

**P & A Program Performance Report
PADD PPR**

Grantee: NY

OMB Clearance No.: 0980-0160

Reporting Period: 10/1/2014 - 9/30/2015

Expiration Date.: 06/30/2014

Section 1 Identification

State: NY	Reporting Period: 10/1/2014	To: 9/30/2015
P&A Agency Name: New York - Disability Rights New York		
Contact Person Last Name: Clune First Name: Tim MI:		
Phone Number: 5184327861		

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Section 2 Individual Clients Served

A. Number of Individual Clients (Number of Persons with Disabilities Receiving Individual Advocacy):		
1. Number of clients receiving advocacy at start of fiscal year:		114
2. Number of new/renewed clients represented during fiscal year:		441
Total:		555
3. If program income was used to supplement the PADD allotment for the reporting period, estimate the number of individuals served as a result of program income dollars:		0
4. Number of individuals requesting individual advocacy and who are eligible under the PADD program but did not receive such		141
B. Number of Case Problems of Individual Clients		610
C. Number of Individual Clients by Age:		
Age 0 to 2:		3
Age 3 to 4:		7
Age 5 to 22:		321
Age 23 to 59:		205
Age 60 and over:		19
Total Clients:		555
D. Number of Individual Clients by Sex:		
Number of Male:		400
Number of Female:		155
Total Clients:		555
E. Number of Individual Clients by Racial/ Ethnic Background:	Single Response	Multiple Response
Asian:	6	0
Black or African American:	92	0
Hispanic / Latino:	64	0
American Indian or Alaskan Native:	0	0
Native Hawaiian or other Pacific Islander	3	0
White:	354	0
Multiple Response:	22	
Information Not Provided	14	
Total Clients:	555	
F. Number of Individual Clients by Geographic Location:	In-State	Out-of-State

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Urban (metropolitan area with population of 50,000 or more):	448	6
Rural (all other):	99	2
Total Clients:	547	8
G. Clients Living Arrangements		Number of Individual Clients
Independent		89
Parental or other Family Home		314
Community Residential Home		54
Foster Care		0
Nursing Home		11
Public (State Operated Institutional Living Arrangement)		22
Private Institutional Living Arrangement		19
Legal Detention / Jail / Prison / Detention Center		43
Homeless		3
Federal Facility (List)		0
Other		0
Information not provided		0
Total Client Cases by Living Arrangement		555
H. Individual Clients Disability		Number of Individual Clients
Autism		197
Cerebral Palsy		37
AIDS/HIV		0
Epilepsy		7
Mental Illness		34
Intellectual Disability		140
Muscular Dystrophy		4
Spina Bifida		2
Learning Disabilities		59
Traumatic Brain Injuries (TBI) and other head injuries		34
Tourette Syndrome		4
Visual Impairment / Blind		3
Hard of Hearing / Deaf		8

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Other Physical / Orthopedic *		7
Other Emotional / Behavioral *		6
Other Intellectual *		13
Disability Unknown		0
Total Disabilities		555
Sections	Name of Disability	Number of Clients
Disability Breakout 1	mitochondrial syndrome	1
Disability Breakout 2	Syringomyelia	1
Disability Breakout 3	ponto-cerebellar hypo-plasia	1
Disability Breakout 4	I-Cell Disease	1
Disability Breakout 5	Dwarfism	1
Disability Breakout 6	Spine/Fused Spine	1
Disability Breakout 7	Fibromyalgia	1
Disability Breakout 8	ADHD	4
Disability Breakout 9	Landau Kleffner Syndrome	1
Disability Breakout 10	Angleman's Syndrome	1
Disability Breakout 11	Down Syndrome/Other Chromosome	7
Disability Breakout 12	Fetal Alcohol Syndrome	2
Disability Breakout 13	Other Neurological Disorders	3
Disability Breakout 14	Neonatal Marfan Syndrome	1

Section 2 County List

	County Name	Total Population	Number of Individual Clients
1	Albany County	304,204	77
2	Allegany County	48,946	0
3	Bronx County	1,385,108	14
4	Broome County	200,600	7
5	Cattaraugus County	80,317	0
6	Cayuga County	80,026	9
7	Chautauqua County	134,905	1
8	Chemung County	88,830	4

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9	Chenango County	50,477	2
10	Clinton County	82,128	11
11	Columbia County	63,096	7
12	Cortland County	49,336	0
13	Delaware County	47,980	1
14	Dutchess County	297,488	8
15	Erie County	919,040	25
16	Essex County	39,370	2
17	Franklin County	51,599	5
18	Fulton County	55,531	7
19	Genesee County	60,079	2
20	Greene County	49,221	7
21	Hamilton County	4,836	0
22	Herkimer County	64,519	5
23	Jefferson County	116,229	2
24	Kings County	2,504,700	10
25	Lewis County	27,087	0
26	Livingston County	65,393	3
27	Madison County	73,442	2
28	Monroe County	744,344	18
29	Montgomery County	50,219	7
30	Nassau County	1,339,532	23
31	New York County	1,585,873	18
32	Niagara County	216,469	4
33	Oneida County	234,878	6
34	Onondaga County	467,026	26
35	Ontario County	107,931	4
36	Orange County	372,813	7
37	Orleans County	42,883	2
38	Oswego County	122,109	2
39	Otsego County	62,259	2
40	Putnam County	99,710	0

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41	Queens County	2,230,722	24
42	Rensselaer County	159,429	24
43	Richmond County	468,730	5
44	Rockland County	311,687	5
45	Saratoga County	219,607	24
46	Schenectady County	154,727	35
47	Schoharie County	32,749	3
48	Schuyler County	18,343	1
49	Seneca County	35,251	4
50	St. Lawrence County	111,944	4
51	Steuben County	98,990	4
52	Suffolk County	1,493,350	28
53	Sullivan County	77,547	17
54	Tioga County	51,125	0
55	Tompkins County	101,564	2
56	Ulster County	182,493	10
57	Warren County	65,707	3
58	Washington County	63,216	8
59	Wayne County	93,772	3
60	Westchester County	949,113	19
61	Wyoming County	42,155	0
62	Yates County	25,348	0

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Section 3 Case Problem Areas of Individual Clients Served

This is the total number of problems addressed by the PADD program and collected at case closure. This will allow the PADD program to better determine the outcome of its work. This can be more than the number of problems presented upon intake that is the total number reported in Section 2 B.

A. The outcome of problems addressed for Individual Clients:

1. Number of persons with developmental disabilities living in institutions served by the P&A whose complaint of abuse, neglect, discrimination of their rights was remedied by the P&A:	36
2. Number of persons with developmental disabilities living in the community served by the P&A whose complaint of abuse, neglect, discrimination of their rights was remedied by the P&A:	248

B. Types of problems addressed by area of emphasis:

1. Quality Assurance including abuse, neglect & other violations of rights	132
2. Education and early intervention	220
3. Child care	3
4. Health care	53
5. Employment	17
6. Housing	36
7. Transportation	10
8. Recreation	2
Total Case Problem Areas of Individual Clients Addressed upon closure	473

C. Reasons for Closing Individual's Case Files:

1. Issues resolved partially or completely in the individual's favor	304
2. Other representation found	31
3. Individual withdrew complaint	56
4. Appeals were unsuccessful	1
5. PADD services were not needed due to individual's death, relocation, etc.	13
6. PADD withdrew because individual would not cooperate	35
7. PADD unable to take care because of lack of resources	2
8. Individual's case lacks merit	28
9. Other	0

D. Intervention Strategies Used in Serving Individuals: (List the highest level of Intervention used by PADD prior to closing each case file.)

1. Technical assistance in self-advocacy	228
2. Short-term assistance	156

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3. Investigation / monitoring	12
4. Negotiation	61
5. Mediation / alternative dispute resolution	1
6. Administrative hearings	7
7. Litigation	8
E. Satisfaction of Individuals Served:	
1. Number of satisfaction surveys distributed	0
2. Number of satisfaction surveys returned during the year	0
3. Of the total number of surveys returned, indicate how many individuals rated their overall satisfaction with PADD in the following ways:	
a. Satisfied	0
b. Not satisfied	0
4. Number of client grievances filed under the client grievance procedure	11

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Section 4 Interventions on Behalf of Groups of Clients

A.Summary Data	Number of cases	Potential number of individuals impacted	Number of cases concluded successfully	Number of cases concluded unsuccessfully	Number of cases pending
Summary Data on Group Advocacy Intervention	30	10,000	26	1	3
Summary Data on Investigations Intervention	55	128,000	41	2	12
Summary Data on Monitoring Activities Intervention	48	178,000	38	0	10
Summary Data on Court-Ordered Monitoring Activities Intervention	0	0	0	0	0
Summary Data on Systemic or Class-action Litigation Intervention	5	35,000	0	0	5
Summary Data on all Group Interventions	138	351,000	105	3	30
B. Group Advocacy:					

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1. What are the major issues addressed?

VOCATIONAL REHABILITATION SERVICE DENIAL FOR INDIVIDUALS WITH ID/DD

DRNY collaborated with the Client Assistance Program (CAP) to advocate for the increased participation of individuals with Intellectual and/or Developmental Disabilities in competitive employment. DRNY determined that many individuals with ID/DD are not receiving State Vocational Rehabilitation (VR) services through the current assessment/eligibility determination process. DRNY continues to receive complaints that the current evaluation process for VR services does not take into consideration the need for reasonable accommodations for applicants with ID/DD. This year the State's VR agency (ACCES-VR) and the agency which services New Yorker's with ID/DD (OPWDD) entered into an agreement. This agreement was supposed to address access for people with ID/DD to employment supports but it has resulted in more people with ID/DD being turned away from ACCES-VR.

SOLITARY CONFINEMENT OF PEOPLE WITH ID/DD IN PRISON AND JAILS

DRNY is greatly concerned about the culture in the New York State prisons and jails to respond to individuals with disabilities with excessive use of force and harsh disciplinary action, including punitive segregation, rather than treatment and other services and interventions. Such reliance on long-term segregation, and the placement of individuals with disabilities in housing without sufficient access to needed services and supports, is fundamentally contrary to the integration mandate required by the Americans with Disabilities Act

DENIAL OF EDUCATION IN PRISONS AND JAILS

DRNY received complaints that prisoners with ID/DD in New York State Department of Corrections and Community Supervision ("DOCCS") prisons were being denied access to special education supports and services. DRNY also investigated complaints that prisoners with ID/DD in New York City Department of Correction ("DOC") jails were similarly being denied access to educational supports and services. These allegations include failure to deliver instruction in accordance with the student's educational needs, no access to direct instruction, and complete denial of general or special education programming.

2. Which groups are likely to be affected?

VOCATIONAL REHABILITATION SERVICE DENIAL FOR INDIVIDUALS WITH ID/DD

The group likely affected are individuals with ID/DD seeking competitive employment or higher education that will lead to employment. This includes students transitioning out of school and adults in segregated pre-vocational programs.

SOLITARY CONFINEMENT OF PEOPLE WITH ID/DD IN PRISON AND JAILS

The group most likely to be affected are incarcerated individuals with ID/DD in New York's prison and jail system.

DENIAL OF EDUCATION IN PRISONS AND JAILS

The group most likely to be affected are youth incarcerated in adult prisons and jails between the age of 15-21.

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3. What have been the major outcomes during the fiscal year?

VOCATIONAL REHABILITATION SERVICE DENIAL FOR INDIVIDUALS WITH ID/DD

DRNY has reported to ACCES-VR and OPWDD the consequences of the agreement signed by the two agencies. Specifically, DRNY identified that individuals with ID/DD are discouraged from accessing VR services until OPWDD decides that they are ready. This has delayed applications to ACCES-VR and subverts the process afforded to any other applicants of VR services within the state. Furthermore, ACCES-VR is referring clients to OPWDD without first fully examining eligibility for VR services. A meeting with officials from both State Agencies has been scheduled in FY 2016.

SOLITARY CONFINEMENT OF PEOPLE WITH ID/DD IN PRISON AND JAILS

DRNY has engaged in systemic advocacy to prevent the proliferation of solitary confinement of individuals with ID/DD in New York City jails and New York State prisons. DRNY conducted extensive monitoring in a unit DOCCS developed as an alternative to solitary confinement for individuals with ID/DD. During this fiscal year, DRNY spoke with more than 90% of the prisoners in this unit, identified systemic problems with the unit, and is working with DOCCS to remedy these problems. DRNY has also successfully demanded the transfer of individuals with ID/DD in solitary confinement to this unit. Through its advocacy, DRNY is working to ensure that all New York State prisoners with ID/DD are diverted away from solitary confinement.

DENIAL OF EDUCATION IN PRISON AND JAILS

This fiscal year, DRNY visited 6 state prisons operated by DOCCS and 4 correctional centers operated by DOC at Rikers Island. DRNY spoke with over 600 incarcerated individuals with disabilities. DRNY interviewed prisoners eligible for special education services who were not receiving educational supports, or receiving subpar services, and who alleged systemic abuse and/or neglect due to a denial of education services. DRNY engaged in individual advocacy on behalf of many of these prisoners, which has resulted in their programmatic enrollment or an improvement in their day-to-day services. DRNY has collaborated with New York State Prisoners Legal Services to improve the DOCCS special education system. DRNY continues to work to improve education supports for students in DOC and has partnered with other legal service organizations such as Legal Aid Society to improve education for incarcerated youth.

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4. How do these outcomes contribute to the long-term objectives as stated in the Statement of Objectives and Priorities?

