



OMB Approval No.: 0980-0162

Expiration Date: pending

PADD Project Performance Report

For Year FY2018

I. Demographics

A. Individuals Served

* - Required field

What to Count	Number
1. Individuals served as of October 1 (Carried over from previous FY)*	30
2. Additional individuals served during the year*	75
3. Total individuals served during the year (Add lines A1 and A2)*	105
4. Individuals with more than one (1) intervention opened/closed FY*	8
5. Individuals served as of September 30 (Carry over to next FY; <= A3)*	23

B. Problem Areas/Complaints of Individuals Served

* - Required field

ProblemAreas/Complaints of Individuals Served	Number
1. Abuse*	
1. Inappropriate Use of Restraint & Seclusion*	3
2. Involuntary Treatment*	0
3. Physical, Verbal, & Sexual Assault*	6
4. Excessive Medication*	0
5. Financial Exploitation*	1
6. Other*	0
Total Abuse	10

ProblemAreas/Complaints of Individuals Served	Number
2. Access to Administrative or Judicial Processes*	0
3. Access to Records*	0
4. Advance Directives*	0
5. Architectural Accessibility*	2
6. Assistive Technology*	
1. Augmentative Communication Devices*	0
2. Durable Medical Equipment*	0
3. Vehicle Modification/ Transportation*	0
4. Other*	0
Total Assistive Technology	0
7. Aversives (including ECT)*	0
8. Civil Commitment*	0
9. Criminal Justice*	0
10. Custody/Parental Rights*	0
11. Education*	
1. FAPE: IEP/IFSP Planning/ Development/ Implementation*	15
2. FAPE: Discipline/ Procedural Safeguards*	22
3. FAPE: Eligibility*	5

ProblemAreas/Complaints of Individuals Served	Number
4. FAPE: Least Restrictive Environment*	15
5. FAPE: Multi-disciplinary Evaluation/Assessments*	0
6. FAPE: Transition Services*	3
7. Other*	4
Total Education	64
12. Employment Discrimination*	
1. Benefits*	0
2. Hiring/Termination*	0
3. Reasonable Accommodations*	0
4. Service Provider Issues*	0
5. Supported Employment*	0
6. Wage and Hour Issues*	0
7. Other*	0
Total Employment Discrimination	0
13. Employment Preparation*	0
14. Financial Benefits*	
1. SSDI Work Incentives*	0
2. SSI Eligibility*	0

ProblemAreas/Complaints of Individuals Served	Number
3. SSI Work Incentives*	0
4. Social Security Benefits Cessation*	0
5. Work Related Overpayments*	0
6. Welfare Reform*	0
7. Other Financial Entitlements*	0
Total Financial Benefits	0
15. Forensic Commitment*	0
16. Government Benefits/Services*	1
17. Guardianship/Conservatorship/ Substitute Decision Maker*	6
18. Home & Community Based Services including Discharge Planning Transition Follow-up*	18
19. Healthcare*	
1. General Healthcare*	1
2. Medicaid*	0
3. Medicare*	0
4. Private Medical Insurance*	0
5. Other*	0
Total Healthcare	1
20. Housing*	

ProblemAreas/Complaints of Individuals Served	Number
1. Accommodations *	0
2. Architectural Barriers*	0
3. Landlord/Tenant*	0
4. Modifications*	0
5. Rental Denial/ Termination*	0
6. Sales/Contracts/ Ownership*	0
7. Subsidized Housing/ Section 8*	0
8. Zoning/Restrictive Covenants*	0
9. Other*	0
Total Housing	0
21. Immigration*	0
22. Juvenile Justice*	2
23. Neglect*	
1. Failure to Provide Necessary or Appropriate Medical Treatment*	1
2. Failure to Provide Necessary or Appropriate Mental Health Treatment*	0
3. Failure to Provide Necessary or Appropriate Personal Care & Safety*	3
4. Other*	0

ProblemAreas/Complaints of Individuals Served	Number
Total Neglect	4
24. Post-Secondary Education*	0
25. Non-Medical Insurance*	0
26. Privacy Rights*	1
27. Public Accommodations*	3
28. Rehabilitation Services*	
1. Communication Problems*	0
2. Conflict About Services To Be Provided*	0
3. Individual Request Information*	0
4. Non-Rehabilitation Act*	0
5. Private Providers*	0
6. Related to Application/ Eligibility Process*	0
7. Related to IWRP Development/ Implementation*	0
8. Related to Title I of ADA*	0
9. Other Rehabilitation Act-related problems*	0
Total Rehabilitation Services	0
29. Suspicious Death*	1
30. Transportation*	

ProblemAreas/Complaints of Individuals Served	Number
1. Air Carrier*	0
2. Paratransit*	1
3. Public Transportation*	0
4. Other*	1
Total Transportation	2
31. Unnecessary Institutionalization including identification and assessment*	2
32. Voting*	
1. Accessible Polling Place/ Equipment*	0
2. Registration*	0
3. Other*	0
Total Voting	0
33. Other*	0
34. Total Complaints	117

C. Gender of Individuals Served

* - Required field

Gender	Number
1. Female*	28
2. Male*	77

Gender	Number
3. Total	105

D. Living Arrangements of Individuals Served

* - Required field

Living Arrangement	Number
1. Independent*	6
2. Parental or Other Family Home*	87
3. Community Residential Home for Children/Youth (0-18 Yrs)*	0
4. Community Residential Home for Adults*	1
5. Non-Medical Community Base Residential Facility for Children and Youth*	0
6. Foster Care*	0
7. Nursing Homes, Including Skilled Nursing Facilities (SNF)*	1
8. Intermediate Care Facilities (Icf)*	1
9. Public And Private General Hospitals including Emergency Rooms*	0
10. Public Institutional Living Arrangement*	5
11. Private Institutional Living Arrangement*	2
12. Psychiatric Wards (Public or Private)*	0
13. Jail*	2
14. State Prison*	0

Living Arrangement	Number
15. Federal Detention Center*	0
16. Federal Prison*	0
17. Veterans Administration Hospital*	0
18. Other Federal Facility*	0
19. Homeless*	0
20. Unknown*	0
Total	105

E. Reasons for Closing Individual Intervention Files

* - Required field

Reasons for Closing Individual Advocacy Case File	Number
1. Number of Closed Cases in Which Client's Objective Was Partially or Fully Met*	56
2. Other Representative Found*	4
3. Individual Withdrew Complaint*	10
4. Services Were Not Needed Due To Client's Death or Relocation*	5
5. P&A Withdrew Because Individual or Client Would Not Cooperate*	6
6. Individual's Case Lacked Merit*	2
7. Individual's Issue Not Favorably Resolved*	1
8. Appeal(s) Unsuccessful*	3

Reasons for Closing Individual Advocacy Case File	Number
Total	87
Reason for Closing Individual Investigation File	
1. Complaint Was Withdrawn*	0
2. Other Appropriate Entity Investigating*	0
3. P&A withdrew because Individual or Client Would Not Cooperate*	0
4. Investigation completed*	6
Total	6

F. Intervention Strategies Used in Serving Individuals

* - Required field

Individual Advocacy	Number
1. Self-Advocacy Assistance*	37
2. Limited Advocacy*	24
3. Administrative Remedies*	17
4. Negotiation*	2
5. Mediation/Alternative Dispute Resolution*	1
6. Litigation*	6
Total	87
Individual Investigation Service	

Individual Advocacy	Number
7. Investigation	6
Total	93

G. Age Range of Individual Served

* - Required field

Range	Number
1. 0-2*	0
2. 3-5*	3
3. 5-10*	28
4. 11-22*	54
5. 23-64*	20
6. 65 & Over*	0
Total	105

H. Primary Disability of Individuals Served

* - Required field

Primary Disability	Number
1. Absence of Extremities*	0
2. Acquired Brain Injury*	1
3. ADD/ADHD*	0

Primary Disability	Number
4. AIDS/HIV Positive*	0
5. All Other Disabilities*	0
6. Autism*	49
7. Auto-immune (non-AIDS/HIV)*	0
8. Blindness (Both Eyes)*	0
9. Cancer*	0
10. Cerebral Palsy*	10
11. Deafness*	0
12. Deaf-Blind*	0
13. Diabetes*	0
14. Digestive Disorders*	0
15. Epilepsy*	0
16. Genitourinary Conditions*	0
17. Hearing Impaired (Not Deaf)/ Heard of Hearing*	0
18. Heart & Other Circulatory Conditions*	0
19. Intellectual Disability*	38
20. Mental Illness*	0
21. Multiple Sclerosis*	0
22. Muscular Dystrophy*	1

Primary Disability	Number
23. Muscular/Skeletal Dystrophy*	0
24. Orthopedic Impairments*	0
25. Other Emotional/Behavioral*	0
26. Other Visual Impairments (not blind)*	0
27. Neurological Disorders/Impairments*	2
28. Respiratory Disorders/Impairments*	0
29. Skin Conditions*	0
30. Specific Learning Disabilities (SLD)*	0
31. Speech Impairments*	2
32. Spina Bifida*	2
33. Substance Abuse (Alcohol or Drugs)*	0
34. Tourette Syndrome*	0
35. Traumatic Brain Injury (TBI)*	0
Total	105

I. Racial and Ethnic Diversity of Individuals Served

* - Required field

Race/Ethnicity	State %	Individual Advocacy #	Individual Advocacy %
1. Hispanic/Latino (of any race) *	7.60	2.00	1.90

