Development Institute. This will provide people with developmental disabilities that includes a majority of people with intellectual disabilities with the skills and knowledge they need to assume important leadership and advisory roles at the national, state, and local levels. Another key component is working with youth with intellectual and developmental disabilities. Peer advocates and mentors will work with students of all ages who will learn how to make their own decisions, advocate for what they want in their lives and work with their peers to form self-advocacy groups.

(f) ADVOCACY - Peer advocates, mentors, and coordinators will help Center participants to effectively advocate for their individual needs, to advocate for themselves and their peers and work together as a self-advocacy group to create communities that truly include people with intellectual and developmental disabilities. Activities will improve the lives of people with intellectual and developmental disabilities through public education on disability issues about the positive contributions of people with intellectual and developmental disabilities in their communities highlighting the capabilities, skills and leadership of people with intellectual

and developmental disabilities. There will be outreach efforts to religious and community leaders to work for the full inclusion of all of its citizens. Self-advocates will engage in community organizing, work to ensure people have productive and active lives as they age And they will celebrate their heroes and heroines as they educate communities and collect people's success stories.

(g) COLLABORATION - Centers will demonstrate a commitment to collaborating with the Developmental Disability network organizations including the DD Councils, Protection & Advocacy, and University Centers on Excellence. The Self-Advocate Information and Training Centers will:

(1) make every effort to reach out and solicit the involvement of the DD Network organization;

(2) offer support to the DD networks on the development and implementation of their 5-year plans;

(3) work with the DD Networks to insure that the goals of the DD Act are met;

(4) assist in the facilitation of the active involvement of people with intellectual and developmental disabilities on the DD Network councils and boards;

(5) provide a service of technical assistance on effective practices on how to include people with intellectual and developmental disabilities at meetings and conferences;

(6) provide a service of technical assistance to insure that information distributed by the DD Networks is easily understood and accessible to people with intellectual and developmental disabilities;

(7) ensure that self-advocates with developmental disabilities including a majority of individuals with intellectual disabilities will receive training and information to assist them in meeting their goals in preparing to live independent adult lives;

(8) provide participants with training and information on disability rights, self-advocacy, independent living, employment, internships, fellowships,

education and scholarships in order to develop the skills necessary to become leaders and productive members of their communities;

(9) enable individuals with intellectual and developmental disabilities to participate in peer mentoring;

(10) ensure that self-advocates with intellectual and developmental disabilities will gain culturally competent leadership skills and advocate for community services and supports. Centers will coordinate with the nation's leadership development programs to assist them in become inclusive to all minorities including individuals with mental and physical disabilities which are developmental disabilities.

(11) encourage individuals with intellectual and developmental disabilities to join with other minority leadership groups for leadership development and public policy education;

(12) provide students with intellectual and developmental disabilities with easily accessible information on funding for education advocacy, independent living and leadership development; and

(13) form support groups to encourage individuals with intellectual and developmental disabilities to speak up for their goals, find their voice, play an active role in their transition planning, explore ways to continue their education, and understand their rights to post secondary education.

Sec. 616 Governance.--

Each Center funded under this subtitle shall have or establish a board of directors on which --

(1) 80% will be self-advocates with developmental disabilities including a majority of people with intellectual disabilities;

(2) includes individuals with expertise in the intellectual and developmental disabilities field and in disability rights, self-advocacy, independent living, transition from school to work; and

(3) reflects a membership that is culturally diverse based on the state(s) demographics make up.

Sec. 617 Reports.—A Center funded under this subtitle shall annually report to the Secretary on –

(1) the number and locations of self-advocates with intellectual and developmental disabilities who were provided with information and training by the center in the prior fiscal year;

(2) the effectiveness of outreach to self-advocates with intellectual and developmental disabilities including the unserved and underserved –

(A) the number of self-advocates with intellectual and developmental who became employed or

(B) who are in educational, leadership or internship programs as a result of involvement with the Center.

Sec. 618 AUTHORIZATION OF APPROPRIATIONS.--There are authorized to be appropriated to carry out this subtitle such sums as may be necessary for each of fiscal years 2009 through 2013.