VOCATIONAL REHABILITATION SERVICE DENIAL FOR INDIVIDUALS WITH ID/DD

DRNY has identified policies and practices which interfere with individuals with ID/DD obtaining VR supports to achieve sustainable competitive employment and has educated policy makers to resolve these concerns. DRNY was the only group that identified the negative consequences of the State's agreement between OPWDD and ACCES-VR. Otherwise, the reception of this agreement was positive by other groups. DRNY has identified the long-term ramification of this policy to the State in order to prevent the diversion of individuals with ID/DD away from VR services. This group advocacy addressed Priority 3 (Ensure that people with intellectual and developmental disabilities are free from discrimination in employment) and will continue in FY 2016 through Priority 5 (Advocate for students to receive a free appropriate public education in their least restrictive environment to ensure independent living and secondary schooling or employment upon graduation).

SOLITARY CONFINEMENT OF PEOPLE WITH ID/DD IN PRISON AND JAILS

Group advocacy contributes to Priority 8 (Ensure that individuals with intellectual and developmental disabilities in prison and jails receive appropriate services in the least restrictive environment). DRNY worked with other prisoner's legal services and communicated with prison/jail officials to ensure that individuals with ID/DD in prison and jails received appropriate services in the least restrictive environment.

DENIAL OF EDUCATION IN PRISONS AND JAILS

Group advocacy contributed to Priority 8 (Ensure that individuals with intellectual and developmental disabilities in prison and jails receive appropriate services in the least restrictive environment) and Priority 5 (Advocate for students to receive a free appropriate public education in their least restrictive environment to ensure independent living and secondary schooling or employment upon graduation).

C. Full Investigations:

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1. What are the major areas of investigation?

DRNY INVESTIGATED ALLEGATIONS OF ABUSE AND NEGLECT AT A RESIDENTIAL EDUCATIONAL SCHOOL

DRNY investigated multiple complaints of abuse and neglect of students at a residential educational program and concluded that residents of this facility were subjected to abuse and neglect. DRNY found that the residential educational school failed to conduct functional behavioral assessments ("FBAs") for students that exhibited persistent behaviors that placed them or other at risk of harm or injury, failed to create behavioral intervention plans (BIPs) to address these behaviors, failed to monitor the progress of BIPs, failed to provide services as required by the students' IEP, and obstructed DRNY's investigation by tampering with documents and threatening staff with retaliation.

DEATH INVESTIGATION OF INDIVIDUAL WITH ID/DD

DRNY investigated the death of an 18 year old young man who was predominantly nonverbal with autism and severe ID/DD. This investigation raised serious concerns with the agency that provided care and treatment to the individual and with the State's investigative agency responsible for investigating the death. The individual was a resident at an Intermediate Care Facility (ICF) at the time of his death. He died on July 3, 2013 following the inadvertent removal of the cecostomy tube that had been placed in his stomach a few hours earlier. As part of DRNY's investigation, DRNY also reviewed the investigation report completed by the New York State Justice Center for the Protection of People with Special Needs, Office of Investigation ("Justice Center").

DRNY INVESTIGATES MORTALITY TRENDS IN STATE'S SYSTEM

DRNY participates in the Office for People with Developmental Disabilities' ("OPWDD") Central Mortality Review Committee ("CMRC") which conducts monthly reviews of deaths of people with ID/DD. DRNY is involved in the OPWDD mortality review process to monitor the deaths of individuals with developmental disabilities in this state's service system. DRNY identified trends that have contributed to the untimely death of individuals with ID/DD including: (1) telephone triage (communication between direct care provider and on call nursing to assess need for medical attention); (2) choking; and (3) bowel management.

PHYSICAL RESTRAINT AND SECLUSION IN SCHOOLS

Students with disabilities are especially vulnerable to the improper use of physical restraint and seclusion in schools. Students with disabilities are often physically restrained by untrained professionals and little or no notification is given to the student's legal guardian. NYS does not have a comprehensive approach to reducing or eliminating physical restraints in schools.

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2. Which groups are likely to be affected?

DRNY INVESTIGATED ALLEGATIONS OF ABUSE AND NEGLECT AT A RESIDENTIAL EDUCATIONAL SCHOOL

There are 56 students who attend this residential school for whom DRNY has received complaints of abuse and neglect.

DEATH INVESTIGATION OF INDIVIDUAL WITH ID/DD

The group impacted are individuals with ID/DD who receive care and treatment from state supported systems.

DRNY INVESTIGATES MORTALITY TRENDS IN STATE'S SYSTEM

The group impacted by this investigation are individuals with ID/DD who receive services funded or operated by the Office for People with Developmental Disabilities (OPWDD) the State's service system for people with ID/DD.

PHYSICAL RESTRAINT AND SECLUSION IN SCHOOLS

The group likely affected are individuals with disabilities who are at higher risk for physical restraint or seclusion due to a lack of communication, social, or behavioral skills.

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3. What have been the major outcomes during the fiscal year?

DRNY INVESTIGATED ALLEGATIONS OF ABUSE AND NEGLECT AT A RESIDENTIAL EDUCATIONAL SCHOOL

DRNY released a Preliminary Report on June 23, 2015 and concluded that students at this residential school have been and continue to be neglected. The report may be found at <http://nebula.wsimg.com/440a3aceba10eba2fcff71cbd40328fc?AccessKeyId=20FDA6965F4ADC0629BA&disposition=0&alloworigin=1>

DRNY's investigation is ongoing, but due to the serious nature of the findings, DRNY issued a Preliminary Report to notify the facility of the problematic policies, procedures and conduct that impact the safety and well-being of students with disabilities. As a result of this public report the residential school was investigated by three New York State agencies and two of the agencies (New York State Education Department and Office for People With Developmental Disabilities) issued findings of deficiencies. As a result of DRNY's report, the residential school has changed policies, replaced staff, and required to comply with corrective action plans. DRNY continues to work closely with these oversight agencies to ensure that deficiencies are addressed within the facility. DRNY also continues its investigation and plans on issuing a final report next fiscal year.

DEATH INVESTIGATION OF INDIVIDUAL WITH ID/DD

DRNY has found that (1) the physician who was supposed to oversee his care failed to aggressively and consistently implement a health care treatment leading to his death, (2) the ICF failed to maintain sufficient supervision of the primary care physician, (3) the ICF failed to enforce the incident reporting requirements; (4) failed to ensure that individuals receiving services receive training in techniques to protect themselves from abuse or other reportable incidents (5) the Justice Center failed to address serious issues by the complaint, concluding the allegations were unsubstantiated when in fact the allegations should have been substantiated; (6) the Justice Center took an excessive period (11 months) to complete its investigation; and failed to ensure that the doctor was removed from contact with other residents during the pendency of its investigation.

DRNY will be demanding corrective action and issuing a public report in FY 2016.

DRNY INVESTIGATES MORTALITY TRENDS IN STATE'S SYSTEM

DRNY submitted comments to OPWDD for the Agency's telephone triage alert to be distributed to providers. OPWDD issued a telephone triage alert which was shared with all entities that provide services to people with ID/DD funded by OPWDD. DRNY is monitoring the impact of this policy on reducing the number of deaths associated with poor communication between medical staff and direct service staff. DRNY also obtained data from OPWDD of all deaths of people with ID/DD for 2013 and 2014. DRNY is analyzing this data to identify trends. This matter is ongoing and will continue into the next fiscal year.

PHYSICAL RESTRAINT AND SECLUSION IN SCHOOLS

DRNY has analyzed a survey of nearly 400 survey responses from parents, school personnel and others regarding the use of restraint and time out room, efforts to use appropriate behavioral intervention for prevention, and injuries resulting from restraints. DRNY is also reviewing data and complaints obtained through two FOIL requests. We have also conducted an extensive review of other state initiatives to support recommendations for regulatory change regarding key definitions, staff training, positive behavior intervention, parent notice and involvement, data collection and monitoring by the state oversight agency. Finally, DRNY has obtained impact stories through parent interviews and investigation resulting from individual service requests. DRNY will be issuing a report and recommendations to the state oversight agency and others early in fiscal year 2016.

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4. How do these outcomes contribute to the long-term objectives as stated in the Statement of Objectives and Priorities?

DRNY INVESTIGATED ALLEGATIONS OF ABUSE AND NEGLECT AT A RESIDENTIAL EDUCATIONAL SCHOOL

The outcome of this investigation contributes to Priority 1 (Protect people with intellectual and developmental disabilities from abuse and neglect) and Priority 4 (Ensure that students with intellectual and developmental disabilities receive appropriate supports and services in the least restrictive environment). DRNY accomplished these objectives through its public report and by obtained critical oversight from quality assurance agencies of this residential school.

DEATH INVESTIGATION OF INDIVIDUAL WITH ID/DD

The outcome of this investigation contributes to Priority 1 (Protect people with intellectual and developmental disabilities from abuse and neglect). Individuals, including the subject of this investigation, who are at risk of abuse and neglect often do not have natural supports/family supports. This investigation exposed the lack of oversight of medical care to individuals with ID/DD and the limitations of the State's investigative systems to identify systemic problems within its system.

DRNY INVESTIGATES MORTALITY TRENDS IN STATE'S SYSTEM

The outcome of this investigation contributes to Priority 1 (Protect people with intellectual and developmental disabilities from abuse and neglect).

PHYSICAL RESTRAINT AND SECLUSION IN SCHOOLS

This group advocacy addresses Priority 1 (Protect people with intellectual and developmental disabilities from abuse and neglect) and Priority 4 (Ensure that students with intellectual and developmental disabilities receive appropriate supports and services in the least restrictive environment).

D. Monitoring:

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1. What are the major areas of non-court ordered monitoring?

DISCHARGE FROM OFFICE FOR PEOPLE WITH DEVELOPMENTAL DISABILITIES INTERMEDIATE CARE FACILITIES

DRNY has been monitoring the discharge of individuals with developmental disabilities from Office for People with Developmental Disabilities (OPWDD) operated Developmental Centers (DCs) throughout New York State. OPWDD announced the closure of many of its State-operated large institutions and DRNY continues to monitor the discharge of residents with disabilities to community-based placements. DRNY has worked to ensure the effective transition, individual choice, and timely discharge.

EDUCATIONAL SUPPORTS IN JUVENILE JUSTICE CENTERS

In 2014, DRNY conducted an investigation based upon complaints that students with disabilities were not being provided access to appropriate educational supports while residing in New York State Office for Children and Family Services (OCFS) Juvenile Justice Centers (JJ Centers). JJ Centers are residential institutions (secure and limited secure) and the majority of students in these centers are children with disabilities in need of special education supports and services. DRNY concluded that students were not provided with appropriate educational supports and notified OCFS of the deficiencies in its educational services. Partly in response to DRNY's investigation, OCFS developed a new service delivery system called the New York Model which is designed to address restraint and seclusion issues and improve educational services delivery. In Fiscal Year 2015, DRNY has been monitoring the implementation of this program.

NEW YORK STATE'S EMPLOYMENT PLAN FOR INDIVIDUALS IN SEGREGATED EMPLOYMENT

Segregated employment is a work setting where workers with developmental disabilities only interact with and work alongside other workers with developmental disabilities. These settings may include prevocational services to prepare a person with developmental disabilities for the generic work environment. On June 1, 2013, the Office for People With Developmental Disabilities (state agency which funds these settings) ended new admissions to sheltered workshops (a type of segregated employment setting) and proposed a work plan to increase the number of people in these settings to transition to competitive employment.

INDIVIDUALS PLACED IN OUT OF STATE NURSING HOMES

DRNY has conducted onsite monitoring of in-state and out-of-state nursing homes which house New Yorkers with ID/DD. DRNY has identified individuals who have been languishing within these nursing homes due to a lack of services within New York State. Through litigation DRNY has learned that for out-of-state nursing homes the State has not created discharged plans for any of these individuals and does not believe that it has a responsibility to do so.

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2. Which groups are likely to be affected?

DISCHARGE FROM OFFICE FOR PEOPLE WITH DEVELOPMENTAL DISABILITIES INTERMEDIATE CARE FACILITIES

The group likely impacted by this monitoring are residents at New York State's large institutions that are targeted for closure. At the beginning of this fiscal year there were approximately 800 people who continue to reside in large state operated facilities who could successfully integrate in community-based housing opportunities.

EDUCATIONAL SUPPORTS IN JUVENILE JUSTICE CENTERS

The group likely affected by this monitoring are the 539 children that reside in New York State Juvenile Justice Centers

NEW YORK STATE'S EMPLOYMENT PLAN FOR INDIVIDUALS IN SEGREGATED EMPLOYMENT

The group most likely impacted are people with developmental disabilities working in prevocational or sheltered workshop settings seeking access to competitive employment.

INDIVIDUALS PLACED IN OUT OF STATE NURSING HOME

There are over 800 people with disabilities in out of state nursing homes who are placed by New York State.

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3. What have been the major outcomes during the fiscal year?

DISCHARGE FROM OFFICE FOR PEOPLE WITH DEVELOPMENTAL DISABILITIES INTERMEDIATE CARE FACILITIES

DRNY monitored the closure plans for four state-operated Developmental Centers. DRNY provided technical assistance and group and individual advocacy to ensure that the residents of these facilities are appropriately integrated into their communities. DRNY monitored the closure of one facility which closed in March 2015. DRNY identified, through the monitoring of this facility, delays in development of community based homes, ineffective behavioral plans to allow individuals to prepare for discharge, lack of coordination between institutional staff and community-based providers, and failure to involve individuals and families in decision-making. DRNY provided individual representation to 12 individuals to ensure appropriate transition. DRNY is using strategies learned from this advocacy to ensure smoother closures of the remaining state facilities. DRNY continues to monitor the remaining three facilities which will be closing in Fiscal Year 2016 and 2017.