Race/Ethnicity(NOT Hispanic/Latino)	State %	Individual Advocacy #	Individual Advocacy %
2. American Indian/ Alaskan Native *	1.00	0.00	0.00
3. Asian *	1.60	0.00	0.00
4. Black/African American *	15.70	29.00	27.62
5. Native Hawaiian/ Other Pacific Islander *	0.30	0.00	0.00
6. White *	72.50	71.00	67.62
7. Two or more races *	2.10	0.00	0.00
8. Race/Ethnicity Unknown *	0.00	3.00	2.86

J. Groups Served

* - Required field

What to Count	Number
1. Group cases/projects still open at October 1 (Carried over from prior FY(s))*	1
2. New group cases/projects opened during the year*	15
3. Total group cases/projects worked on during the year (Add lines I1 and I2)*	16
4. Total group cases/projects as of September 30 (Carry over to next FY)*	5
5. Group cases/projects targeted at serving racial/ethnic minority(ies)*	0
6. Total # of individuals potentially impacted by the line I.J.3 projects/cases	12000

K. Problem Areas/Complaints of Groups Served

* - Required field

Problem Area/Complaint	Number
1. Abuse*	1
2. Access to Administrative or Judicial Processes*	2
3. Access to Records*	0
4. Advance Directives*	1
5. Architectural Accessibility*	0
6. Assistive Technology*	0
7. Aversives (including ECT)*	0
8. Civil Commitment*	0
9. Custody/Parental Rights*	0
10. Education*	1
11. Employment Discrimination*	0
12. Employment Preparation*	0
13. Financial Benefits*	0
14. Forensic Commitment*	0
15. Government Benefits/Services*	0
16. Guardianship/Conservatorship/ Substitute Decision Maker*	2
17. Home & Community Based Services including Discharge Planning Transition Follow-up*	3

Problem Area/Complaint	Number
18. Healthcare*	1
19. Housing*	0
20. Immigration*	0
21. Neglect*	0
22. Post-Secondary Education*	0
23. Non-Medical Insurance*	0
24. Privacy Rights*	2
25. Rehabilitation Services*	0
26. Suspicious Death*	0
27. Transportation*	0
28. Unnecessary Institutionalization including Identification and Assessment *	3
29. Voting*	0
Total	16

L. Living Arrangements Targeted by Groups Interventions * - Required field

Living Arrangement	Number
1. Independent*	3
2. Parental or Other Family Home*	2

Living Arrangement	Number
3. Community Residential Home for Children/Youth (0-18 Yrs)*	0
4. Community Residential Home for Adults*	0
5. Non-Medical Community Base Residential Facility for Children and Youth*	0
6. Foster Care*	0
7. Nursing Homes, Including Skilled Nursing Facilities (SNF)*	2
8. Intermediate Care Facilities (Icf)*	0
9. Public And Private General Hospitals including Emergency Rooms*	0
10. Public Institutional Living Arrangement*	5
11. Private Institutional Living Arrangement*	0
12. Psychiatric Wards (Public or Private)*	0
13. Jail*	0
14. State Prison*	0
15. Federal Detention Center*	0
16. Federal Prison*	0
17. Veterans Administration Hospital*	0
18. Other Federal Facility*	0
19. Homeless*	0
20. Not Applicable - Intervention not Focused on a Particular Living Arrangement*	4

Living Arrangement	Number
Total	16

M. Reasons for Closing Group Cases/Projects

* - Required field

Reason	Number
1. Concluded Successfully*	4
2. Concluded Unsuccessfully*	2
3. Other*	5
Total	11

N. Intervention Strategies Used in Group Cases/Projects

* - Required field

Intervention Strategy	Number
1. Abuse and Neglect Investigation*	0
2. Systemic Litigation*	1
3. Educating Policymakers*	3
4. Other Systemic Advocacy*	12
Total	16

O. Age Ranges Targeted by Interventions for Groups

* - Required field

Focus	Number
1. Group Cases/Projects Focused on Children Approximately 0-2 yrs. old*	0
2. Group Cases/Projects Focused on Children Approximately 3-5 yrs. old*	0
3. Group Cases/Projects Focused on Young People Approximately 5-10 yrs. old*	1
4. Group Cases/Projects Focused on Young People Approximately 11-23 yrs. old*	3
5. Group Cases/Projects Focused on Adults Approximately 23-64 yrs. old*	7
6. Group Cases/Projects Focused on Seniors Approximately 65 yrs & older*	0
7. Not Applicable - Intervention Not Focused on Any Particular Age Range Grouping*	5
Total	16

P. Race/Ethnicity of Groups Served

* - Required field

Race/Ethnicity	Number
1. Hispanic/Latino (of any race)*	0
2. American Indian/Alaskan Native*	0
3. Asian*	0
4. Black/African American*	0
5. Native Hawaiian/Other Pacific Islander*	0
6. White*	0
7. Two or more races*	0

Race/Ethnicity	Number
8. Unknown*	16

II. Statement of Goals and Priorities

A. Report on Statement of Goals and Priorities (SGP)

* - Required field

1.

Goal Statement: To protect people with disabilities from abuse, neglect, and exploitation.

1. Priorities

Priority 1* Individuals with disabilities will be free from abuse, neglect, and exploitation.

2. Strategies Used to Implement Goal and Address Priorities

Collaboration **false**

Systemic Litigation **false**

Rights-Based Individual Advocacy Services **false**

Educating Policy Makers

Investigations of Abuse and Neglect **true**

Other Systemic Advocacy

Monitoring **true**

Training/Outreach **false**

3. Extent to Which Goal was Achieved (select one) Achieved

4. Stage of Implementation (select one) Implementation

5. Results Narratives of P&A Activities and Accomplishments Related to Above Goal

Narrative 1.

Narrative Title

Abuse/Neglect/Exploitation

Priority Number *

["Individuals with disabilities will be free from abuse, neglect, and exploitation."]

Collaborator(s)

Arkansas Bar Association
Pulaski County Bar Association
ArkSTART
Legal Aid/Central Arkansas Legal Services (CALs)
Pulaski County Crime Victim Collaboration
Youth Justice Reform Board
The Breakfast Club
The Governor's Council on Developmental Disabilities and Partners for Inclusive Communities

Underserved/Unserved/Minorities Targeted

No

Narrative

A 12-year-old PADD-eligible client whose primary diagnosis is a chromosomal disorder (9p deletions) resulting in intellectual disability, low muscle tone, delayed gross motor development, scoliosis, and speech/language delays, currently resides in an Intermediate Care Facility (ICF), where she has lived since July 2016. Her mother is her legal guardian. The client's mother requested DRA's assistance in securing needed services for her daughter; specifically, for her daughter to receive physical therapy from the facility as prescribed by her physician. A DRA advocate requested and reviewed facility records and spoke with the facility administrator, provided strategy talking points to the parent prior to a meeting with the facility, and provided the parent with a copy of the "Parent's Guide to Special Education". As a result of DRA advocacy intervention, the client began receiving physical therapy services as directed by her physician, and her mother strengthened her knowledge and understanding of the client's rights, which will make her a more effective advocate for her daughter.

Choose performance measures from Part III here for activity described above in this Result Narrative

Performance Measurement	Number of People
Children with disabilities receiving appropriate services in most integrated settings	1

Narrative 2.

Narrative Title

Abuse/Neglect/Exploitation

Priority Number *

["Individuals with disabilities will be free from abuse, neglect, and exploitation."]

Collaborator(s)

Arkansas Bar Association
Pulaski County Bar Association
ArkSTART
Legal Aid/Central Arkansas Legal Services (CALs)
Pulaski County Crime Victim Collaboration
Youth Justice Reform Board
The Breakfast Club
The Governor's Council on Developmental Disabilities and Partners for Inclusive Communities

Underserved/Unserved/Minorities Targeted

No

Narrative

A PADD-eligible teenage client reported to a school counselor that she was sexually assaulted on the bus. The client's mother had previously expressed concern for her child's safety on the daily bus ride to and from school due to the fact that the only adult on the bus is the driver, and students from pre-school through high school all ride the same bus at the same time. A DRA advocate provided information to the family regarding the client's rights when receiving special education services and attended an IEP meeting to assist the family in securing the presence of another adult on the bus. The DRA advocate also assisted the family in improving the existing school safety plan for the student during the school day, which was subsequently implemented by the client's school.

Choose performance measures from Part III here for activity described above in this Result Narrative

Performance Measurement	Number of People
People with disabilities who go to school in safer and more humane conditions	1
Children with disabilities receiving appropriate services in most integrated settings	1
People with disabilities who had their own rights enforced, retained, restored and/or expanded	1

2.

Goal Statement: Individuals with disabilities will be integrated into the community and have access to programs and services in the community.

1. Priorities

Priority 1* Individuals with disabilities will have access to community-based services.

2. Strategies Used to Implement Goal and Address Priorities

Collaboration **true**
Systemic Litigation **false**
Rights-Based Individual Advocacy Services **true**
Educating Policy Makers **true**
Investigations of Abuse and Neglect
Other Systemic Advocacy **true**
Monitoring **false**
Training/Outreach **false**

3. Extent to Which Goal was Achieved (select one) Achieved

4. Stage of Implementation (select one) Implementation

5. Results Narratives of P&A Activities and Accomplishments Related to Above Goal

Narrative 1.

Narrative Title

Access to community-based services

Priority Number *

["Individuals with disabilities will have access to community-based services."]