EDUCATIONAL SUPPORTS IN JUVENILE JUSTICE CENTERS

DRNY has conducted on-site monitoring of multiple Juvenile Justice Centers in New York State. DRNY evaluated the new service model. OCFS stopped using a suspension or exclusion process and students were no longer placed in "room study" for minor infractions. Serious discipline was reserved for only the most serious of infractions. DRNY also saw drastic improvement in the educational supports to students with disabilities. Students' Individualized Education Programs (IEPs) were being followed and students were observed to be happy and attentive in the classroom. 539 students now go to school in safer and more humane conditions. Based upon these monitoring visits, DRNY's document reviews and meetings with OCFS, DRNY has successfully closed this monitoring project.

NEW YORK STATE'S EMPLOYMENT PLAN FOR INDIVIDUALS IN SEGREGATED EMPLOYMENT

DRNY has conducted onsite reviews of 39 sheltered workshop settings, including interviewing participants and staff. DRNY reviewed each of the programs, provided information to participants about the P&A system, and examined whether individuals were provided meaningful opportunity to access integrated competitive employment. DRNY also participated in three statewide training sessions targeting sheltered workshop participants to promote access to competitive employment and testified at a public hearing which examined the closure of sheltered workshop settings in New York State. DRNY determined that there is pervasive misunderstanding and a lack of accessible informational materials for people with disabilities, family members, advocates, and employers about the State's plan for transitioning people in these settings to competitive employment. This confusion is preventing sheltered workshop participants from learning about their rights and the opportunities available to them. DRNY will be reporting these gaps to the State and will continue its monitoring in the next fiscal year.

INDIVIDUALS PLACED IN OUT OF STATE NURSING HOMES

DRNY conducted monitoring visits at nursing homes in and out of New York State. DRNY has identified a number of residents ready for discharge. DRNY has also identified over use of medication and lack of access to appropriate services to address the needs of individuals with disabilities. New Yorker's in out-of-state placements do not have the ability to access community integration opportunities within the state that the facility is located because the community services are available only to state residents. New York has taken no action to locate community integration opportunities for New Yorker's out-of-state which results in unnecessarily long stays.

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4. How do these outcomes contribute to the long-term objectives as stated in the Statement of Objectives and Priorities?

DISCHARGE FROM OFFICE FOR PEOPLE WITH DEVELOPMENTAL DISABILITIES INTERMEDIATE CARE FACILITIES

Monitoring contributes to Priority 2 (Ensure that people with intellectual and developmental disabilities receive necessary supports and services in the most integrated setting.) because of the objective to monitor the closure of state operated Intermediate Care Facilities (ICFs) to ensure that individuals with ID/DD are transitioned to the most integrated settings.

EDUCATIONAL SUPPORTS IN JUVENILE JUSTICE CENTERS

The outcome of this investigation contributes to Priority 7 (Ensure that children with intellectual and developmental disabilities in the Juvenile Justice system are free from unnecessary restraint and seclusion and have access to appropriate education/transitional supports) because DRNY advocated for children with ID/DD who are unnecessarily excluded, discipline, or restrained and secluded and advocated for children with intellectual and developmental disabilities to receive appropriate education services pursuant to IDEA.

NEW YORK STATE'S EMPLOYMENT PLAN FOR INDIVIDUALS IN SEGREGATED EMPLOYMENT

Monitoring contributes to Priority 3 (Ensure that people with intellectual and developmental disabilities are free from discrimination in employment) because DRNY is monitoring New York State's plan to downsize the number of sheltered workshop settings and is advocating for individuals in segregated employment to receive services to transition to the most integrated employment appropriate.

INDIVIDUALS IN OUT OF STATE NURSING HOMES

This monitoring has contributed to Priority 2 (Ensure that people with intellectual and developmental disabilities receive necessary supports and services in the most integrated setting) by advocating for adults nursing homes to transition to the most integrated instate setting.

E. Court Ordered Monitoring:

1. What are the major areas of court ordered monitoring?

There was no court ordered monitoring for this fiscal year.

2. Which groups are likely to be affected?

There was no court ordered monitoring for this fiscal year.

3. What have been the major outcomes during the fiscal year?

There was no court ordered monitoring for this fiscal year.

4. How do these outcomes contribute to the long-term objectives as stated in the Statement of Objectives and Priorities?

There was no court ordered monitoring for this fiscal year.

F. Systems or Class Action Litigation:

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1. What are the major areas of litigation?

DENIAL OF SERVICE ANIMAL IN PUBLIC SCHOOLS

DRNY has filed a complaint in federal court on behalf of a child with a disability who was denied access to public school grounds with his service animal. The School District has a policy of denying all service animals to its program and community events held on school grounds. Obtaining access with a service animal in school is a systemic problem in New York State. DRNY is challenging this discriminatory conduct on the grounds that, pursuant to the Americans with Disabilities Act and Section 504 of the Rehabilitation Act of 1973 and their accompanying federal regulations, individuals with service animals should not be separated from their service animals in order to access the programs and services provided by public entities.

COMMUNITY RESIDENT WITH INTELLECTUAL DISABILITY WHOSE PROTECTED HEALTH INFORMATION WAS LEAKED

DRNY represents an individual with an intellectual disability whose protected health information was leaked by a State facility staff member in an effort to undermine the individual's discharge. The staff member also falsely alleged that the individual was a sex offender. As a result, the individual was run out of his community, evicted from his apartment, and fired from his volunteer position. He suffered emotional distress. DRNY commenced litigation to hold the state liable for its role in the Protected Health Information leak. DRNY's litigation coincides with the closure of several developmental centers in New York. DRNY is using this litigation to dissuade state employees and other actors from leaking protected health information or engaging in other nefarious behavior to prevent Olmstead enforcement.

DENIAL OF P&A ACCESS

DRNY has filed three lawsuits against the New York State Justice Center for the Protection of People with Special Needs, Office of Investigation ("Justice Center"), New York City Department of Correction, and the North Colonie School District for obstructing DRNY's investigations of abuse and neglect and denying DRNY P&A access.

2. Which groups are likely to be affected?

DENIAL OF SERVICE ANIMAL IN PUBLIC SCHOOLS

The purpose of this litigation is to address discriminatory policies developed by public entities that can profoundly affect the ability of an individual with a disability to access public programs and services. While this suit has been brought on behalf of an individual, the outcome of the litigation will impact on all individuals with service animals seeking to access the premises of a public school with their service animal.

COMMUNITY RESIDENT WITH INTELLECTUAL DISABILITY WHOSE PROTECTED HEALTH INFORMATION WAS LEAKED

The purpose of this litigation is to prevent a hostile environment from being created by the leaking of private information and the misinformation spread through social media about individuals with ID/DD transitioning from the state's institutions into the community. Those likely to be affected are the 800 current residents of state ICF centers.

DENIAL OF P&A ACCESS

All New Yorker's with ID/DD who receive care and treatment are impacted by these denials. DRNY is authorized to conduct independent oversight and monitoring of the services delivered to New Yorker's with disabilities and without the P&A Access authorized by Congress this oversight would not be possible.

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3. What have been the major outcomes during the fiscal year?

DENIAL OF SERVICE ANIMAL IN PUBLIC SCHOOLS

DRNY filed this lawsuit against the defendant school district on May 19, 2015. On November 19, 2015, DRNY filed a response to the defendant school district's motion to dismiss. DRNY anticipates that it will commence discovery in early 2016.

COMMUNITY RESIDENT WITH INTELLECTUAL DISABILITY WHOSE PROTECTED HEALTH INFORMATION WAS LEAKED

DRNY filed a this action with a motion for a late notice of claim in August 2015. The State moved to dismiss the motion and responsive papers were filed in late 2015.

DENIAL OF P&A ACCESS

The Justice Center moved to dismiss DRNY litigation and DRNY requested that the court convert the motion to dismiss to a motion for summary judgement. The motion was perfected earlier this year and the parties are waiting for a decision from the court.

DRNY filed its action against DOC in March 2015. The parties are working on a joint statement of facts and will be moving for summary judgement later this year.

In May 2015, DRNY and North Colonie moved for Summary Judgement. In July 2015, the Department of Justice on behalf of HHS filed a Statement of Interest supporting DRNY's access to North Colonie's public schools. Oral argument was held in October, 2015. DRNY is awaiting the court's decision.

4. How do these outcomes contribute to the long-term objectives as stated in the Statement of Objectives and Priorities?

DENIAL OF SERVICE ANIMAL IN PUBLIC SCHOOLS

The litigation contributes to Priority 4 (Ensure that students with intellectual and developmental disabilities receive appropriate supports and services in the least restrictive environment)

COMMUNITY RESIDENT WITH INTELLECTUAL DISABILITY WHOSE PROTECTED HEALTH INFORMATION WAS LEAKED

The litigation contributes to Priority 2 (Ensure that people with intellectual and developmental disabilities receive necessary supports and services in the most integrated setting)

DENIAL OF P&A ACCESS

DRNY's litigation contributes to all of DRNY's Statement of Objectives and Priorities but particularly to DRNY's Priority 1 (Protect people with intellectual and developmental disabilities from abuse and neglect).

G. Other Systems Change Activities:

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1. What are the major areas of systems change activities?

GUARDIANSHIP REFORM

New York State is considered by most to have the most restrictive Guardianship statute for individuals with ID/DD in the country. This statute permits courts to appoint only plenary guardianship over a person with a certification from two medical personnel that the person with ID/DD lacks capacity to make decisions. This process does not require an evaluation of lesser restrictive measures, permits the court to excuse the allegedly incapacitated person from appearing in court, and offers no legal standard of proof needed to demonstrate incapacity. The State's Olmstead Plan also identified this guardianship statute as a violation of the Americans with Disabilities Act. State legislation was introduced this fiscal year to remedy these violations but has not passed into law. Furthermore, there is a great deal of misunderstanding about the need for guardianship. Parents are being advised by the public school system and/or agencies that fund or deliver adult services that a guardianship is necessary to maintain a presence in their family member's lives.

SUPPORTED DECISION MAKING

Supported decision-making (SDM) is a model that provides people with intellectual and/or developmental disabilities with the individualized supports and services necessary to make informed decisions. Supported decision-making emphasizes that the majority of individuals with disabilities, even those with significant disabilities, have the ability and the right to make important decisions impacting their lives. Similar models that assist individuals to live, work and recreate in the most integrated settings are consistent with the NYS Olmstead Plan and OPWDD's Transformation agreement. DRNY is collaborating with the State's Developmental Disabilities Planning Council on a 5 year pilot to explore Supported Decision Making (SDM) as a lesser restrictive alternative to guardianship. SDM is a functioning alternative to surrogate decision-making and should be exhausted prior to anyone seeking or being granted guardianship over a person with I/DD.

SPECIAL EDUCATION TRAINING FOR ATTORNEYS AND ADVOCATES

DRNY developed a two-day training on Special Education to address the need for free legal advocacy for students with disabilities in New York State. Many students are unable to obtain a least restrictive educational program because they lack quality representation during the planning process. The Protection & Advocacy System is unable to provide direct representation to every child seeking this representation but DRNY recognizes that developing quality plans is critical to success in the educational model. This system change activity was designed to increase the number of pro-bono attorneys willing to provide representation to students in special education meetings.

NEW YORK STATE SPECIAL EDUCATION TASK FORCE

DRNY spearheads the management and development of the New York Special Education Task Force to reduce special education conflicts and service requests and improve the educational outcomes of students with disabilities. The Task Force is dedicated to: (1) improving communication between diverse stakeholders (2) educating stakeholders on critical issues impacting students with disabilities; and (3) reducing conflict between parents of students with disabilities and schools. The Task Force functions at both a statewide and regional level. Regional affiliates of the statewide task force provide multiple training and discussion forums each year, specifically marketing events to a diverse group of stakeholders including individuals with disabilities, local government agencies, families, school personnel, advocates, service coordinators, and attorneys. Representatives of these diverse groups serve on executive councils who collaborate to identify training needs, systemic concerns in special education, and areas for coalition building. By increasing stakeholder knowledge of rights and best practices in a mixed forum, knowledge and effective communication is increased, thereby reducing the occurrence of special education conflicts requiring legal representation. Further, through regional development of the task force, DRNY has significantly expanded its knowledge of, and access to, local agencies and resources for referral and resolution of special education service requests.

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2. Which groups are likely to be affected?

GUARDIANSHIP REFORM

The group likely affected are individuals with ID/DD at risk of guardianship or currently under a guardianship who were denied the right to maintain decision making over certain areas of their lives.

SUPPORTED DECISION MAKING

The group likely affected are individuals with ID/DD at risk of guardianship or currently under a guardianship who with supports could maintain decision making rights.

SPECIAL EDUCATION TRAINING FOR ATTORNEYS AND ADVOCATES

The groups likely affected by this system change activity are school age students who seek representation in the least restrictive educational environment and who can not accomplish this goal without representation of a legal advocate.

NEW YORK STATE SPECIAL EDUCATION TASK FORCE

The groups likely affected are students with disabilities, their families, schools, and providers of services to individuals with disabilities.

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3. What have been the major outcomes during the fiscal year?

GUARDIANSHIP REFORM

DRNY has collaborated with self-advocates, legal advocates, providers and State agencies to address the State's guardianship laws for people with Intellectual and Developmental Disabilities. The law that governs guardianship for people with ID/DD violates individual's Constitutional rights and the protections required under the ADA. DRNY has educated policy makers of the impact of this law on people with ID/DD. DRNY continues to challenge the application of this statute on our constituents through legal representation in court proceedings. In order to petition for guardianship in New York a petitioner must submit certifications from the person's physician and/or psychologist demonstrating that the person has an ID/DD. These medical certifications are often obtained and shared in the petition without the consent of our clients. DRNY obtained a court decision which prevented a petitioner from using the medical records (Protected Health Information) of our client to support a petition for guardianship without our client's consent. This ultimately resulted in the dismissal of the guardianship case.

SUPPORTED DECISION MAKING

In July 2015, DRNY assisted DDPC in developing an Request For Proposal (RFP) which sought applicants to work with DDPC and DRNY to develop an educational campaign and pilot supported decision models with individuals with ID/DD. This project has three components: Education, Restoration and Alternatives to Guardianship. These three components will overlap through this 5-year project period. The outcome sought is to demonstrate that supported decision making is a functioning alternative to surrogate decision making and should be exhausted. DRNY assisted in the selection of an applicant. DRNY will partner with DDPC and its grantee to implement this pilot starting in 2016. The goal will be to expand the models statewide for all individuals at risk of guardianship.

SPECIAL EDUCATION TRAINING FOR ATTORNEYS AND ADVOCATES

In FY 2014, DRNY trained 43 attorneys and advocates who are now directly assisting individuals with disabilities for low or no cost. This FY, DRNY focused on connecting underserved clients with pro bono legal representation through DRNY's Pro-Bono Representation Project. Volunteer attorneys were given mentoring support to ensure quality representation of students with disabilities. DRNY will be replicating this training in Fiscal Year 2016 to expand the Pro-Bono Representation Project to other regions in NYS.

NEW YORK STATE SPECIAL EDUCATION TASK FORCE

This fiscal year, DRNY facilitated the establishment of the Lower Hudson task force, bringing the total number of regional task forces to five. By the end of 2015, a total of eight regional task forces will be established covering all of New York State excluding Manhattan and Long Island. Regional task forces held 21 trainings and forums this year, including a full-day conference offering 10 sessions on diverse special education topics. Over 886 individuals attended these events, and generally included an even mix of families of students with disabilities, school personnel and service providers. 72 organizations and 8 individuals are actively involved in the governance of the regional and statewide task forces. The Task Force continues to use its website www.NYSpecialEdTaskForce.org and statewide and regional listservs to share information and resources throughout New York State.

DRNY, through The Task Force, continues to distribute its publication "Special Education in Plain Language Guide" as well as a 74 page guide on Bullying and Harassment in School which was authored by DRNY and published through the Task Force. Over 5000 copies of these publications were distributed this fiscal year. In addition, DRNY began drafting similar guides on: Transition to Adulthood; Early Intervention and Preschool Special Education; Section 504; and Behavior and Discipline. These guides will be published in collaboration with the Task Force and should be ready for distribution in 2016.

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<p>4. How do these outcomes contribute to the long-term objectives as stated in the Statement of Objectives and Priorities?</p> <p>GUARDIANSHIP REFORM</p> <p>This system advocacy contributes to the long-term objectives of Priority 6 (Ensure that people with intellectual and developmental disabilities are free to exercise their own expressed/known wishes, retain decision-making authority and make their own decisions)</p> <p>SUPPORTED DECISION MAKING</p> <p>This system advocacy contributes to the long-term objectives of Priority 6 (Ensure that people with intellectual and developmental disabilities are free to exercise their own expressed/known wishes, retain decision-making authority and make their own decisions)</p> <p>SPECIAL EDUCATION TRAINING FOR ATTORNEYS AND ADVOCATES</p> <p>This system advocacy contributes to the long-term objectives of Priority 4 (Ensure that students with intellectual and developmental disabilities receive appropriate supports and services in the least restrictive environment).</p> <p>NEW YORK STATE SPECIAL EDUCATION TASK FORCE</p> <p>This system advocacy contributes to the long-term objectives of Priority 4 (Ensure that students with intellectual and developmental disabilities receive appropriate supports and services in the least restrictive environment).</p>	
<p>5. Number of people with disabilities impacted?</p>	<p>128,000</p>

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Section 5 Non-Case Directed Services

A. Information and Referral Services:			
(Individual Non-Case I&R) Total I&R			141
B. Public Education and Training Activities			
1. Number of Education / Training Activities Undertaken			110
2. Total number of persons trained (approximate)			4,997
C. Number of Information Dissemination Activities by type:			
1. Radio TV appearances			2
2. Newspaper articles			20
3. PSAs / video / films / etc. aired			1
4. Report disseminated			1
5. Publications disseminated			6,000
6. Information about P&A disseminated (include general training / outreach or presentations not included in training activities)			3,533
7. Number of hits on Website			21,101
8. Other media activities			0
Describe other media activities:			
Outcome Statement:			
Number of persons who received information about the P&A and its services			10,897
Number of persons with disabilities (or their family members) who received education or training about their rights, enabling them to be more effective self-advocates			4,893
D. Number of Consumers on Board by type:		Governing Board	Advisory Council
Primary consumers		6	8
Secondary consumers		6	2
Other consumers with disabilities		0	0
Total people		12	10
E. Number of People on Board by Racial / Ethnic type:		P&A Staff	Governing Board
African American		9	2
Hispanic American		6	1
Asian American		2	0
Native American		0	1
Other Racial / Ethnic		33	8

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Total people	50	12	10
Does the PADD program utilize volunteers? Yes			
If so, describe how? DRNY uses the assistance of law students and volunteer attorneys. Law students conduct initial client intake, legal research, case development and write memorandum and client letters. Volunteer attorneys provide direct representation to DRNY's clients.			

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Section 6 Outcomes of Priorities and Goals: 2587 - 6371 Protect people with intellectual and developmental disabilities from abuse and neglect. - Investigate allegations of abuse and neglect of individuals receiving services and supports from the Office for People with Developmental Disabilities (OPWDD) with particular attention to individuals in residential settings.

List reporting year priorities from the Statement of Objectives and Priorities in order by priority.

For each priority, provide the following information:

1. Priority number: 2587	Priority Description: Protect people with intellectual and developmental disabilities from abuse and neglect.
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2. Identify and describe indicators PADD used to determine successful outcome of activities pursued under this priority:

Indicator number: 6371	Indicator Description: Investigate allegations of abuse and neglect of individuals receiving services and supports from the Office for People with Developmental Disabilities (OPWDD) with particular attention to individuals in residential settings.
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Indicator is: Met

If "Not Met" was checked, explain:

If "Met or Partially Met" was checked, summarize details, including one or two cases that exemplify the success; for fully met goals, the example case(s) should be successfully closed:

DRNY investigated the death of an 18 year old young man who was predominantly nonverbal with autism and severe ID/DD. He was a resident at an Intermediate Care Facility (ICF) at the time of his death. He died on July 3, 2013 following the inadvertent removal of the cecostomy tube that had been placed in his stomach a few hours earlier. As part of DRNY's investigation, DRNY also reviewed the investigation report completed by the New York State Justice Center for the Protection of People with Special Needs, Office of Investigation ("Justice Center"). DRNY has found that (1) the physician who was supposed to oversee his care failed to aggressively and consistently implement a health care treatment leading to his death, (2) the ICF failed to maintain sufficient supervision of the primary care physician, (3) the ICF failed to enforce the incident reporting requirements; (4) failed to ensure that individuals receiving services receive training in techniques to protect themselves from abuse or other reportable incidents (5) the Justice Center failed to address serious issues by the complaint, concluding the allegations were unsubstantiated when in fact the allegations should have been substantiated; (6) the Justice Center took an excessive period (11 months) to complete its investigation; and failed to ensure that the doctor was removed from contact with other residents during the pendency of its investigation. DRNY demanded corrective action to resolve these concerns.

3. List other outcomes realized (if applicable):
N/A

4. Explain whether pursuing this priority involved collaborative efforts by other entities. If so, describe this collaboration:

This priority involved the collaboration with other New York State entities charged with investigating complaints of abuse and neglect, including, the Office for People with Developmental Disabilities, New York State Education Department, the Office for Child and Family Services, Mental Hygiene Legal Services and The Justice Center for the Protection of People with Special Needs.

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5. If this was this addressed through individual advocacy, provide the number of cases handled under the priority.

DRNY provided direct representation in 71 cases under this priority.

6. If this priority addressed systemic advocacy or capacity building of the service delivery system for persons with developmental disabilities, please describe how including indicating if any were class actions.

DRNY engaged in several systemic advocacy projects to address this priority.(See Section 4 Interventions on Behalf of Groups of Clients)

DRNY INVESTIGATED ALLEGATIONS OF ABUSE AND NEGLECT AT A RESIDENTIAL EDUCATIONAL SCHOOL

DRNY's investigated multiple complaints of abuse and neglect of students at a residential educational program and concluded that residents of this facility were subjected to abuse and neglect. DRNY published a preliminary report (www.drny.org/publications---reports.html) which resulted in two State oversight agencies(New York State Education Department and Office for People With Developmental Disabilities) issuing findings of deficiencies. As a result of DRNY's report, the residential school has changed policies, replaced staff, and required to comply with corrective action plans. DRNY continues to work closely with these oversight agencies to ensure that deficiencies are addressed within the facility. DRNY also continues its investigation and plans on issuing a final report next fiscal year.

PHYSICAL RESTRAINT AND SECLUSION IN SCHOOLS

Students with disabilities are especially vulnerable to the improper use of physical restraint and seclusion in schools. Students with disabilities are often physically restrained by untrained professionals and little or no notification is given to the student's legal guardian. NYS does not have a comprehensive approach to reducing or eliminating physical restraints in schools. DRNY has analyzed a survey of nearly 400 survey responses from parents, school personnel and others regarding the use of restraint and time out room, efforts to use appropriate behavioral intervention for prevention, and injuries resulting from restraints. DRNY is also reviewing data and complaints obtained through two FOIL requests. We have also conducted an extensive review of other state initiatives to support recommendations for regulatory change regarding key definitions, staff training, positive behavior intervention, parent notice and involvement, data collection and monitoring by the state oversight agency. Finally, DRNY has obtained impact stories through parent interviews and investigation resulting from individual service requests. DRNY will be issuing a report and recommendations to the state oversight agency and others early in fiscal year 2016.

7. Was this priority targeted to under/unserved and minority populations? If so please describe whether or not services to the targeted population resulted in an increase in clients served.

Yes. Individuals who reside in segregated residential settings are at a higher risk of abuse and neglect. These individuals are also under served by legal representation.

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8. Provide at least one case summary that demonstrates the impact of the priority.

DRNY represented an elementary school student with Tourette Syndrome following discrimination, harassment and verbal abuse by his private school principal. Client was having a very successful year in his parochial school until a bullying incident exacerbated his anxiety and prompted a swearing tic. The parochial school refused accommodations and pressured parent to keep client out of school. When client returned, the school principal and teacher punished client for his involuntary swearing and threatened further punishment if he told his parents. This harassment and refusal to accommodate resulted in client leaving the school. With DRNY support, a complaint was successfully filed with the civil rights office of the USDA. With pressure from USDA, the parochial school settled the case for a monetary award to the family and obligation to provide training to all staff on 504 requirements. USDA will monitor school for one year.

DRNY recovered more than \$10,000 on behalf of a client who had been victimized by an aide at an residential facility. The aide had been taking checks that were entrusted to the aide to deposit in the client's account. DRNY obtained recovery of this money to the client and the agency established new protocols to prevent this financial exploitation from occurring again.

9. Rounding off to the nearest hundred dollars how much of this year's grant or award or its program income was spent on this priority? \$336,899

10. Will this priority be continued in the next fiscal year? Yes

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Section 6 Outcomes of Priorities and Goals: 2587 - 6372 Protect people with intellectual and developmental disabilities from abuse and neglect. - Investigate allegations of abuse and neglect in schools due to improper or excessive use of restraint, seclusion and/or the use of aversives.

List reporting year priorities from the Statement of Objectives and Priorities in order by priority.

For each priority, provide the following information:

1. Priority number: 2587	Priority Description: Protect people with intellectual and developmental disabilities from abuse and neglect.
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2. Identify and describe indicators PADD used to determine successful outcome of activities pursued under this priority:

Indicator number: 6372	Indicator Description: Investigate allegations of abuse and neglect in schools due to improper or excessive use of restraint, seclusion and/or the use of aversives.
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Indicator is: Met

If "Not Met" was checked, explain:

If "Met or Partially Met" was checked, summarize details, including one or two cases that exemplify the success; for fully met goals, the example case(s) should be successfully closed:

DRNY investigated multiple complaints of abuse and neglect of students at a residential educational program and concluded that residents of this facility were subjected to abuse and neglect. DRNY found that the residential educational school failed to conduct functional behavioral assessments ("FBAs") for students that exhibited persistent behaviors that placed them or others at risk of harm or injury, failed to create behavioral intervention plans (BIPs) to address these behaviors, failed to monitor the progress of BIPs, failed to provide services as required by the students' IEP, and obstructed DRNY's investigation by tampering with documents and threatening staff with retaliation.