Collaborator(s)

Arkansas Bar Association
Pulaski County Bar Association
ArkSTART
Legal Aid/Central Arkansas Legal Services (CALs)
Pulaski County Crime Victim Collaboration
Youth Justice Reform Board
The Breakfast Club
The Governor's Council on Developmental Disabilities and Partners for Inclusive Communities

Underserved/Unserved/Minorities Targeted

No

Narrative

A child maltreatment hotline was contacted about the parents of an eight-year-old PADD-eligible child with Autism Spectrum Disorder (ASD) because they questioned a psychiatrist's recommendation to put the child on psychiatric medications. The parents had previously discussed medications with the specialists at a hospital-affiliated developmental program who diagnosed him, as well as his primary care physician. Both advised that medications were not used to treat behaviors related to ASD. When the Department of Human Services (DHS), Division of Children and Family Services (DCFS) family service worker came to the elementary school to evaluate the child, she gave the parents an ultimatum: either place the child in acute inpatient psychiatric treatment immediately or she would place a 72-hour hold on him and place him in the facility herself. The parents had the child admitted to the acute psychiatric facility for fear that he would be taken into state custody if they did not comply. The child was placed on multiple psychiatric medications during his stay at the facility. A DRA attorney submitted a formal complaint to the DCFS director. In response, two DRA attorneys met with the director of DCFS, a Deputy Director of DHS, the Privacy Officer of DHS, and legal counsel for DCFS. During the meeting, the director of DCFS admitted that DCFS was wrong for giving the parents an ultimatum of either placing their child in acute psychiatric treatment or placing him in DCFS custody. She assured the DRA attorneys that DCFS did complete an internal investigation and addressed the issues that led to this situation.

Choose performance measures from Part III here for activity described above in this Result Narrative

Performance Measurement	Number of People
Children with disabilities receiving appropriate services in most integrated settings	1
People with disabilities who had their own rights enforced, retained, restored and/or expanded	1

Narrative 2.**Narrative Title**

Access to community-based services

Priority Number *

["Individuals with disabilities will have access to community-based services."]

Collaborator(s)

Arkansas Bar Association
Pulaski County Bar Association
ArkSTART
Legal Aid/Central Arkansas Legal Services (CALs)
Pulaski County Crime Victim Collaboration
Youth Justice Reform Board
The Breakfast Club
The Governor's Council on Developmental Disabilities and Partners for Inclusive Communities

Underserved/Unserved/Minorities Targeted

No

Narrative

The parents of a PADD-eligible five-year-old with agenesis of the corpus collosum requested DRA's assistance with his services being reduced. The client is nonverbal, blind, cannot walk, and experiences seizures as a result of his disability. He is a recipient of the Arkansas Department of Human Services (DHS) Division of Developmental Disabilities Services (DDS) home- and community-based services waiver for individuals with developmental disabilities. He has been receiving pervasive care his entire life, due to the scope of his needs. As a result of the new assessment implemented by DDS during FY2018, he was assigned to a lower level of care than required to meet his significant needs. A DRA attorney appealed the assessment through the independent hearing process and, through discovery, learned that nearly half of the assessment was incomplete. The assessment determined that the client was able to complete nearly all of his activities of daily living with minimal assistance, and there was no information

regarding the level of care he was receiving at the time the assessment was performed. While the assessment typically takes a number of hours to complete, the client's parents reported that it was finished in fewer than thirty minutes. Once DRA learned all of the information related to the client's case, he contacted the attorney for DDS, who immediately agreed to a reassessment, which resulted in an assignment to the highest level of care available under the program.

Choose performance measures from Part III here for activity described above in this Result Narrative

Performance Measurement	Number of People
Children with disabilities receiving appropriate services in most integrated settings	1
People with disabilities who were able to stay in their own home	1

Narrative 3.

Narrative Title

Access to community-based services

Priority Number *

["Individuals with disabilities will have access to community-based services."]

Collaborator(s)

Arkansas Bar Association
 Pulaski County Bar Association
 ArkSTART
 Legal Aid/Central Arkansas Legal Services (CALs)
 Pulaski County Crime Victim Collaboration
 Youth Justice Reform Board

The Breakfast Club
The Governor's Council on Developmental Disabilities and Partners for Inclusive Communities

Underserved/Unserved/Minorities Targeted

No

Narrative

During FY2018, the Arkansas Department of Human Services (DHS) Division of Developmental Disabilities Services (DDS) submitted a state plan amendment for the administration of their 1915(c) home- and community-based services waiver that provides services to individuals with developmental disabilities. As part of the plan amendment, DDS adopted a uniform assessment, the Arkansas Independent Assessment (ARIA), in order to classify individuals into three tiers of care. Individuals who are eligible for services are administered a several-hundred question assessment, and their answers to questions about physical and behavioral needs yield a score that is converted into their tier assignment using an algorithm. DDS intended to administer the ARIA to several thousand individuals in the course of one year. DRA began receiving calls immediately from individuals who were previously receiving a pervasive level of care and, following the administration of the ARIA, would be placed in a lower level of care. DRA accepted and appealed five cases, and have continued this work into FY2019. As part of the appeals process for the individuals, DRA learned the common questions that were not explained to individuals, as well as possible answers that were withheld by some assessors due to inexperience in a new system. Overall, DRA was able to show the need for a reevaluation for all of the clients we represented in the appeals process, and all of those individuals were deemed to require the highest level of care.

Choose performance measures from Part III here for activity described above in this Result Narrative

Performance Measurement	Number of People
People with disabilities who had their own rights enforced, retained, restored and/or expanded	5

Performance Measurement	Number of People
People with disabilities who are provided with appropriate community based services resulting in community integration and independence	5
People with disabilities who accessed benefits	5

Narrative 4.

Narrative Title

Guardianship

Priority Number *

["Individuals with disabilities will have the right to make their own decisions through the use of supported decision-making and other alternatives to guardianship."]

Collaborator(s)

Arkansas Bar Association
Pulaski County Bar Association
ArkSTART
Legal Aid/Central Arkansas Legal Services (CALs)
Pulaski County Crime Victim Collaboration
Youth Justice Reform Board
The Breakfast Club
The Governor's Council on Developmental Disabilities and Partners for Inclusive Communities

Underserved/Unserved/Minorities Targeted

No

Narrative

There is a significant need for education and information about guardianship and alternatives to guardianship so that people understand their rights and are able to advocate to make their own decisions. A group of like-minded civil rights advocates meets monthly to discuss guardianship issues and advocacy resource needs in Arkansas. This group's work is important to the goals and priorities of DRA for self-determination and self-advocacy. There is a need for a review of and improvements to Arkansas law pertaining to guardianship. Many significant rights are taken away under the current law and under current processes. For example, people with disabilities who are subject to a guardianship order lose their right to vote if the right to vote is not specifically retained in the order. Another issue is that people with disabilities typically have no legal representation in the process and there are currently few, if any, resources to provide for that legal representation. A final problem is that attorneys and judges frequently ignore the least restrictive option requirements of the law and full, as opposed to limited, guardianship is the norm.

DRA has contracted with Robert Fleischner, formerly of the Center for Public Representation, to do an expert legal review of Arkansas guardianship laws, compare it to more progressive laws that offer better civil rights protections for people with disabilities, and make recommendations about needed improvements in Arkansas law and strategies for seeking those improvements. One area of focus will be on supported decision-making, which is something that experts around the country are recommending as an important alternative to guardianship.

DRA has also developed a draft proposal to seek funding from the Governor's Council on Developmental Disabilities (GCDD) to assist with the work. The goal is to plan/present a conference on guardianship and other alternatives for self-advocates and community members who support self-advocates, and to develop materials for use in this endeavor. Central to this goal is to bring in one or two national speakers for the conference to discuss legal reforms and self-advocacy in the area of decision-making and rights.

Choose performance measures from Part III here for activity described above in this Result Narrative

Performance Measurement	Number of People
People with disabilities who had their own rights enforced, retained, restored and/or expanded	0

Narrative 5.

Narrative Title

Access to Community-Based Services

Priority Number *

["Individuals with disabilities will have access to community-based services."]

Collaborator(s)

Arkansas Bar Association
Pulaski County Bar Association
ArkSTART
Legal Aid/Central Arkansas Legal Services (CALs)
Pulaski County Crime Victim Collaboration
Youth Justice Reform Board
The Breakfast Club
The Governor's Council on Developmental Disabilities and Partners for Inclusive Communities

Underserved/Unserved/Minorities Targeted

No

Narrative

DRA has been reviewing the issues with the Provider-Led Arkansas Shared Savings Entity (PASSE), both current and prospective. PASSE is the new service delivery system for people who receive ID/DD and behavioral health services in the state, and is a managed care system. Currently, DRA is accepting cases for individuals who disagree with their tier assignment resulting from the Arkansas Independent Assessment (ARIA). So far, DRA has handled seven cases for individuals who dispute whether the ARIA correctly assigned them to Tier 2. In doing so, DRA was able to obtain all of the scoring logic and algorithms necessary to validate the individuals' responses. In every case, DRA found that the ARIA questions were either incorrectly explained to the respondents or the respondents' responses were incorrectly recorded. In every case, DRA concluded that the individuals evaluated by the ARIA should have been a Tier 3. Two of the seven cases are still pending, but in the five other cases, the individuals have been voluntarily reassessed and, with a better understanding of the questions, have been redetermined as requiring a Tier 3 assignment. DRA anticipates the remaining cases will be no different.

Regarding prospective work, DRA has focused on two areas: (1) implementation of "Phase 2" through commenting on the proposed rule-making and, (2) researching the issues with individuals who are "dually diagnosed," meaning those who have intellectual/developmental disabilities, but who also require behavioral health services.

At this time, Medicaid has proposed rules to implement "Phase 2" of the PASSE program. Until now, the PASSE has only been implemented to the extent that, (1) individuals are being assessed and assigned to PASSEs, and, (2) care coordinators employed by the PASSE are utilized instead of provider-employed case managers. "Phase 2" moves all services currently offered under the Community and Employment Supports (CES) Waiver (formerly the Alternative Community Services Waiver for individuals with developmental disabilities) and through the Division of Behavioral Health Services to the PASSEs.