DRNY released a Preliminary Report on June 23, 2015 and concluded that students at this residential school have been and continue to be neglected. The report may be found at www.drny.org/publications---reports.html DRNY's investigation is ongoing, but due to the serious nature of the findings, DRNY issued a Preliminary Report to notify the facility of the problematic policies, procedures and conduct that impact the safety and well-being of students with disabilities. As a result of this public report the residential school was investigated by three New York State agencies and two of the agencies (New York State Education Department and Office for People With Developmental Disabilities) issued findings of deficiencies. As a result of DRNY's report, the residential school has changed policies, replaced staff, and required to comply with corrective action plans. DRNY continues to work closely with these oversight agencies to ensure that deficiencies are addressed within the facility. DRNY also continues its investigation and plans on issuing a final report next fiscal year.

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3. List other outcomes realized (if applicable):

PHYSICAL RESTRAINT AND SECLUSION IN SCHOOLS

Students with disabilities are especially vulnerable to the improper use of physical restraint and seclusion in schools. Students with disabilities are often physically restrained by untrained professionals and little or no notification is given to the student's legal guardian. NYS does not have a comprehensive approach to reducing or eliminating physical restraints in schools.

DRNY has analyzed a survey of nearly 400 survey responses from parents, school personnel and others regarding the use of restraint and time out room, efforts to use appropriate behavioral intervention for prevention, and injuries resulting from restraints. DRNY is also reviewing data and complaints obtained through two FOIL requests. We have also conducted an extensive review of other state initiatives to support recommendations for regulatory change regarding key definitions, staff training, positive behavior intervention, parent notice and involvement, data collection and monitoring by the state oversight agency. Finally, DRNY has obtained impact stories through parent interviews and investigation resulting from individual service requests. DRNY will be issuing a report and recommendations to the state oversight agency and others early in fiscal year 2016.

4. Explain whether pursuing this priority involved collaborative efforts by other entities. If so, describe this collaboration:

This priority involved the collaboration with other New York State entities charged with investigating complaints of abuse and neglect, including, the Office for People with Developmental Disabilities, New York State Education Department, the Office for Child and Family Services, Mental Hygiene Legal Services and The Justice Center for the Protection of People with Special Needs.

5. If this was this addressed through individual advocacy, provide the number of cases handled under the priority.

DRNY provided direct representation in 71 cases under this priority.

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6. If this priority addressed systemic advocacy or capacity building of the service delivery system for persons with developmental disabilities, please describe how including indicating if any were class actions.

DRNY engaged in several systemic advocacy projects to address this priority. (See Section 4 Interventions on Behalf of Groups of Clients)

DRNY INVESTIGATED ALLEGATIONS OF ABUSE AND NEGLECT AT A RESIDENTIAL EDUCATIONAL SCHOOL

DRNY's investigated multiple complaints of abuse and neglect of students at a residential educational program and concluded that residents of this facility were subjected to abuse and neglect. DRNY published a preliminary report (www.drny.org/publications---reports.html) which resulted in two State oversight agencies (New York State Education Department and Office for People With Developmental Disabilities) issuing findings of deficiencies. As a result of DRNY's report, the residential school has changed policies, replaced staff, and required to comply with corrective action plans. DRNY continues to work closely with these oversight agencies to ensure that deficiencies are addressed within the facility. DRNY also continues its investigation and plans on issuing a final report next fiscal year.

PHYSICAL RESTRAINT AND SECLUSION IN SCHOOLS

Students with disabilities are especially vulnerable to the improper use of physical restraint and seclusion in schools. Students with disabilities are often physically restrained by untrained professionals and little or no notification is given to the student's legal guardian. NYS does not have a comprehensive approach to reducing or eliminating physical restraints in schools. DRNY has analyzed a survey of nearly 400 survey responses from parents, school personnel and others regarding the use of restraint and time out room, efforts to use appropriate behavioral intervention for prevention, and injuries resulting from restraints. DRNY is also reviewing data and complaints obtained through two FOIL requests. We have also conducted an extensive review of other state initiatives to support recommendations for regulatory change regarding key definitions, staff training, positive behavior intervention, parent notice and involvement, data collection and monitoring by the state oversight agency. Finally, DRNY has obtained impact stories through parent interviews and investigation resulting from individual service requests. DRNY will be issuing a report and recommendations to the state oversight agency and others early in fiscal year 2016.

7. Was this priority targeted to under/unserved and minority populations? If so please describe whether or not services to the targeted population resulted in an increase in clients served.

Yes. Individuals who reside in segregated residential settings are at a higher risk of abuse and neglect. These individuals are also under served by legal representation.

8. Provide at least one case summary that demonstrates the impact of the priority.

DRNY represented an elementary school student with Tourette Syndrome following discrimination, harassment and verbal abuse by his private school principal. Client was having a very successful year in his parochial school until a bullying incident exacerbated his anxiety and prompted a swearing tic. The parochial school refused accommodations and pressured parent to keep client out of school. When client returned, the school principal and teacher punished client for his involuntary swearing and threatened further punishment if he told his parents. This harassment and refusal to accommodate resulted in client leaving the school. With DRNY support, a complaint was successfully filed with the civil rights office of the USDA. With pressure from USDA, the parochial school settled the case for a monetary award to the family and obligation to provide training to all staff on 504 requirements. USDA will monitor school for one year.

DRNY recovered more than \$10,000 on behalf of a client who had been victimized by an aide at an residential facility. The aide had been taking checks that were entrusted to the aide to deposit in the client's account. DRNY obtained recovery of this money to the client and the agency established new protocols to prevent this financial exploitation from occurring again.

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9. Rounding off to the nearest hundred dollars how much of this year's grant or award or its program income was spent on this priority? \$336,899

10. Will this priority be continued in the next fiscal year? Yes

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Section 6 Outcomes of Priorities and Goals: 2588 - 6373 Ensure that people with intellectual and developmental disabilities receive necessary supports and services in the most integrated setting. - Monitor the closure of state operated Intermediate Care Facilities (ICFs) to ensure that individuals with intellectual and developmental disabilities are transitioned to the most integrated settings.	
List reporting year priorities from the Statement of Objectives and Priorities in order by priority.	
For each priority, provide the following information:	
1. Priority number: 2588	Priority Description: Ensure that people with intellectual and developmental disabilities receive necessary supports and services in the most integrated setting.
2. Identify and describe indicators PADD used to determine successful outcome of activities pursued under this priority:	
Indicator number: 6373	Indicator Description: Monitor the closure of state operated Intermediate Care Facilities (ICFs) to ensure that individuals with intellectual and developmental disabilities are transitioned to the most integrated settings.
Indicator is: Met	
If "Not Met" was checked, explain:	
If "Met or Partially Met" was checked, summarize details, including one or two cases that exemplify the success; for fully met goals, the example case(s) should be successfully closed: DRNY advocated for last 12 individuals in a State ICF prior to its closure. All 12 were able to transition to community based programming through individualized support plans. DRNY will continue to monitor the closure of other State ICFs during next fiscal year. DRNY has spoken with several residents of Brooklyn Developmental Center (another State ICF) and will monitor their progress in the community upon discharge. DRNY will also be interviewing residents of the Broome and Bernard Fineson Developmental Centers in 2016 and similarly monitor those residents' access to appropriate community-based services.	
3. List other outcomes realized (if applicable): N/A	
4. Explain whether pursuing this priority involved collaborative efforts by other entities. If so, describe this collaboration: DRNY collaborated with the State Developmental Disabilities Planning Council, University Centers of Excellence, New York State Agencies and New York's provider agency networks to pursue this priority.	
5. If this was this addressed through individual advocacy, provide the number of cases handled under the priority. DRNY provided direct representation in 64 cases under this priority	

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6. If this priority addressed systemic advocacy or capacity building of the service delivery system for persons with developmental disabilities, please describe how including indicating if any were class actions.

DRNY engaged in several systemic advocacy projects to address this priority. (See Section 4 Interventions on Behalf of Groups of Clients)

DISCHARGE FROM OFFICE FOR PEOPLE WITH DEVELOPMENTAL DISABILITIES INTERMEDIATE CARE FACILITIES

DRNY has been monitoring the discharge of individuals with developmental disabilities from Office for People with Developmental Disabilities (OPWDD) operated Developmental Centers (DCs) throughout New York State. OPWDD announced the closure of many of its State-operated large institutions and DRNY continues to monitor the discharge of residents with disabilities to community-based placements. DRNY has worked to ensure the effective transition, individual choice, and timely discharge. DRNY monitored the closure plans for four state-operated Developmental Centers. DRNY provided technical assistance and group and individual advocacy to ensure that the residents of these facilities are appropriately integrated into their communities. DRNY monitored the closure of one facility which closed in March 2015. DRNY identified, through the monitoring of this facility, delays in development of community based homes, ineffective behavioral plans to allow individuals to prepare for discharge, lack of coordination between institutional staff and community-based providers, and failure to involve individuals and families in decision-making. DRNY provided individual representation to 12 individuals to ensure appropriate transition. DRNY is using strategies learned from this advocacy to ensure smoother closures of the remaining state facilities. DRNY continues to monitor the remaining three facilities which will be closing in Fiscal Year 2016 and 2017.

7. Was this priority targeted to under/served and minority populations? If so please describe whether or not services to the targeted population resulted in an increase in clients served.

Yes. Individuals who reside in segregated residential settings frequently languish in these settings because they are under served by legal representation. Also, many individuals end up in residential segregated settings without access to advocacy support to ensure that services are put in place to remain in the community.

8. Provide at least one case summary that demonstrates the impact of the priority.

Client is a 29 year old male with an intellectual disability who was hospitalized for self-injurious behavior. At the time of the call to DRNY, client had remained hospitalized for several months. Client contacted DRNY to advocate for a safe discharge into the community again. DRNY advocated for a safe discharge plan and ensured that the client was able to visit the community residence being offered for discharge from the hospital. The client was discharged and has been successful in the community.

9. Rounding off to the nearest hundred dollars how much of this year's grant or award or its program income was spent on this priority? \$364,974

10. Will this priority be continued in the next fiscal year? No

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Section 6 Outcomes of Priorities and Goals: 2588 - 6374 Ensure that people with intellectual and developmental disabilities receive necessary supports and services in the most integrated setting. - Advocate for adults and children placed in institutional facilities and nursing homes to transition to the most integrated in-state setting.	
List reporting year priorities from the Statement of Objectives and Priorities in order by priority.	
For each priority, provide the following information:	
1. Priority number: 2588	Priority Description: Ensure that people with intellectual and developmental disabilities receive necessary supports and services in the most integrated setting.
2. Identify and describe indicators PADD used to determine successful outcome of activities pursued under this priority:	
Indicator number: 6374	Indicator Description: Advocate for adults and children placed in institutional facilities and nursing homes to transition to the most integrated in-state setting.
Indicator is: Met	
If "Not Met" was checked, explain:	
If "Met or Partially Met" was checked, summarize details, including one or two cases that exemplify the success; for fully met goals, the example case(s) should be successfully closed: Client is 24 year old male with Autism, Pica disorder, and an Intellectual Disability. Client was a resident of O.D. Heck Developmental Center (a large state operated Intermediate Care Facility) which closed on March 31, 2015. As a resident of O.D. Heck, client was placed on a "clean unit," which restricted his access to many non-nutritive items he may attempt to ingest. DRNY assisted the client to articulate his service preferences and helped the client select an MSC and tailor his day program to his personal interests. DRNY's client has been very successful in the community.	
3. List other outcomes realized (if applicable): N/A	
4. Explain whether pursuing this priority involved collaborative efforts by other entities. If so, describe this collaboration: DRNY collaborated with the State Developmental Disabilities Planning Council, University Centers of Excellence, New York State Agencies and New York's provider agency networks to pursue this priority.	
5. If this was this addressed through individual advocacy, provide the number of cases handled under the priority. DRNY provided direct representation in 64 cases under this priority	

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6. If this priority addressed systemic advocacy or capacity building of the service delivery system for persons with developmental disabilities, please describe how including indicating if any were class actions.

DRNY engaged in several systemic advocacy projects to address this priority. (See Section 4 Interventions on Behalf of Groups of Clients)

DISCHARGE FROM OFFICE FOR PEOPLE WITH DEVELOPMENTAL DISABILITIES INTERMEDIATE CARE FACILITIES

DRNY has been monitoring the discharge of individuals with developmental disabilities from Office for People with Developmental Disabilities (OPWDD) operated Developmental Centers (DCs) throughout New York State. OPWDD announced the closure of many of its State-operated large institutions and DRNY continues to monitor the discharge of residents with disabilities to community-based placements. DRNY has worked to ensure the effective transition, individual choice, and timely discharge. DRNY monitored the closure plans for four state-operated Developmental Centers. DRNY provided technical assistance and group and individual advocacy to ensure that the residents of these facilities are appropriately integrated into their communities. DRNY monitored the closure of one facility which closed in March 2015. DRNY identified, through the monitoring of this facility, delays in development of community based homes, ineffective behavioral plans to allow individuals to prepare for discharge, lack of coordination between institutional staff and community-based providers, and failure to involve individuals and families in decision-making. DRNY provided individual representation to 12 individuals to ensure appropriate transition. DRNY is using strategies learned from this advocacy to ensure smoother closures of the remaining state facilities. DRNY continues to monitor the remaining three facilities which will be closing in Fiscal Year 2016 and 2017.

7. Was this priority targeted to under/served and minority populations? If so please describe whether or not services to the targeted population resulted in an increase in clients served.

Yes. Individuals who reside in segregated residential settings frequently languish in these settings because they are under served by legal representation. Also, many individuals end up in residential segregated settings without access to advocacy support to ensure that services are put in place to remain in the community.

8. Provide at least one case summary that demonstrates the impact of the priority.

Client is a 29 year old male with an intellectual disability who was hospitalized for self-injurious behavior. At the time of the call to DRNY, client had remained hospitalized for several months. Client contacted DRNY to advocate for a safe discharge into the community again. DRNY advocated for a safe discharge plan and ensured that the client was able to visit the community residence being offered for discharge from the hospital. The client was discharged and has been successful in the community.

9. Rounding off to the nearest hundred dollars how much of this year's grant or award or its program income was spent on this priority? \$364,974

10. Will this priority be continued in the next fiscal year? No

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Section 6 Outcomes of Priorities and Goals: 2588 - 6375 Ensure that people with intellectual and developmental disabilities receive necessary supports and services in the most integrated setting. - Ensure that individuals with ID/DD have access to supports and services to remain in their communities and/or to prevent unnecessary institutionalization to facilities or nursing homes.	
List reporting year priorities from the Statement of Objectives and Priorities in order by priority.	
For each priority, provide the following information:	
1. Priority number: 2588	Priority Description: Ensure that people with intellectual and developmental disabilities receive necessary supports and services in the most integrated setting.
2. Identify and describe indicators PADD used to determine successful outcome of activities pursued under this priority:	
Indicator number: 6375	Indicator Description: Ensure that individuals with ID/DD have access to supports and services to remain in their communities and/or to prevent unnecessary institutionalization to facilities or nursing homes.
Indicator is: Met	
If "Not Met" was checked, explain:	
If "Met or Partially Met" was checked, summarize details, including one or two cases that exemplify the success; for fully met goals, the example case(s) should be successfully closed: DRNY represented a 35-year-old client with cerebral palsy, anxiety disorder, limited vision, and intellectual disabilities who transitioned from an institutional setting to her own apartment in the community. DRNY successfully advocated at a Medicaid Fair Hearing that DRNY's client required "split-shift" personal care services (i.e. 24 hours of continuous care) and that by simply signing his name at the bottom of DSS's re-assessment, the Independent Medical Examiner had failed to conduct his own independent assessment of the client's needs. As a result, the client was able to remain in the community and receive the appropriate level of care.	
3. List other outcomes realized (if applicable): N/A	
4. Explain whether pursuing this priority involved collaborative efforts by other entities. If so, describe this collaboration: DRNY collaborated with the State Developmental Disabilities Planning Council, University Centers of Excellence, New York State Agencies and New York's provider agency networks to pursue this priority.	
5. If this was this addressed through individual advocacy, provide the number of cases handled under the priority. DRNY provided direct representation in 64 cases under this priority	

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6. If this priority addressed systemic advocacy or capacity building of the service delivery system for persons with developmental disabilities, please describe how including indicating if any were class actions.

DRNY engaged in several systemic advocacy projects to address this priority. (See Section 4 Interventions on Behalf of Groups of Clients)

DISCHARGE FROM OFFICE FOR PEOPLE WITH DEVELOPMENTAL DISABILITIES INTERMEDIATE CARE FACILITIES

DRNY has been monitoring the discharge of individuals with developmental disabilities from Office for People with Developmental Disabilities (OPWDD) operated Developmental Centers (DCs) throughout New York State. OPWDD announced the closure of many of its State-operated large institutions and DRNY continues to monitor the discharge of residents with disabilities to community-based placements. DRNY has worked to ensure the effective transition, individual choice, and timely discharge. DRNY monitored the closure plans for four state-operated Developmental Centers. DRNY provided technical assistance and group and individual advocacy to ensure that the residents of these facilities are appropriately integrated into their communities. DRNY monitored the closure of one facility which closed in March 2015. DRNY identified, through the monitoring of this facility, delays in development of community based homes, ineffective behavioral plans to allow individuals to prepare for discharge, lack of coordination between institutional staff and community-based providers, and failure to involve individuals and families in decision-making. DRNY provided individual representation to 12 individuals to ensure appropriate transition. DRNY is using strategies learned from this advocacy to ensure smoother closures of the remaining state facilities. DRNY continues to monitor the remaining three facilities which will be closing in Fiscal Year 2016 and 2017.

7. Was this priority targeted to under/served and minority populations? If so please describe whether or not services to the targeted population resulted in an increase in clients served.

Yes. Individuals who reside in segregated residential settings frequently languish in these settings because they are under served by legal representation. Also, many individuals end up in residential segregated settings without access to advocacy support to ensure that services are put in place to remain in the community.

8. Provide at least one case summary that demonstrates the impact of the priority.

Client is a 29 year old male with an intellectual disability who was hospitalized for self-injurious behavior. At the time of the call to DRNY, client had remained hospitalized for several months. Client contacted DRNY to advocate for a safe discharge into the community again. DRNY advocated for a safe discharge plan and ensured that the client was able to visit the community residence being offered for discharge from the hospital. The client was discharged and has been successful in the community.

9. Rounding off to the nearest hundred dollars how much of this year's grant or award or its program income was spent on this priority? \$364,974

10. Will this priority be continued in the next fiscal year? No

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Section 6 Outcomes of Priorities and Goals: 2589 - 6376 Ensure that people with intellectual and developmental disabilities are free from discrimination in employment. - Monitor New York State's plan to downsize the number of sheltered workshop settings.	
List reporting year priorities from the Statement of Objectives and Priorities in order by priority.	
For each priority, provide the following information:	
1. Priority number: 2589	Priority Description: Ensure that people with intellectual and developmental disabilities are free from discrimination in employment.
2. Identify and describe indicators PADD used to determine successful outcome of activities pursued under this priority:	
Indicator number: 6376	Indicator Description: Monitor New York State's plan to downsize the number of sheltered workshop settings.
Indicator is: Met	
If "Not Met" was checked, explain:	
If "Met or Partially Met" was checked, summarize details, including one or two cases that exemplify the success; for fully met goals, the example case(s) should be successfully closed: DRNY has conducted onsite reviews of 39 sheltered workshop settings, including interviewing participants and staff. DRNY reviewed each of the programs, provided information to participants about the P&A system, and examined whether individuals were provided meaningful opportunity to access integrated competitive employment. DRNY also participated in three statewide training sessions targeting sheltered workshop participants to promote access to competitive employment and testified at a public hearing which examined the closure of sheltered workshop settings in New York State. DRNY determined that there is pervasive misunderstanding and a lack of accessible informational materials for people with disabilities, family members, advocates, and employers about the State's plan for transiting people in these settings to competitive employment. This confusion is preventing sheltered workshop participants from learning about their rights and the opportunities available to them. DRNY will be reporting these gaps to the State and will continue its monitoring in the next fiscal year.	
3. List other outcomes realized (if applicable): N/A	
4. Explain whether pursuing this priority involved collaborative efforts by other entities. If so, describe this collaboration: DRNY has joined in the effort to improve New York State's employment system for individuals with developmental disabilities. DRNY is involved with New York State's Partnership in Employment Systems Change grant which focuses on enhancing collaboration among New York State Office for People with Developmental Disabilities (OPWDD); New York State Developmental Disabilities Planning Council (DDPC); New York State Education Department (NYSED); Adult Career and Continuing Education Services-Vocational Rehabilitation (ACCES-VR); and New York's three University Centers of Excellence in Developmental Disabilities (UCEDDs). DRNY has also collaborated with the Client Assistance Program (CAP) to address barriers to obtaining services from the State's VR and address competitive employment for individuals in sheltered work centers.	
5. If this was this addressed through individual advocacy, provide the number of cases handled under the priority. DRNY provided direct representation in 13 cases under this priority	

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6. If this priority addressed systemic advocacy or capacity building of the service delivery system for persons with developmental disabilities, please describe how including indicating if any were class actions.

DRNY engaged in several systemic advocacy projects to address this priority. (See Section 4 Interventions on Behalf of Groups of Clients)

NEW YORK STATE'S EMPLOYMENT PLAN FOR INDIVIDUALS IN SEGREGATED EMPLOYMENT

Segregated employment is a work setting where workers with developmental disabilities only interact with and work alongside other workers with developmental disabilities. These settings may include prevocational services to prepare a person with developmental disabilities for the generic work environment. On June 1, 2013, the Office for People With Developmental Disabilities (state agency which funds these settings) ended new admissions to sheltered workshops (a type of segregated employment setting) and proposed a work plan to plan to increase the number of people in these settings to transition to competitive employment.

DRNY has conducted onsite reviews of 39 sheltered workshop settings, including interviewing participants and staff. DRNY reviewed each of the programs, provided information to participants about the P&A system, and examined whether individuals were provided meaningful opportunity to access integrated competitive employment. DRNY also participated in three statewide training sessions targeting sheltered workshop participants to promote access to competitive employment and testified at a public hearing which examined the closure of sheltered workshop settings in New York State. DRNY determined that there is pervasive misunderstanding and a lack of accessible informational materials for people with disabilities, family members, advocates, and employers about the State's plan for transitioning people in these settings to competitive employment. This confusion is preventing sheltered workshop participants from learning about their rights and the opportunities available to them. DRNY will be reporting these gaps to the State and will continue its monitoring in the next fiscal year.

VOCATIONAL REHABILITATION SERVICE DENIAL FOR INDIVIDUALS WITH ID/DD

DRNY collaborated with the Client Assistance Program (CAP) to advocate for the increased participation of individuals with Intellectual and/or Developmental Disabilities in competitive employment. DRNY determined that many individuals with ID/DD are not receiving State Vocational Rehabilitation (VR) services through the current assessment/eligibility determination process. DRNY continues to receive complaints that the current evaluation process for VR services does not take into consideration the need for reasonable accommodations for applicants with ID/DD. This year the State's VR agency (ACCES-VR) and the agency which services New Yorker's with ID/DD (OPWDD) entered into an agreement. This agreement was supposed to address access for people with ID/DD to employment supports but it has resulted in more people with ID/DD being turned away from ACCES-VR.

DRNY has reported to ACCES-VR and OPWDD the consequences of the agreement signed by the two agencies. Specifically, DRNY identified that individuals with ID/DD are discouraged from accessing VR services until the OPWDD decides that they are ready. This has delayed applications to ACCES-VR and subverts the process afforded to any other applicants of VR services within the state. Furthermore, ACCES-VR is referring clients to OPWDD without first fully examining eligibility for VR services. A meeting with officials from both State Agencies has been scheduled in FY 2016.

7. Was this priority targeted to under/unserved and minority populations? If so please describe whether or not services to the targeted population resulted in an increase in clients served.

Yes. Individuals with disabilities are under employed, and individuals with ID/DD have limited access to employment supports to obtain and maintain competitive employment. Those individuals in sheltered work centers have very limited access to legal advocacy and have been unserved by the P&A and CAP system for decades.

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<p>8. Provide at least one case summary that demonstrates the impact of the priority. DRNY represented an individual who had tried to secure supported employment services for years, to no avail. The individual had previously been deemed "unable to work" by a state agency, and his service coordination agency was unwilling to help him secure services. His previous service coordinators had misplaced applications for supported employment, or refused to submit them. Over the span of about a year, DRNY coordinated with the individual's new service coordinator and representatives of a state agency to secure employment services for the individual. Because of DRNY's advocacy, the individual is part of an inaugural class of individuals receiving services through a brand new supported employment program designed to provide work-readiness training and employment opportunities.</p>
<p>9. Rounding off to the nearest hundred dollars how much of this year's grant or award or its program income was spent on this priority? \$107,117</p>
<p>10. Will this priority be continued in the next fiscal year? No</p>

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Section 6 Outcomes of Priorities and Goals: 2589 - 6377 Ensure that people with intellectual and developmental disabilities are free from discrimination in employment. - Advocate for individuals with intellectual and development disabilities to have access to competitive employment.

List reporting year priorities from the Statement of Objectives and Priorities in order by priority.

For each priority, provide the following information:

1. Priority number: 2589	Priority Description: Ensure that people with intellectual and developmental disabilities are free from discrimination in employment.
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2. Identify and describe indicators PADD used to determine successful outcome of activities pursued under this priority:

Indicator number: 6377	Indicator Description: Advocate for individuals with intellectual and development disabilities to have access to competitive employment.
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Indicator is: Partially Met

If "Not Met" was checked, explain:

If "Met or Partially Met" was checked, summarize details, including one or two cases that exemplify the success; for fully met goals, the example case(s) should be successfully closed:

DRNY has identified policies and practices which interfere with individuals with ID/DD obtaining VR supports to achieve sustainable competitive employment and has educated policy makers to resolve these concerns. (See Group Advocacy Above) DRNY was the only group that identified the negative consequences of the State's agreement between OPWDD and ACCES-VR. Otherwise, the reception of this agreement was positive by other groups. DRNY has identified the long-term ramification of this policy to the State in order to prevent the diversion of individuals with ID/DD away from VR services

3. List other outcomes realized (if applicable):
N/A

4. Explain whether pursuing this priority involved collaborative efforts by other entities. If so, describe this collaboration:

DRNY has joined in the effort to improve New York State's employment system for individuals with developmental disabilities. DRNY is involved with New York State's Partnership in Employment Systems Change grant which focuses on enhancing collaboration among New York State Office for People with Developmental Disabilities (OPWDD); New York State Developmental Disabilities Planning Council (DDPC); New York State Education Department (NYSED); Adult Career and Continuing Education Services-Vocational Rehabilitation (ACCES-VR); and New York's three University Centers of Excellence in Developmental Disabilities (UCEDDs).