Individuals who require both CES Waiver services, but who also require behavioral health services are finding that the two programs are mutually exclusive. This results in a very specific problem when individuals are receiving comprehensive services through the CES waiver, such as supported living, but also participate in mental health day treatment. Under the new

program, those individuals would have to choose between mental health and developmental disabilities services. To address this problem, Medicaid proposed a new 1915(i) Waiver, which provides services to these individuals; however, the services provided through this new waiver exclude necessary services, such as supported living and certain medical equipment. Medicaid has withdrawn their proposed rule, and DRA is seeking meetings with officials to express our concern over the missing services for this population.

DRA has also developed an FAQ for individuals who might have questions about the PASSE. In doing so, DRA has drawn from questions posed on the Medicaid Saves Lives Facebook page, and plans to update the FAQ often to address questions DRA is repeatedly encountering. In addition to the FAQ, DRA is planning to produce a video to discuss some of the issues DRA is encountering with the Tier system and, once we know more information, the problems with services delivered to individuals with dual diagnoses.

Choose performance measures from Part III here for activity described above in this Result Narrative

Performance Measurement	Number of People
People with disabilities who are provided with appropriate community based services resulting in community integration and independence	5
People with disabilities who had their own rights enforced, retained, restored and/or expanded	5

3.

Goal Statement: Individuals with disabilities will have access to supports and services to ensure access to their community.

1. Priorities

Priority 1*

Individuals with disabilities will have architectural access to public and private facilities and programs.

2. Strategies Used to Implement Goal and Address Priorities

- Collaboration
- Systemic Litigation
- Rights-Based Individual Advocacy Services **true**
- Educating Policy Makers
- Investigations of Abuse and Neglect
- Other Systemic Advocacy
- Monitoring
- Training/Outreach

3. Extent to Which Goal was Achieved (select one) Achieved

4. Stage of Implementation (select one) Implementation

5. Results Narratives of P&A Activities and Accomplishments Related to Above Goal

Narrative 1.

Narrative Title

Architectural Access

Priority Number *

["Individuals with disabilities will have architectural access to public and private facilities and programs."]

Collaborator(s)

- Arkansas Bar Association
- Pulaski County Bar Association
- ArkSTART
- Legal Aid/Central Arkansas Legal Services (CALs)
- Pulaski County Crime Victim Collaboration
- Youth Justice Reform Board
- The Breakfast Club
- The Governor's Council on Developmental Disabilities and Partners for Inclusive Communities

Underserved/Unserved/Minorities Targeted

No

Narrative

A PADD-eligible client who uses a wheelchair requested DRA’s assistance after visiting a local dinner playhouse and finding it inaccessible. The establishment was built in 1967, and although some renovations have been made to address Americans with Disabilities Act (ADA) non-compliance issues, the playhouse is not fully compliant with ADA standards. As an example, a temporary ramp is placed over the stairs to get patrons who use wheelchairs into the dining area. The ramp is then pulled up during the shows. During the client’s visit, the ramp was not set back down after the show and she had to be wheeled backwards down the stairs to exit the building. She also was not able to get her own food from the buffet, which is located on a lower level. A DRA attorney met with the owner of the establishment, toured the building, and conducted an access survey. The attorney followed up with a letter citing the lack of compliance with ADA standards. The owner responded by meeting with builders to assess installing a permanent ramp inside the building. It was determined that there was not room to add a ramp that would meet the 12:1 ADA requirement without creating a hazard. The owner subsequently made plans to add a ramp and additional accessible parking spaces by a door on the side of the building that leads directly into the dining area. He plans to allow patrons who use wheelchairs to choose which entrance they are most comfortable using. He assured DRA’s attorney that his staff is trained to assist those using wheelchairs and make sure they get to go through the buffet line first. Additionally, staff is to put the temporary ramp back down for those using wheelchairs as requested.

Choose performance measures from Part III here for activity described above in this Result Narrative

Performance Measurement	Number of People
People with disabilities who had their own rights enforced, retained, restored and/or expanded	1
Public and private places/services made more accessible	1

Narrative 2.

Narrative Title

Service and Emotional Support Animals

Priority Number *

["Individuals with disabilities will have the right to be supported by service and emotional support animals in relevant settings."]

Collaborator(s)

Arkansas Bar Association
Pulaski County Bar Association
ArkSTART
Legal Aid/Central Arkansas Legal Services (CALs)
Pulaski County Crime Victim Collaboration
Youth Justice Reform Board
The Breakfast Club
The Governor's Council on Developmental Disabilities and Partners for Inclusive Communities

Underserved/Unserved/Minorities Targeted

No

Narrative

The PADD-eligible client is a seven-year-old child with ASD who utilizes a service animal, which assists the client by applying pressure to him when the client becomes overstimulated, serving as an anchor for the client, and tracking the client if he should elope. During an episode in which the client became overstimulated and did not have control of his actions, he was perceived by an unknown complainant as hitting his animal (once). The client's mother separated him from the animal, but the complainant called

animal control services and alleged abuse. Animal Control charged the client's mother with cruelty to animals, and the prosecutor agreed to proceed with the charge. A DRA attorney agreed to defend the client's mother regarding the charge of animal cruelty once the client's mother provided evidence that she had the animal examined by a veterinarian on the date of the incident. The animal was completely unharmed and the client's actions were not typical. DRA obtained a letter explaining the dog's purpose and training from the professional trainer who assisted the client and his family. DRA negotiated with the prosecutor, and the charge was ultimately dropped.

Choose performance measures from Part III here for activity described above in this Result Narrative

Performance Measurement	Number of People
People with disabilities who had their own rights enforced, retained, restored and/or expanded	1

4.

Goal Statement: Students with disabilities will have access to a free appropriate public education in the least restrictive environment and to transition planning and services.

1. Priorities

Priority 1* Students with disabilities will be provided with a free appropriate public education in the least restrictive environment.

2. Strategies Used to Implement Goal and Address Priorities

- Collaboration
- Systemic Litigation
- Rights-Based Individual Advocacy Services **true**
- Educating Policy Makers
- Investigations of Abuse and Neglect
- Other Systemic Advocacy
- Monitoring
- Training/Outreach **true**

3. Extent to Which Goal was Achieved (select one) Achieved

4. Stage of Implementation (select one) Implementation

5. Results Narratives of P&A Activities and Accomplishments Related to Above Goal Narrative 1.

Narrative Title

FAPE in the LRE

Priority Number *

["Students with disabilities will be provided with a free appropriate public education in the least restrictive environment."]

Collaborator(s)

Arkansas Bar Association
Pulaski County Bar Association
ArkSTART
Legal Aid/Central Arkansas Legal Services (CALs)
Pulaski County Crime Victim Collaboration
Youth Justice Reform Board
The Breakfast Club
The Governor's Council on Developmental Disabilities and Partners for Inclusive Communities

Underserved/Unserved/Minorities Targeted

No

Narrative

A PADD-eligible seven-year-old with a diagnosis of ADHD, SLD, and fine motor delay was denied appropriate education and related services through the local school district; specifically, the student received therapy services only sporadically. His parents contacted DRA for assistance in requesting compensatory therapy services to replace what the client had been denied during the school year. A DRA advocate provided guidance to the parents by reviewing the educational records and participating in an IEP

revision by the interdisciplinary team. The client was subsequently provided compensatory speech and language services, appropriate behavioral interventions, and a plan for consistent speech/language and occupational therapy services.

A PADD-eligible 13-year-old student with a diagnosis of ASD and limited verbal ability was being denied access to a challenging academic curriculum and the use of an Augmentative and Alternative Communication (AAC) device. His parent requested that DRA provide assistance with the issue of Community-Based Instruction (CBI) classroom staff not utilizing the AAC device that was purchased and programmed by his parent to allow the student to engage in appropriate educational programming. A DRA advocate reviewed the educational records provided by the student's school, met with the parent to discuss his concerns, and attended an IEP meeting with the interdisciplinary team to discuss how the use of the AAC device would allow the client to communicate his needs and allow him greater participation in the classroom. Through advocacy provided by DRA, CBI staff will undergo training on the device and the IEP was revised to provide a more challenging academic program for the student.

There were no collaborators on these cases.

Choose performance measures from Part III here for activity described above in this Result Narrative

Performance Measurement	Number of People
Children with disabilities receiving appropriate services in most integrated settings	2
People with disabilities who had their own rights enforced, retained, restored and/or expanded	2

Narrative 2.

Narrative Title

Accommodations, health plans, and nursing services

Priority Number *

["Students with disabilities will receive accommodations, health plans, and nursing services needed to ensure their safe participation in a free appropriate public education."]

Collaborator(s)

Arkansas Bar Association
Pulaski County Bar Association
ArkSTART
Legal Aid/Central Arkansas Legal Services (CALs)
Pulaski County Crime Victim Collaboration
Youth Justice Reform Board
The Breakfast Club
The Governor's Council on Developmental Disabilities and Partners for Inclusive Communities

Underserved/Unserved/Minorities Targeted

No

Narrative

A PADD-eligible six-year-old student with a diagnosis of Autism Spectrum Disorder (ASD) transitioned from a Developmental Day Treatment Clinical Services (DDTCS) program to a public school, but was subsequently denied appropriate education and behavior support services through the local school district. The student had aggressive behaviors which, according to extensive evaluations, could be attributed to his ASD and sensory processing disorder. A DRA advocate provided guidance to the student's parent by reviewing records, consulting with the director from the DDTCS program, and participating in Individual Education Plan (IEP) development with the interdisciplinary team. Because of DRA's intervention, the student will transition from the DDTCS to a local elementary school with an IEP in place to meet his unique needs. He will begin the school year in a self-contained class where he will have a one-on-one paraprofessional to assist him. The local school district staff will receive training from the DDTCS staff who previously worked with him on techniques that have been used for the past four years to ensure appropriate educational services are provided.

Choose performance measures from Part III here for activity described above in this Result Narrative

Performance Measurement	Number of People
Children with disabilities receiving appropriate services in most integrated settings	1

Narrative 3.

Narrative Title

Suspension, expulsion, arrest, or restrictive setting

Priority Number *

["Students with disabilities that impact their behavior who are being suspended, expelled, arrested at school, or placed in a restrictive setting will receive a free appropriate public education in the least restrictive environment."]

Collaborator(s)

Arkansas Bar Association
Pulaski County Bar Association
ArkSTART
Legal Aid/Central Arkansas Legal Services (CALS)
Pulaski County Crime Victim Collaboration
Youth Justice Reform Board
The Breakfast Club
The Governor's Council on Developmental Disabilities and Partners for Inclusive Communities

Underserved/Unserved/Minorities Targeted

No

Narrative

A PADD-eligible eight-year-old with a diagnosis of ASD and ADHD was denied appropriate education and behavior support by his public school, including being subjected to multiple out-of-school suspensions due to behaviors. Concerned that the student would end up in an alternate learning environment (ALE), his parent requested DRA assistance in trying to ensure the student would receive educational services in the least restrictive environment. A DRA advocate reviewed the student's educational records and participated in revising the IEP with the interdisciplinary team. The student was subsequently provided a more individualized education plan to address his academic deficits and disruptive behaviors with a positive reinforcement system, which would prevent him from receiving out-of-school suspensions and contribute to his success in a classroom setting with his peers.

A parent of a PADD-eligible high school student requested DRA's assistance regarding their school district placing the student in a therapeutic day treatment setting without first developing adequate behavior supports and interventions to allow her to remain in her neighborhood school. When the student exited day treatment, the district did not have an adequate behavior plan in place. After DRA filed a state complaint, the Arkansas Department of Education (ADE) issued an investigative report concluding that the district failed to provide FAPE to the student by failing to develop a Behavior Intervention Plan (BIP) and by failing to implement the student's transition plan. Corrective actions include the IEP team meeting to review and revise the student's Functional Behavior Assessment (FBA), her BIP, and her transition plan, and providing professional development to school staff regarding the implementation of behavior plans and transition plans.

Choose performance measures from Part III here for activity described above in this Result Narrative

Performance Measurement	Number of People
People with disabilities who go to school in safer and more humane conditions	1
Students with disabilities who stayed in school	2
Children with disabilities receiving appropriate services in most integrated settings	2
People with disabilities who had their own rights enforced, retained, restored and/or expanded	2

Narrative 4.

Narrative Title

Reasonable accommodations in post-secondary educational settings

Priority Number *

["Students with disabilities will have access to reasonable accommodations in post-secondary educational settings."]

Collaborator(s)

Arkansas Bar Association
Pulaski County Bar Association
ArkSTART
Legal Aid/Central Arkansas Legal Services (CALs)
Pulaski County Crime Victim Collaboration
Youth Justice Reform Board
The Breakfast Club
The Governor's Council on Developmental Disabilities and Partners for Inclusive Communities

Underserved/Unserved/Minorities Targeted

No

Narrative

A PADD-eligible client was a college freshman diagnosed with Autism Spectrum Disorder (ASD). He had an IEP in high school but experienced difficulties with obtaining necessary accommodations in college. A DRA attorney provided the client advice on how to request accommodations from his college as well as his right to file a complaint both through the college's internal grievance procedure and the U.S. Department of Education's Office for Civil Rights (OCR). The client ultimately decided not to pursue a complaint.

Choose performance measures from Part III here for activity described above in this Result Narrative

Performance Measurement	Number of People
People with disabilities who had their own rights enforced, retained, restored and/or expanded	1

5.

Goal Statement: Individuals with disabilities will have access to vocational rehabilitation services, employment and post-secondary education.

1. Priorities

Priority 1* Individuals with disabilities will receive reasonable accommodations in employment.

2. Strategies Used to Implement Goal and Address Priorities

- Collaboration
- Systemic Litigation
- Rights-Based Individual Advocacy Services **true**
- Educating Policy Makers
- Investigations of Abuse and Neglect
- Other Systemic Advocacy
- Monitoring
- Training/Outreach

3. Extent to Which Goal was Achieved (select one) Not Achieved

4. Stage of Implementation (select one) Implementation

5. Results Narratives of P&A Activities and Accomplishments Related to Above Goal Narrative 1.

Narrative Title

Employment

Priority Number *

["Individuals with disabilities in community rehabilitation programs will receive supported employment services."]

Collaborator(s)

Arkansas Bar Association
Pulaski County Bar Association
ArkSTART
Legal Aid/Central Arkansas Legal Services (CALs)
Pulaski County Crime Victim Collaboration
Youth Justice Reform Board
The Breakfast Club
The Governor's Council on Developmental Disabilities and Partners for Inclusive Communities

Underserved/Unserved/Minorities Targeted

No

Narrative

No employment cases were funded under the PADD grant in FY2018. This does not mean that individuals with intellectual/developmental disabilities who had employment issues were not served; rather, they were funded under other P&A grants, like the Client Assistance Program (CAP) and the Protection and Advocacy for Beneficiaries of Social Security (PABSS) program.

Choose performance measures from Part III here for activity described above in this Result Narrative

Performance Measurement	Number of People
People with disabilities who had their own rights enforced, retained, restored and/or expanded	0

6.

Goal Statement: Individuals with disabilities will learn about their civil rights and will be empowered to become self-advocates.

1. Priorities

Priority 1* Individuals with disabilities and the general public will have knowledge about the legal rights of individuals with disabilities.

2. Strategies Used to Implement Goal and Address Priorities

- Collaboration **true**
- Systemic Litigation
- Rights-Based Individual Advocacy Services
- Educating Policy Makers
- Investigations of Abuse and Neglect
- Other Systemic Advocacy **true**
- Monitoring
- Training/Outreach **true**

3. Extent to Which Goal was Achieved (select one) Achieved

4. Stage of Implementation (select one) Implementation

5. Results Narratives of P&A Activities and Accomplishments Related to Above Goal

Narrative 1.

Narrative Title

Self-advocacy/Training

Priority Number *

["Individuals with disabilities and the general public will have knowledge about the legal rights of individuals with disabilities."]

Collaborator(s)

Arkansas Bar Association
Pulaski County Bar Association
ArkSTART
Legal Aid/Central Arkansas Legal Services (CALs)
Pulaski County Crime Victim Collaboration
Youth Justice Reform Board
The Breakfast Club
The Governor's Council on Developmental Disabilities and Partners for Inclusive Communities

Underserved/Unserved/Minorities Targeted

No

Narrative

This priority was not intended for casework, and so no cases were opened under this goal. The work of this goal is represented by the training and outreach work DRA conducted for individuals with intellectual/developmental disabilities and at conferences and events; this work was also carried out under the Self-Advocacy Network Development (SAND) grant, a collaborative effort between the Governor's Council on Developmental Disabilities (Arkansas' DDC), DRA, and Partners for Inclusive Communities (Arkansas' UCEDD). The SAND initiative is funded primarily through the DDC, and the self-advocate coordinator position is housed in the offices of DRA. Through the SAND initiative, several trainings for people with intellectual/developmental disabilities who want to become more effective self-advocates were held throughout the state in FY2018. More of the work conducted under this goal can be found in the sections of this report dealing with training and public relations/outreach.

Choose performance measures from Part III here for activity described above in this Result Narrative

Performance Measurement	Number of People
People with disabilities who had their own rights enforced, retained, restored and/or expanded	50

B. Priority Setting Process

* - Required input

Number of days for public comment*

100

Describe how P&A conducted data driven strategic planning *

DRA created a public input survey using Survey Monkey and made it available to the public via social media beginning 6/11/18 and ending 9/21/18. The description for the survey read: As the designated Protection and Advocacy System and Client Assistance Program for the State of Arkansas, Disability Rights Arkansas, Inc. (DRA) works to protect the civil rights of persons with disabilities statewide. Every year, DRA solicits public input from people with disabilities, their family and friends, service providers, and other interested parties to determine what the needs are and whether our current priorities are targeting those needs. The priorities DRA has worked on in 2018 can be found here (link provided). DRA welcomes input in any manner individuals wish to provide it. If you would like to fax or mail the survey, you can fax it to 501-296-1779 or mail/deliver it to: DRA, 400 West Capitol Avenue, Suite 1200, Little Rock, AR 72201. You are welcome to call DRA (1.800.482.1174 or 501.296.1775) or email us at: info@disabilityrightsar.org. A link to this survey is also available on DRA's website, Twitter, and Facebook accounts.

A follow up post to DRA's website and other social media accounts read:

Have you taken DRA's Public Input Survey Yet? Here's Your Chance!

DRA is seeking input from individuals with disabilities, their friends and family members, service providers and other social service entities, and anyone else who would like to tell us what you think DRA should focus its resources on in fiscal year 2019. Because resources are limited, DRA must create priority areas in which to focus our work, and this is your opportunity to influence those choices. The survey can be found on DRA's Facebook page (@DisabilityRightsAR), on DRA's Twitter account (@DRArkansas), and on the "Contact" page

of this website. DRA welcomes input in any format, so you can call DRA (1.800.482.1174 or 501.296.775), fax us (501.296.1779), take a paper survey (available at outreach events or by request), or write us (mail to 400 West Capitol Avenue, Suite 1200, Little Rock, AR 72201). We value your input, and will be happy to accept it in any format you choose to share it!

Other subsequent reminders were posted to DRA's Twitter and Facebook accounts.