DRNY has also collaborated with the Client Assistance Program (CAP) to address barriers to obtaining services from the State's VR and address competitive employment for individuals in sheltered work centers.

5. If this was this addressed through individual advocacy, provide the number of cases handled under the priority.

DRNY provided direct representation in 13 cases under this priority

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6. If this priority addressed systemic advocacy or capacity building of the service delivery system for persons with developmental disabilities, please describe how including indicating if any were class actions.

DRNY engaged in several systemic advocacy projects to address this priority. (See Section 4 Interventions on Behalf of Groups of Clients)

NEW YORK STATE'S EMPLOYMENT PLAN FOR INDIVIDUALS IN SEGREGATED EMPLOYMENT

Segregated employment is a work setting where workers with developmental disabilities only interact with and work alongside other workers with developmental disabilities. These settings may include prevocational services to prepare a person with developmental disabilities for the generic work environment. On June 1, 2013, the Office for People With Developmental Disabilities (state agency which funds these settings) ended new admissions to sheltered workshops (a type of segregated employment setting) and proposed a work plan to plan to increase the number of people in these settings to transition to competitive employment.

DRNY has conducted onsite reviews of 39 sheltered workshop settings, including interviewing participants and staff. DRNY reviewed each of the programs, provided information to participants about the P&A system, and examined whether individuals were provided meaningful opportunity to access integrated competitive employment. DRNY also participated in three statewide training sessions targeting sheltered workshop participants to promote access to competitive employment and testified at a public hearing which examined the closure of sheltered workshop settings in New York State. DRNY determined that there is pervasive misunderstanding and a lack of accessible informational materials for people with disabilities, family members, advocates, and employers about the State's plan for transitioning people in these settings to competitive employment. This confusion is preventing sheltered workshop participants from learning about their rights and the opportunities available to them. DRNY will be reporting these gaps to the State and will continue its monitoring in the next fiscal year.

VOCATIONAL REHABILITATION SERVICE DENIAL FOR INDIVIDUALS WITH ID/DD

DRNY collaborated with the Client Assistance Program (CAP) to advocate for the increased participation of individuals with Intellectual and/or Developmental Disabilities in competitive employment. DRNY determined that many individuals with ID/DD are not receiving State Vocational Rehabilitation (VR) services through the current assessment/eligibility determination process. DRNY continues to receive complaints that the current evaluation process for VR services does not take into consideration the need for reasonable accommodations for applicants with ID/DD. This year the State's VR agency (ACCES-VR) and the agency which services New Yorker's with ID/DD (OPWDD) entered into an agreement. This agreement was supposed to address access for people with ID/DD to employment supports but it has resulted in more people with ID/DD being turned away from ACCES-VR.

DRNY has reported to ACCES-VR and OPWDD the consequences of the agreement signed by the two agencies. Specifically, DRNY identified that individuals with ID/DD are discouraged from accessing VR services until the OPWDD decides that they are ready. This has delayed applications to ACCES-VR and subverts the process afforded to any other applicants of VR services within the state. Furthermore, ACCES-VR is referring clients to OPWDD without first fully examining eligibility for VR services. A meeting with officials from both State Agencies has been scheduled in FY 2016.

7. Was this priority targeted to under/unserved and minority populations? If so please describe whether or not services to the targeted population resulted in an increase in clients served.

Yes. Individuals with disabilities are under employed, and individuals with ID/DD have limited access to employment supports to obtain and maintain competitive employment. Those individuals in sheltered work centers have very limited access to legal advocacy and have been unserved by the P&A and CAP system for decades.

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OMB Clearance No.: 0980-0160

Reporting Period: 10/1/2014 - 9/30/2015

Expiration Date.: 06/30/2014

<p>8. Provide at least one case summary that demonstrates the impact of the priority. DRNY represented an individual who had tried to secure supported employment services for years, to no avail. The individual had previously been deemed "unable to work" by a state agency, and his service coordination agency was unwilling to help him secure services. His previous service coordinators had misplaced applications for supported employment, or refused to submit them. Over the span of about a year, DRNY coordinated with the individual's new service coordinator and representatives of a state agency to secure employment services for the individual. Because of DRNY's advocacy, the individual is part of an inaugural class of individuals receiving services through a brand new supported employment program designed to provide work-readiness training and employment opportunities.</p>
<p>9. Rounding off to the nearest hundred dollars how much of this year's grant or award or its program income was spent on this priority? \$107,117</p>
<p>10. Will this priority be continued in the next fiscal year? No</p>

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Grantee: NY

OMB Clearance No.: 0980-0160

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Section 6 Outcomes of Priorities and Goals: 2589 - 6378 Ensure that people with intellectual and developmental disabilities are free from discrimination in employment. - Advocate for individuals in segregated employment to receive services to transition to the most integrated employment appropriate.	
List reporting year priorities from the Statement of Objectives and Priorities in order by priority.	
For each priority, provide the following information:	
1. Priority number: 2589	Priority Description: Ensure that people with intellectual and developmental disabilities are free from discrimination in employment.
2. Identify and describe indicators PADD used to determine successful outcome of activities pursued under this priority:	
Indicator number: 6378	Indicator Description: Advocate for individuals in segregated employment to receive services to transition to the most integrated employment appropriate.
Indicator is: Met	
If "Not Met" was checked, explain:	
If "Met or Partially Met" was checked, summarize details, including one or two cases that exemplify the success; for fully met goals, the example case(s) should be successfully closed: DRNY represented an individual who had tried to secure supported employment services for years, to no avail. The individual had previously been deemed "unable to work" by a state agency, and his service coordination agency was unwilling to help him secure services. His previous service coordinators had misplaced applications for supported employment, or refused to submit them. Over the span of about a year, DRNY coordinated with the individual's new service coordinator and representatives of a state agency to secure employment services for the individual. Because of DRNY's advocacy, the individual is part of an inaugural class of individuals receiving services through a brand new supported employment program designed to provide work-readiness training and employment opportunities.	
3. List other outcomes realized (if applicable): N/A	
4. Explain whether pursuing this priority involved collaborative efforts by other entities. If so, describe this collaboration: DRNY has joined in the effort to improve New York State's employment system for individuals with developmental disabilities. DRNY is involved with New York State's Partnership in Employment Systems Change grant which focuses on enhancing collaboration among New York State Office for People with Developmental Disabilities (OPWDD); New York State Developmental Disabilities Planning Council (DDPC); New York State Education Department (NYSED); Adult Career and Continuing Education Services-Vocational Rehabilitation (ACCES-VR); and New York's three University Centers of Excellence in Developmental Disabilities (UCEDDs). DRNY has also collaborated with the Client Assistance Program (CAP) to address barriers to obtaining services from the State's VR and address competitive employment for individuals in sheltered work centers.	
5. If this was this addressed through individual advocacy, provide the number of cases handled under the priority. DRNY provided direct representation in 13 cases under this priority	

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6. If this priority addressed systemic advocacy or capacity building of the service delivery system for persons with developmental disabilities, please describe how including indicating if any were class actions.

DRNY engaged in several systemic advocacy projects to address this priority. (See Section 4 Interventions on Behalf of Groups of Clients)

NEW YORK STATE'S EMPLOYMENT PLAN FOR INDIVIDUALS IN SEGREGATED EMPLOYMENT

Segregated employment is a work setting where workers with developmental disabilities only interact with and work alongside other workers with developmental disabilities. These settings may include prevocational services to prepare a person with developmental disabilities for the generic work environment. On June 1, 2013, the Office for People With Developmental Disabilities (state agency which funds these settings) ended new admissions to sheltered workshops (a type of segregated employment setting) and proposed a work plan to plan to increase the number of people in these settings to transition to competitive employment.

DRNY has conducted onsite reviews of 39 sheltered workshop settings, including interviewing participants and staff. DRNY reviewed each of the programs, provided information to participants about the P&A system, and examined whether individuals were provided meaningful opportunity to access integrated competitive employment. DRNY also participated in three statewide training sessions targeting sheltered workshop participants to promote access to competitive employment and testified at a public hearing which examined the closure of sheltered workshop settings in New York State. DRNY determined that there is pervasive misunderstanding and a lack of accessible informational materials for people with disabilities, family members, advocates, and employers about the State's plan for transitioning people in these settings to competitive employment. This confusion is preventing sheltered workshop participants from learning about their rights and the opportunities available to them. DRNY will be reporting these gaps to the State and will continue its monitoring in the next fiscal year.

VOCATIONAL REHABILITATION SERVICE DENIAL FOR INDIVIDUALS WITH ID/DD

DRNY collaborated with the Client Assistance Program (CAP) to advocate for the increased participation of individuals with Intellectual and/or Developmental Disabilities in competitive employment. DRNY determined that many individuals with ID/DD are not receiving State Vocational Rehabilitation (VR) services through the current assessment/eligibility determination process. DRNY continues to receive complaints that the current evaluation process for VR services does not take into consideration the need for reasonable accommodations for applicants with ID/DD. This year the State's VR agency (ACCES-VR) and the agency which services New Yorker's with ID/DD (OPWDD) entered into an agreement. This agreement was supposed to address access for people with ID/DD to employment supports but it has resulted in more people with ID/DD being turned away from ACCES-VR.

DRNY has reported to ACCES-VR and OPWDD the consequences of the agreement signed by the two agencies. Specifically, DRNY identified that individuals with ID/DD are discouraged from accessing VR services until the OPWDD decides that they are ready. This has delayed applications to ACCES-VR and subverts the process afforded to any other applicants of VR services within the state. Furthermore, ACCES-VR is referring clients to OPWDD without first fully examining eligibility for VR services. A meeting with officials from both State Agencies has been scheduled in FY 2016.

7. Was this priority targeted to under/unserved and minority populations? If so please describe whether or not services to the targeted population resulted in an increase in clients served.

Yes. Individuals with disabilities are under employed, and individuals with ID/DD have limited access to employment supports to obtain and maintain competitive employment. Those individuals in sheltered work centers have very limited access to legal advocacy and have been unserved by the P&A and CAP system for decades.

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<p>8. Provide at least one case summary that demonstrates the impact of the priority. DRNY represented an individual who had tried to secure supported employment services for years, to no avail. The individual had previously been deemed "unable to work" by a state agency, and his service coordination agency was unwilling to help him secure services. His previous service coordinators had misplaced applications for supported employment, or refused to submit them. Over the span of about a year, DRNY coordinated with the individual's new service coordinator and representatives of a state agency to secure employment services for the individual. Because of DRNY's advocacy, the individual is part of an inaugural class of individuals receiving services through a brand new supported employment program designed to provide work-readiness training and employment opportunities.</p>
<p>9. Rounding off to the nearest hundred dollars how much of this year's grant or award or its program income was spent on this priority? \$107,117</p>
<p>10. Will this priority be continued in the next fiscal year? No</p>

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Section 6 Outcomes of Priorities and Goals: 2590 - 6379 Ensure that students with intellectual and developmental disabilities receive appropriate supports and services in the least restrictive environment. - Advocate for students with intellectual and developmental disabilities who are out of school and/or at risk of being placed in restrictive educational setting to receive appropriate supports and services to remain in school.

List reporting year priorities from the Statement of Objectives and Priorities in order by priority.

For each priority, provide the following information:

1. Priority number: 2590	Priority Description: Ensure that students with intellectual and developmental disabilities receive appropriate supports and services in the least restrictive environment.
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2. Identify and describe indicators PADD used to determine successful outcome of activities pursued under this priority:

Indicator number: 6379	Indicator Description: Advocate for students with intellectual and developmental disabilities who are out of school and/or at risk of being placed in restrictive educational setting to receive appropriate supports and services to remain in school.
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Indicator is: Met

If "Not Met" was checked, explain:

If "Met or Partially Met" was checked, summarize details, including one or two cases that exemplify the success; for fully met goals, the example case(s) should be successfully closed:

DRNY represented a 13 year-old client with autism who was out of school due to anxiety and trauma related to bullying in public school and physical restraints in a self-contained program. Client had been unsuccessful in several programs and was unable to attend school or tutoring outside the home. Client's school district was pressuring parents to accept residential placement or a multi-month residential evaluation. DRNY secured an expert evaluation and consultation and negotiated with school district to create a non-traditional program involving gradual re-entry into general education participation, related service supports, and intensive behavior intervention. Client was able to increase from 1 hour of tutoring per day at the local library to 4 hours of public school participation each day over the school year.

DRNY represented an 11 year old student with Reactive Attachment Disorder (RAD) and ADD/ADHD. The student's parent contacted DRNY after the student had been suspended from school for over two months and following a threat of residential placement several hours away. The school district had never completed a functional behavioral assessment and the student did not have a compliant behavioral plan. There were also reports of the improper use of restraints by untrained staff and of the unauthorized use of a seclusion room. DRNY demanded that the student be returned to school with appropriate supports and services, appropriate non-residential placement and district-sponsored evaluations and assessments. The School agreed to a non-residential placement and hired additional outside support to help inform the behavior plan and to train staff. The student is making academic and behavioral progress at school for the first time in over two years.