Attorneys and advocates distributed paper copies of the survey when monitoring facilities, and the survey was included in all outreach and education events during this time frame. Paper copies of the survey were also included with closing letters sent whenever a case was closed.

DRA staff were provided data from the Disability Advocacy Database to analyze regarding service requests, and advocates and attorneys provided input based on their experiences handling cases and working in the field.

DRA's Board of Directors and PAIMI Advisory Council also provided review and input on the proposed SGP.

Describe efforts to assure diversity (disability, geographical, racial, etc.) in the data-driven strategic planning process *

DRA utilized the Disability Advocacy Database (DAD) to create reports and examine service requests with respect to demographic data such as race, ethnicity, gender, disability, and distribution of requests across Arkansas counties. This is particularly helpful in determining whether DRA is reaching the rural areas of the state, including the Delta region, and not just receiving requests from the more populated areas of the state. DRA outreach staff actively seek opportunities to attend events that target unserved and under-served populations in the state, to ensure as many people with disabilities are aware of DRA and the services we provide as possible.

Summary of Findings *

DRA found that the areas of emphasis and need in fiscal year 2018 continued to be the same areas of emphasis and need as determined in fiscal year 2017. Although some realigning took place with regards to how priorities were structured and where they were placed under goals, the same areas of priority remain: Abuse/Neglect/Exploitation, Community Integration, Access (both programmatic and architectural), Education, and Employment. Investigating allegations of abuse, neglect, and exploitation remains a significant goal for DRA, and the fundamental changes taking place in the service system for people with intellectual and developmental disabilities in Arkansas warrants significant attention by DRA and other stakeholders. The rural nature of the state, as well as the lack of knowledge about accessibility in the business community, ensures continued requests for services regarding access issues (particularly with effective communication and architectural access barriers).

Education has always been an area of DRA's work that elicits many service requests; that remains unchanged. As the Workforce Innovation and Opportunity Act (WIOA) moves forward, in light of the many sheltered workshops in Arkansas, employment issues will continue to be an area of focus, particularly with regards to segregated work settings for people with intellectual and developmental disabilities.

Summary of How Data was used to Develop P&A Goals and Priorities (include how priority input used, including input from the DDC and UCEDD) *

DRA continues to utilize the data obtained from the previous year's work, input from advocates and attorneys who work the service requests and monitor facilities, and input from the public to confirm DRA priorities and goals are addressing the primary concerns identified. Routine collaboration activities with both the Governor's Council on Developmental Disabilities (the state's DDC) and Partners for Inclusive Communities (the state's UCEDD) confirm they identify the same areas of need as priorities for the population we all serve. The input obtained from individuals, both those with disabilities and their family members, as well as DRA staff carrying out the work, were in sync with the areas identified through data analysis as the major sources of service requests.

List of topic areas of additional priorities that would be listed but are not due to lack of resources *

Housing issues are not a specific goal or priority area. Guardianship issues have not consistently been designated a priority area; however, in FY2018, DRA did address the issues of guardianship and supported decision making in a priority under the Community Integration goal. While DRA consistently identifies education as a goal, DRA has had to severely limit the scope of cases accepted because of the large volume of requests received. DRA is also hindered by a lack of resources in monitoring a greater number of residential programs serving the ID/DD community, as many residential settings serve from two to four individuals and are spread throughout the state.

C. Statement of Goals and Priorities (SGP) for Next FFY

* - Required field

To protect people with disabilities from abuse, neglect, and exploitation.

I want to change my current Goal Statement true

I want to change my current Priority(ies) true

1. Priorities

Priority 1 * Individuals with disabilities will be free from abuse, neglect, and exploitation.

2. Strategies Used to Implement Goal and Address Priorities

Collaborationfalse

Systemic Litigationfalse

Rights-Based Individual Advocacy Servicestrue

Educating Policy Makers

Investigations of Abuse and Neglecttrue

Other Systemic Advocacy

Monitoringtrue

Training/Outreachfalse

3. Rationale for Adding/Changing Goal *

This was a change in wording; the goal is essentially the same.

To make sure people with disabilities can live in the community if they choose to.

I want to change my current Goal Statement true

I want to change my current Priority(ies) true

1. Priorities

Priority 1 * Individuals with disabilities will have access to community-based services that allow and support their ability to live in the community. .

Priority 2 * Individuals with disabilities who are being discharged or transferred from facilities and institutions will have access to adequate plans and services to support their transition to the community.

Priority 3 * Youth with disabilities ages 0 to 21 years old who have been denied or unable to access medically necessary services, including mental and behavioral health services and Applied Behavioral Analysis therapy services, will be able to access those services..

Priority 4 * Individuals with disabilities will have access to needed health and behavioral health services, including Medicaid services.

Priority 5 * Individuals with disabilities will have access to assistive technology evaluations, devices and services and durable medical equipment.

2. Strategies Used to Implement Goal and Address Priorities

Collaborationtrue

Systemic Litigationfalse
Rights-Based Individual Advocacy Servicestrue
Educating Policy Makerstrue
Investigations of Abuse and Neglect
Other Systemic Advocacytrue
Monitoringfalse
Training/Outreachfalse

3. Rationale for Adding/Changing Goal *

The goal is substantially unchanged; the primary difference is the wording of the goal.

To make sure people with disabilities have equal access to places, programs and services and are not excluded due to their disabilities.

I want to change my current Goal Statement true

I want to change my current Priority(ies) true

1. Priorities

Priority 1 * Individuals with disabilities will have architectural access to public and private facilities and programs.

Priority 2 * Individuals with disabilities will have access to effective communication.

Priority 3 * Individuals with disabilities will have the right to be supported by service animals and/or assistance animals consistent with federal and state laws.

2. Strategies Used to Implement Goal and Address Priorities

Collaboration
Systemic Litigation
Rights-Based Individual Advocacy Servicestrue
Educating Policy Makers
Investigations of Abuse and Neglect
Other Systemic Advocacy
Monitoring
Training/Outreach

3. Rationale for Adding/Changing Goal *

The goal is substantially unchanged; this is primarily a change in the wording of the goal.

To make sure that youth with disabilities are not excluded from public educational settings and are able to attend school with needed supports and services

I want to change my current Goal Statement true

I want to change my current Priority(ies) true

1. Priorities

Priority 1 * Students with disabilities that impact their behavior who are being suspended, expelled, arrested at school, referred to law enforcement or the courts, or placed on home-bound placement by schools will receive a free appropriate public education in the least restrictive environment.

Priority 2 * Students with disabilities will receive accommodations, health plans, and nursing services needed to ensure their safe participation in a free appropriate public education.

Priority 3 * Students with disabilities will not be prematurely exited from school or denied equal access to a diploma in violation of federal and state laws.

2. Strategies Used to Implement Goal and Address Priorities

Collaboration

Systemic Litigation

Rights-Based Individual Advocacy Services true

Educating Policy Makers

Investigations of Abuse and Neglect

Other Systemic Advocacy

Monitoring

Training/Outreach true

3. Rationale for Adding/Changing Goal *

The goal change is primarily a wording change, although the wording change places the emphasis on youth who are excluded from educational settings.

To make sure that people with disabilities have access to inclusive post-secondary education opportunities.

I want to change my current Goal Statement true

I want to change my current Priority(ies) true

1. Priorities

Priority 1 * Individuals with disabilities will have equal opportunity to attend non-segregated post-secondary school settings.

Priority 2 * Individuals with disabilities will have reasonable accommodations in post-secondary school settings.

2. Strategies Used to Implement Goal and Address Priorities

Collaboration
Systemic Litigation
Rights-Based Individual Advocacy Service>true
Educating Policy Makers
Investigations of Abuse and Neglect
Other Systemic Advocacy
Monitoring
Training/Outreach

3. Rationale for Adding/Changing Goal *

This is a new goal; the previous goal #5 has now been changed to goal #6. The current priority #2 was previously priority #5 under the Education goal (goal #4).

To make sure that people with disabilities have access to opportunities for integrated, competitive employment in the community.

I want to change my current Goal Statement true

I want to change my current Priority(ies) true

1. Priorities

Priority 1 * Individuals with disabilities will have access to employment in the community and the right to be paid competitive wages for that employment.

2. Strategies Used to Implement Goal and Address Priorities

Collaboration>false
Systemic Litigation
Rights-Based Individual Advocacy Service>true
Educating Policy Makers
Investigations of Abuse and Neglect
Other Systemic Advocacy>true
Monitoring>true
Training/Outreach>true

3. Rationale for Adding/Changing Goal *

Goal #6 was previously goal #5 (Employment). The previous goal #6 is still in the DRA FY2019 plan; however, case work is not being performed under this goal (self-advocacy and self-determination activities). The self-advocacy and self-determination activities are being performed under another grant, the SAND grant.

D. Description of P&A Operations

* - Required input

1. Provide a description of how the P&A operates.

1. Provide a description of how the P&A operates. *

DRA continues to utilize a system of advocates and attorneys who monitor facilities, work cases and develop and implement systemic initiatives. An intake advocate is the initial contact for all service requests except those originating during monitoring and investigation activities. The intake advocate provides information and referral for requests for service that do not meet DRA's current year goals and priorities. DRA's legal director and managing attorneys review all requests for service and supervise all case work and systemic initiatives. Since all P&A grants are housed within DRA and administered by the same management staff, coordination of grants occurs organically, as does the streamlining of advocacy services. Staff do not work in teams separated by grants; they work on issue-based teams. For efficiency's sake, and to maximize limited resources, referrals are made to other agencies, such as Central Arkansas Legal Services, the American Civil Liberties Union (ACLU) of Arkansas, the Parent Training and Information Center, and the Arkansas Fair Housing Commission, as appropriate.

2. Will the system be requesting or requiring fees or donations from clients as part of the intake process

No

3. Collaboration and Coordination

3a. Describe how the P&A is collaborating with others in the State, including the DDC and UCEDD *

DRA collaborates with the DDC and the UCEDD in substantially the same ways as reported in fiscal year 2017. The three agencies have continued the "Breakfast Club" to collaborate with each other and other interested parties on how to address the most pressing issues impacting the ID/DD community in Arkansas. The Breakfast Club continues to focus primarily on the deficits in community services in Arkansas, with particular emphasis on the Alternative Community Services (ACS) Waiver waiting list. A new area of focus is the substantial shift in service delivery anticipated when the Provider-Led Arkansas Shared Savings Entity (PASSE) is implemented sometime in early 2019.

DRA, the DDC and the UCEDD continue to coordinate and support the Self-Advocacy Network Development (SAND) program developed last year. The full-time self-advocate coordinator position is provided office space and administrative support at DRA, and receives

professional mentoring and financial support from the UCEDD and the DDC via an inter-agency agreement. The program's goal continues to be the strengthening of the self-advocacy network in Arkansas.

DRA's Executive Director is an active board member of the DDC and serves on the UCEDD Consumer Advisory Council. In addition to working together to create the Breakfast Club and the Self-Advocacy Network Development program, the directors of these agencies meet on a regular basis to keep abreast of each agency's activities and to identify ways in which the three agencies can further collaborate on issues of mutual interest.

3b. Describe how the P&A is reducing duplication and overlap of services and sharing of information on service needs *

DRA continues to explore opportunities to collaborate with other agencies and organizations across the state that share mutual interests with DRA, with the goal of avoiding a duplication of efforts, maximizing efficiency, and utilizing resources wisely.

III. Results of P&A Activity

A. End Outcomes of P&A Activity

* - Required field

Performance Measurement (PerfM)	Number
1. People with disabilities who are provided with appropriate community based services resulting in community integration and independence	11
2. People with disabilities who accessed benefits	9
3. People with disabilities who live in a healthier, safer, or otherwise improved environment	4960
4. People with disabilities who were able to stay in their own home	5
5. People with disabilities who work in safer and more humane conditions	2
6. People with disabilities who go to school in safer and more humane conditions	14

Performance Measurement (PerfM)	Number
7. Students with disabilities who stayed in school	15
8. Children with disabilities receiving appropriate services in most integrated settings	52
9. People with disabilities who had their own rights enforced, retained, restored and/or expanded	93
10. Public and private places/services made more accessible	14

PerfM	Technical Assistance	Individual Advocacy	Abuse & Neglect Investigations	Systemic Litigation	Educating Policy Makers	Other Systemic Advocacy
1	1	10	N/A	0	0	0
2	3	6	N/A	0	0	0
3	0	2	0	0	0	4958
4	0	5	N/A	0	0	0
5	0	2	0	0	0	0
6	0	14	0	0	0	0
7	0	15	N/A	0	0	0
8	0	52	N/A	0	0	0
9	4	9	N/A	0	75	5
Total	8	115	0	0	75	4963
10	0	4	N/A	0	0	10

B. Overview of How Many People with Disabilities Served

* - Required field

Performance Measurement	Number
1. People with disabilities receiving advocacy services to exercise their civil, human, and legal rights*	105
2. Abuse and neglect investigations to protect people with disabilities from abuse and neglect*	0
3. People with disabilities receiving information, technical assistance, and referral services*	165
4. People with disabilities trained to become active participants in making decisions that affect their lives*	691
5. People whose rights were advanced through class and/or systemic impact litigation*	0
6. People with disabilities whose rights were enforced, protected, or restored as a result of non-litigation group advocacy*	5410
7. People with disabilities who received a lower level of services due to lack of P&A resources*	0
8. People with disabilities impacted by one or more provision(s) in law modified or prevented*	0

C. Rights-Based Individual Advocacy Services

* - Required field

Performance Measurement	Number
1. People with disabilities who had their rights enforced and/or restored*	14

Performance Measurement	Number
2. People with disabilities who were assisted in obtaining access to administrative or judicial processes*	0
3. Closed cases in which client objective was met or partially met*	14

D. Investigations of Abuse and Neglect

* - Required field

Performance Measurement	Number
1. Investigations (not death related)*	0
2. Investigations of abuse and neglect completed with a finding or determination (not including death investigations)*	0
3. Death investigations*	0
4. Death investigations completed with a finding or determination*	0
5. People with disabilities who benefitted from the findings of investigations of abuse and neglect*	0
6. Provisions in policy added or prevented*	0

Other Qualitative Narrative *

No abuse/neglect investigations to report.

E. Monitoring

* - Required field

Name of Facility	Facility Type	Facility Capacity	Location (By County)	# of Visits	Court Ordered Monitoring
Arkansas Juvenile Assessment and Treatment Center	Public Institutional Living Arrangement	100	Saline	6	No
Arkadelphia Human Development Center	Public Institutional Living Arrangement	134	Clark	5	No
Booneville Human Development Center	Public Institutional Living Arrangement	125	Logan	4	No
Conway Human Development Center	Public Institutional Living Arrangement	518	Faulkner	2	No
Dermott Juvenile Correctional Facility	Public Institutional Living Arrangement	32	Chicot	6	No
Dermott Juvenile Treatment Center	Public Institutional Living Arrangement	35	Chicot	6	No
Jonesboro Human Development Center	Public Institutional Living Arrangement	109	Craighead	2	No

Name of Facility	Facility Type	Facility Capacity	Location (By County)	# of Visits	Court Ordered Monitoring
Lewisville Juvenile Treatment Center	Public Institutional Living Arrangement	29	Lafayette	3	No
Millcreek of Arkansas	Private Institutional Living Arrangement	61	Dallas	2	No
Southeast Arkansas Human Development Center	Public Institutional Living Arrangement	104	Bradley	2	No
Mansfield Juvenile Treatment Facility	Public Institutional Living Arrangement	32	Scott	1	No

Total Number of Unique Facilities

11

Monitored Performance

Performance Measurement	Number
1. People with disabilities whose living, working, and/or other circumstances were monitored by P&A*	1285
2. Cases opened for health and safety issue investigation*	0
3. Health and/or safety violations*	0

Performance Measurement	Number
4. Rights violations (not health or safety and including quality of life) identified and addressed as a result of P&A monitoring*	0
5. Complaints referred to regulatory agencies or investigative organizations*	0
6. Times P&A access were denied during a monitoring/access attempt*	0
7. Times denial of P&A access were successfully resolved*	0

Other Qualitative Narrative *

Arkansas continues to operate both large and small congregate institutional settings for individuals with developmental disabilities, including the five state human development centers (HDC's). DRA continued to monitor these five state-operated large Intermediate Care Facilities in FY2018, albeit on a reduced monitoring scale from FY2017. The reduced monitoring schedule is largely attributable to the profound changes occurring in the overall service delivery system for people with developmental disabilities, as the state of Arkansas is implementing a new managed care system that will impact all individuals with developmental disabilities receiving services. DRA has elected to allocate resources to monitoring this process as the state makes the shift from the current system of service delivery to the new managed-care system.

DRA continues to monitor the juvenile justice facilities in the state; while the majority of youth served in this system are not developmentally disabled, DRA is concerned that there may be youth with developmental disabilities who are being processed through the youth services system and could be vulnerable to abuse and/or neglect in these facilities. Because the percentage of youth with developmental disabilities is low, DRA allocated only 5% of the costs associated with monitoring these facilities to the PADD grant.

DRA continues to receive survey reports from the state Office of Long Term Care (OLTC), and communicates with OLTC staff on an as-needed basis to address concerns arising from the surveys to ensure these concerns are appropriately addressed. DRA also uses these surveys to determine whether concerns exist that warrant DRA adding a facility to its monitoring schedule.

F. Systemic Litigation

* - Required field

Performance Measurement	Number
1. Systemic or class action lawsuits handled for the benefit of people with disabilities*	1
2. Provisions in policy modified or prevented*	0
3. Provisions in regulation modified or prevented*	0
4. Provisions in law modified or prevented*	0
5. Lawsuits addressing systemic issues resolved by settlement*	0
6. Lawsuits addressing systemic issues resolved by judgment*	0
7. Amicus briefs signed onto or filed*	0
8. People with disabilities whose rights were advanced as a results of amicus participation*	0

..

G. Educating Policymakers

* - Required field

Performance Measurement	Number
1. Communications to people with disabilities explaining a policy initiative*	0
2. People with disabilities supported in expressing their own viewpoint on a policy related matter*	76
3. Times written comments were submitted regarding proposed legislation or regulations*	0
4. Times testimony was provided at a legislative hearing*	0

Performance Measurement	Number
5. Provisions in regulation modified or prevented*	0
6. People with disabilities impacted by the regulation provision(s) modified or prevented*	0
7. Provision in law modified or prevented*	0
8. People with disabilities impacted by one or more provision(s) in law modified or prevented*	0
9. Provisions in ordinances modified or prevented*	0

..

H. Other Systemic Advocacy

* - Required field

Performance Measurement	Number
1. Changes in practices made or prevented*	1
2. Provisions in policy modified or prevented*	0

..

I. Information, Technical Assistance, and Referrals

* - Required field

Performance Measurement	Number
1. People receiving information and referral services*	155
2. People receiving technical assistance*	10
3. Self-advocacy materials published or received*	5

Performance Measurement	Number
4. Self-advocacy materials distributed*	1166

J. Training

* - Required field

Performance Measurement	Number
1. People who report the training enhanced their knowledge and/or skill (was beneficial) at the completion of the training*	478
2. People with disabilities who received advocacy skills training*	25
3. People with disabilities who received rights training*	25

K. Public Relations and Outreach

* - Required field

Performance Measurement	Number
1. Press related issued*	0
2. Times a P&A representative was interviewed or featured on TV or radio*	2
3. Articles about the P&A or its work in external mass media such as newspapers, radio, podcasts, blogs, or television*	18
4. Social media followers*	4543
5. Absolute unique visitors to blogs/web pages where information about the P&A is posted*	39720

Performance Measurement	Number
6. Circulation of the P&A's newsletter and/or listserv updates*	0
7. Articles by the P&A about disability rights issues published in newspapers, books, journals, or magazines*	0
8. Links to other disability rights related information sources published on the P&A website*	26
9. Times the P&A exhibited at conferences, community fairs, etc*	18
10. Presentations made to community groups*	2

Other Qualitative Narrative *

Question #4 Social Media Followers: As of 9/30/18, DRA had 3,730 followers on Facebook and 813 followers on Twitter.

Question #5 DRA does not have a tally of unique visitors; the figure of 39,720 listed is the number of website hits for FY18.

Question #6 DRA does not currently publish a newsletter or maintain a LISTSERV; DRA does maintain an active social media presence.

IV. Collaborations

IV. Collaborations

* - Required field

Check one or more of the following boxes if the P&A houses any of these programs

Client Assistance Program true

Long Term Care Ombudsman

Parent Training Center

Collaboration #1

Name of Collaboration*

Arkansas Bar Association

Description of collaboration *

DRA collaborated with the Arkansas Bar Association (ABA) in FY2018 to provide Continuing Legal Education (CLE) trainings to members of the ABA on disability-related legal issues, such as rights accorded under the Individuals with Disabilities Education Act (IDEA).

Role of the P&A within the collaboration *

DRA partnered with the ABA to provide these trainings for CLE credits.

Collaboration #2

Name of Collaboration*

Pulaski County Bar Association

Description of collaboration *

DRA attorneys conducted four presentations (for CLE credits) to members of the Pulaski County Bar Association (PCBA) regarding trending topics in Americans with Disabilities Act (ADA) litigation, such as effective communication, service animals, and architectural accessibility.

DRA attorneys also conducted four presentations to the PCBA regarding the rights of a ward through the guardianship process and less restrictive alternatives to guardianship, such as supported decision making and powers of attorney.

DRA attorneys conducted four presentations to PCBA members regarding legal rights under the Individuals with Disabilities Education Act (IDEA).

While these trainings were conducted in collaboration with the PCBA, the trainings were presented across the state, taking place in Little Rock (Central Arkansas), Fayetteville (Northwest Arkansas), Texarkana (Southwest Arkansas), and El Dorado (South-Central Arkansas).

Role of the P&A within the collaboration *

DRA partnered with PCBA to provide these trainings for CLE credits.

Collaboration #3

Name of Collaboration*

ArkSTART

Description of collaboration *

DRA collaborated with ArkSTART, which is the Arkansas Systemic, Therapeutic Assessment, Resources, and Treatment program, which serves individuals who have intellectual and developmental disabilities and behavioral health conditions or challenging behaviors that negatively affect their quality of life and can, in some instances, put them at risk of institutionalization. DRA collaborated with ArkSTART to provide training to ArkSTART members to increase the knowledge base and skill level, regarding guardianship and the rights of wards, of the professionals providing services and support to people with intellectual disabilities through the ArkSTART program. As there is a lack of understanding with regard to less restrictive alternatives to guardianships, such as psychiatric advanced directives, limited guardianships and supported decision-making, individuals will benefit from having those choices made available to them through trained and educated professionals.

Role of the P&A within the collaboration *

DRA partnered with ArkSTART to provide trainings to their membership, which includes staff of DD service providers from around the state.

Collaboration #4

Name of Collaboration*

Legal Aid/Central Arkansas Legal Services (CALs)

Description of collaboration *

DRA collaborated with both legal aid agencies to make presentations at a statewide legal aid conference, themed "Partners in Equal Justice". DRA attorneys provided information about DRA services, the scope of DRA's work and areas of work that could be done in collaboration with Legal Aid and Central Arkansas Legal Services (CALs) staff. DRA obtained information about four other agencies that participated on panels, covering issues important to under-served minority populations such as rural poultry workers with high rates of disability and undocumented immigrants, including those impacted by DACA changes.

Role of the P&A within the collaboration *

DRA collaborated to provide trainings for conference attendees at the "Partners in Equal Justice" conference.

Collaboration #5

Name of Collaboration*

Pulaski County Crime Victim Collaboration

Description of collaboration *

DRA participated in a collaborative effort by agencies regarding the treatment of persons with disabilities who are victims of sex crimes, domestic violence, and human trafficking. The collaboration members discussed the needs of people with disabilities who are victims of crime, the need to identify areas for legal and policy changes, and how to educate stakeholders about the rights of persons with disabilities. DRA learned about efforts regarding advocacy and systemic reforms and resources needed for crime victims with disabilities. This networking resulted in a building of relationships with other agencies who are working with

crime victims and communities to improve responses to people with disabilities, preventing further rights violations by law enforcement and health care providers, and advocacy and education needed to address guardianship/authority issues encountered by people with disabilities. Such problems include a lack of education for law enforcement, judges, and health care providers in dealing with people with disabilities, particularly people with developmental disabilities; people with disabilities not being empowered to make their own decisions about reporting crimes and consenting to examinations, particularly in sexual assault cases; shelters and other providers in need of a better understanding of ADA , fair housing and other rights issues; and bias in systems and in the responses of providers and others to victims of crime. DRA staff has provided information about DRA services, goals, and priorities, and how DRA can work with self-advocates and other stakeholders to address these issues.

Role of the P&A within the collaboration *

DRA partnered with other agencies in this collaboration.

Collaboration #6

Name of Collaboration*

Youth Justice Reform Board

Description of collaboration *

DRA continued to participate in a task force created to address the need for reform of the juvenile justice system in the state. DRA was particularly interested in the task force addressing living conditions in several facilities, a lack of adequate treatment, including mental health and educational services, abuse and neglect that occur in these facilities, and the school-to-prison pipeline. Several member organizations, including DRA, Arkansas Advocates for Children and Families, the Arkansas Public Defender Ombudsman, and the Division of Youth Services, collaborated to strategize and present a united front on these major issues. This collaboration is continuing into fiscal year 2019.

Role of the P&A within the collaboration *

DRA stood as a partner with the other agencies involved in this collaborative effort.

Collaboration #7

Name of Collaboration*

The Breakfast Club

Description of collaboration *

The Breakfast Club, a coalition of advocacy groups including DRA and the UCEDD, as well as some service providers, continues to meet regularly to examine the most pressing issues related to services for individuals with intellectual and developmental disabilities. While the primary focus in previous years has been the Alternative Community Services (ACS) Waiver waiting list, the issue of most concern for the past year has been the transition of the entire service system for people with developmental disabilities and behavioral health diagnoses to a managed care system. The Breakfast Club will continue meeting in FY19, and will closely monitor the implementation of the managed care system in Arkansas.

Role of the P&A within the collaboration *

DRA is one of the partners and primary members of this coalition.

Collaboration #8

Name of Collaboration*

The Governor's Council on Developmental Disabilities and Partners for Inclusive Communities

Description of collaboration *

The Governor's Council on Developmental Disabilities (GCDD) is the Developmental Disabilities Council in Arkansas (DDC), and Partners for Inclusive Communities is the University Centers of Excellence for Developmental Disabilities (UCEDD) for Arkansas. In addition to The Breakfast Club, documented in collaboration #7, the three agencies continue to collaborate in supporting the Self-Advocacy Network Development (SAND) project. The program is housed in the DRA offices, GCDD provides substantial funding for the program, and Partners provides mentoring and technical support for the self-advocate coordinator position. The DRA and Partners executive directors also serve on the GCDD Board of Directors.

Role of the P&A within the collaboration *

DRA is one of three partners in this coalition of agencies.

V. Governance and Compliance

A. Board, staff, and advisory council and race and ethnicity * - Required field

Race/Ethnicity	Board	Employees	Advisory Council
1. Hispanic/Latino (of any race)*	0	0	0
Race/Ethnicity(NOT Hispanic/Latino)			
2. American Indian/ Alaskan Native*	0	0	0
3. Asian*	0	0	0
4. Black/African American*	1	5	0
5. Native Hawaiian/ Other Pacific Islander*	0	0	0
6. White*	8	16	0
7. Two or more races*	0	0	0
8. Race/Ethnicity Unknown*	0	0	0
Total	9	21	0

Describe advisory council if applicable

Non-applicable

B. Consumer involvement in P&A governance

* - Required field

	Board	Advisory Council
PADD Eligible Primary Consumers*	1	0
PADD Eligible Secondary Consumers*	4	0
Other Eligible Primary Consumers*	0	0
Other Eligible Secondary Consumers*	0	0
Total Membership	5	0

VI. General Program Information

VI. General Program Information

* - Required input

A. P&A Identification

Name of state, territory, or jurisdiction*

Arkansas

Name of P&A system*

Disability Rights Arkansas, Inc.

B. Main Office

Mailing Address*

400 West Capitol Avenue, Suite 1200, Little Rock, AR 72201

Phone Number of Main Office*

501-296-1775

C. Satellite Offices (If Any)

D. CEO Contact Information

Name*

Tom Masseau

Phone Number*

501-296-1775

Email Address of P&A CEO*

tmasseau@disabilityrightsar.org

E. PADD PPR Preparer Contact Information

Name*

Susan Pierce

Title*

Director of Policy and Planning

Phone Number*

501-296-1775

Email Address of PPR Preparer*

spierce@disabilityrightsar.org