3. List other outcomes realized (if applicable):

N/A

4. Explain whether pursuing this priority involved collaborative efforts by other entities. If so, describe this collaboration:

DRNY collaborated with the State Developmental Disabilities Planning Council, State and Federally funded parent centers, State agencies, and lay advocates through the Special Education Task Force. The purpose of this Task Force is to educate parents, students and educators on the rights of students with disabilities in special education. (See Section 4 Interventions on Behalf of Groups of Clients and Section 7 Issues and Barriers).

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5. If this was addressed through individual advocacy, provide the number of cases handled under the priority.

DRNY provided direct representation in 183 cases under this priority

6. If this priority addressed systemic advocacy or capacity building of the service delivery system for persons with developmental disabilities, please describe how including indicating if any were class actions.

SPECIAL EDUCATION TASK FORCE

DRNY spearheads the management and development of the New York Special Education Task Force to reduce special education conflicts and service requests and improve the educational outcomes of students with disabilities. The Task Force is dedicated to: (1) improving communication between diverse stakeholders (2) educating stakeholders on critical issues impacting students with disabilities; and (3) reducing conflict between parents of students with disabilities and schools. The Task Force functions at both a statewide and regional level. Regional affiliates of the statewide task force provide multiple training and discussion forums each year, specifically marketing events to a diverse group of stakeholders including individuals with disabilities, local government agencies, families, school personnel, advocates, service coordinators, and attorneys. Representatives of these diverse groups serve on executive councils who collaborate to identify training needs, systemic concerns in special education, and areas for coalition building. By increasing stakeholder knowledge of rights and best practices in a mixed forum, knowledge and effective communication is increased, thereby reducing the occurrence of special education conflicts requiring legal representation. Further, through regional development of the task force, DRNY has significantly expanded its knowledge of, and access to, local agencies and resources for referral and resolution of special education service requests.

SPECIAL EDUCATION TRAINING FOR ATTORNEYS AND ADVOCATES

DRNY developed a two-day training on Special Education to address the need for free legal advocacy for students with disabilities in New York State. Many students are unable to obtain a least restrictive educational program because they lack quality representation during the planning process. The Protection & Advocacy System is unable to provide direct representation to every child seeking this representation but DRNY recognizes that developing quality plans is critical to success in the educational model. This system change activity was designed to increase the number of pro-bono attorneys willing to provide representation to students in special education meetings

In FY 2014, DRNY trained 43 attorneys and advocates who are now directly assisting individuals with disabilities for low or no cost. This FY, DRNY focused on connecting underserved clients with pro bono legal representation through DRNY's Pro-Bono Representation Project. Volunteer attorneys were given mentoring support to ensure quality representation of students with disabilities. DRNY will be replicating this training in Fiscal Year 2016 to expand the Pro-Bono Representation Project to other regions in NYS.

7. Was this priority targeted to under/unserved and minority populations? If so please describe whether or not services to the targeted population resulted in an increase in clients served.

Yes. Students in rural areas across New York are without access to advocacy services to enforce rights under IDEA. The Special Education Task Force project targets regional collaboration to ensure that this population can access the support needed to obtain FAPE and improve communication and collaboration between families and schools.

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8. Provide at least one case summary that demonstrates the impact of the priority.

DRNY represented a 6 year old student with Autism. The student's parent contacted DRNY after a guidance counselor at the student's school informed the child's parents that he was being placed in a football helmet by his special education teacher and that he was being wrapped up in a blanket while one staff member held his head and the teacher held his feet, in effort to prevent the student from banging his head. DRNY's client did not have a Functional Behavioral Assessment or Behavioral Plan and restraints were not authorized to be used on the student. DRNY demanded that the improper restraint stop and for the student to immediately receive a FBA and BIP. DRNY also obtained a one on one aide until the FBA was complete and a behavior plan was put in place. The school agreed and the student returned to school. DRNY also obtained training records for the practice of restraints for staff members present at the incident, and a copy of the district's policy on the use of restraints on students with disabilities to ensure that the school did not have any practice or policy that would allow this to occur to other students within the school district.

DRNY represented a 13 year old client with ADHD and Oppositional Defiant Disorder (ODD) who attended a local community school in a general education classroom. The client was at risk of long term suspension and placement in a residential school when she was referred to DRNY. The student had never been classified as a student with a disability. Through DRNY's representation the student was classified as a student with a disability and the behavior for which the school sought to suspend the student for an extended period of time was found to be a manifestation of the student's disability. As a result, the student returned to school immediately with increased behavioral supports and services. As a result of the systemic issues identified in this case, DRNY conducted an investigation of whether the school was regularly failing to provide students with disabilities with the support they required and instead resorting to excessive discipline and change of placement to a more restrictive environment. DRNY obtained a second client at the same school. Similarly, this student had only recently been classified and was facing excessive discipline without any services to address the behavior that was resulting in the discipline. Following an attempt by the school to suspend the student for an extended period, DRNY successfully advocated for the student to return to school immediately with increased behavioral supports and services. DRNY continues to monitor this school and is working with other oversight entities in order to curtail the use of discipline and placement of students in more restrictive setting.

9. Rounding off to the nearest hundred dollars how much of this year's grant or award or its program income was spent on this priority? \$517,442

10. Will this priority be continued in the next fiscal year? No

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Grantee: NY

OMB Clearance No.: 0980-0160

Reporting Period: 10/1/2014 - 9/30/2015

Expiration Date.: 06/30/2014

Section 6 Outcomes of Priorities and Goals: 2590 - 6380 Ensure that students with intellectual and developmental disabilities receive appropriate supports and services in the least restrictive environment. - Advocate for students with intellectual and developmental disabilities to be free from bullying and harassment.

List reporting year priorities from the Statement of Objectives and Priorities in order by priority.

For each priority, provide the following information:

1. Priority number: 2590	Priority Description: Ensure that students with intellectual and developmental disabilities receive appropriate supports and services in the least restrictive environment.
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2. Identify and describe indicators PADD used to determine successful outcome of activities pursued under this priority:

Indicator number: 6380	Indicator Description: Advocate for students with intellectual and developmental disabilities to be free from bullying and harassment.
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Indicator is: Met

If "Not Met" was checked, explain:

If "Met or Partially Met" was checked, summarize details, including one or two cases that exemplify the success; for fully met goals, the example case(s) should be successfully closed:

DRNY represented an elementary school student with Tourette Syndrome following discrimination, harassment and verbal abuse by his private school principal. Client was having a very successful year in his parochial school until a bullying incident exacerbated his anxiety and prompted a swearing tic. The parochial school refused accommodations and pressured parent to keep client out of school. When client returned, the school principal and teacher punished client for his involuntary swearing and threatened further punishment if he told his parents. This harassment and refusal to accommodate resulted in client leaving the school. Since the private school DRNY had to investigate whether the school was a recipient of federal funds thereby required to comply with federal anti-discrimination laws. The school did receive funding for a milk program from the USDA and this federal program requires that recipients comply with federal anti-discrimination laws. DRNY filed a complaint with the civil rights office of the USDA. With pressure from USDA, the parochial school settled the case for a monetary award to the family and obligation to provide training to all staff on 504 requirements. USDA will monitor school for one year.

3. List other outcomes realized (if applicable):

N/A

4. Explain whether pursuing this priority involved collaborative efforts by other entities. If so, describe this collaboration:

DRNY collaborated with the State Developmental Disabilities Planning Council, State and Federally funded parent centers, State agencies, and lay advocates through the Special Education Task Force. The purpose of this Task Force is to educate parents, students and educators on the rights of students with disabilities in special education. (See Section 4 Interventions on Behalf of Groups of Clients and Section 7 Issues and Barriers).

5. If this was this addressed through individual advocacy, provide the number of cases handled under the priority.

DRNY provided direct representation in 183 cases under this priority

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6. If this priority addressed systemic advocacy or capacity building of the service delivery system for persons with developmental disabilities, please describe how including indicating if any were class actions.

SPECIAL EDUCATION TASK FORCE

DRNY spearheads the management and development of the New York Special Education Task Force to reduce special education conflicts and service requests and improve the educational outcomes of students with disabilities. The Task Force is dedicated to: (1) improving communication between diverse stakeholders (2) educating stakeholders on critical issues impacting students with disabilities; and (3) reducing conflict between parents of students with disabilities and schools. The Task Force functions at both a statewide and regional level. Regional affiliates of the statewide task force provide multiple training and discussion forums each year, specifically marketing events to a diverse group of stakeholders including individuals with disabilities, local government agencies, families, school personnel, advocates, service coordinators, and attorneys. Representatives of these diverse groups serve on executive councils who collaborate to identify training needs, systemic concerns in special education, and areas for coalition building. By increasing stakeholder knowledge of rights and best practices in a mixed forum, knowledge and effective communication is increased, thereby reducing the occurrence of special education conflicts requiring legal representation. Further, through regional development of the task force, DRNY has significantly expanded its knowledge of, and access to, local agencies and resources for referral and resolution of special education service requests.

SPECIAL EDUCATION TRAINING FOR ATTORNEYS AND ADVOCATES

DRNY developed a two-day training on Special Education to address the need for free legal advocacy for students with disabilities in New York State. Many students are unable to obtain a least restrictive educational program because they lack quality representation during the planning process. The Protection & Advocacy System is unable to provide direct representation to every child seeking this representation but DRNY recognizes that developing quality plans is critical to success in the educational model. This system change activity was designed to increase the number of pro-bono attorneys willing to provide representation to students in special education meetings. In FY 2014, DRNY trained 43 attorneys and advocates who are now directly assisting individuals with disabilities for low or no cost. This FY, DRNY focused on connecting underserved clients with pro bono legal representation through DRNY's Pro-Bono Representation Project. Volunteer attorneys were given mentoring support to ensure quality representation of students with disabilities. DRNY will be replicating this training in Fiscal Year 2016 to expand the Pro-Bono Representation Project to other regions in NYS.

7. Was this priority targeted to under/unserved and minority populations? If so please describe whether or not services to the targeted population resulted in an increase in clients served.

Yes. Students in rural areas across New York are without access to advocacy services to enforce rights under IDEA. The Special Education Task Force project targets regional collaboration to ensure that this population can access the support needed to obtain FAPE and improve communication and collaboration between families and schools.

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<p>8. Provide at least one case summary that demonstrates the impact of the priority. DRNY represented a 6 year old student with Autism. The student's parent contacted DRNY was contacted after a guidance counselor at the student's school informed the child's parents that he was being placed in a football helmet by his special education teacher and that he was being wrapped up in a blanket while one staff member held his head and the teacher held his feet, in effort to prevent the student from banging his head. DRNY's client did not have a Functional Behavioral Assessment or Behavioral Plan and restraints were not authorized to be used on the student. DRNY demanded that the improper restraint stop and for the student to immediately receive a FBA and BIP. DRNY also obtained a one on one aide until the FBA was complete and a behavior plan was put in place. The school agreed and the student returned to school. DRNY also obtained training records for the practice of restraints for staff members present at the incident, and a copy of the district's policy on the use of restraints on students with disabilities to ensure that the school did not have any practice or policy that would allow this to occur to other students within the school district.</p> <p>DRNY represented a 13 year old client with ADHD and Oppositional Defiant Disorder (ODD) who attended a local community school in a general education classroom. The client was at risk of long term suspension and placement in a residential school when she was referred to DRNY. The student had never been classified as a student with a disability. Through DRNY's representation the student was classified as a student with a disability and the behavior for which the school sought to suspend the student for an extended period of time was found to be a manifestation of the student's disability. As a result, the student returned to school immediately with increased behavioral supports and services. As a result of the systemic issues identified in this case, DRNY conducted an investigation of whether the school was regularly failing to provide students with disabilities with the support they required and instead resorting to excessive discipline and change of placement to a more restrictive environment. DRNY obtained a second client at the same school. Similarly, this student had only recently been classified and was facing excessive discipline without any services to address the behavior that was resulting in the discipline. Following an attempt by the school to suspend the student for an extended period, DRNY successfully advocated for the student to return to school immediately with increased behavioral supports and services. DRNY continues to monitor this school and is working with other oversight entities in order to curtail the use of discipline and placement of students in more restrictive setting.</p>
<p>9. Rounding off to the nearest hundred dollars how much of this year's grant or award or its program income was spent on this priority? \$517,442</p>
<p>10. Will this priority be continued in the next fiscal year? No</p>

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Section 6 Outcomes of Priorities and Goals: 2590 - 6381 Ensure that students with intellectual and developmental disabilities receive appropriate supports and services in the least restrictive environment. - Advocate for students with intellectual and developmental disabilities to receive appropriate transition services to ensure access to post-secondary instruction and/or competitive employment.

List reporting year priorities from the Statement of Objectives and Priorities in order by priority.

For each priority, provide the following information:

1. Priority number: 2590	Priority Description: Ensure that students with intellectual and developmental disabilities receive appropriate supports and services in the least restrictive environment.
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2. Identify and describe indicators PADD used to determine successful outcome of activities pursued under this priority:

Indicator number: 6381	Indicator Description: Advocate for students with intellectual and developmental disabilities to receive appropriate transition services to ensure access to post-secondary instruction and/or competitive employment.
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Indicator is: Met

If "Not Met" was checked, explain:

If "Met or Partially Met" was checked, summarize details, including one or two cases that exemplify the success; for fully met goals, the example case(s) should be successfully closed:

DRNY represented a student with a Traumatic Brain Injury who was attending a public university in New York. The student contacted DRNY because she was being denied equal access to the benefits of graduating on time due to a specific course registration policy and the refusal of the university to provide reasonable accommodations. DRNY felt that modifications to the course registration policy or other accommodations was appropriate under the ADA for this student under the particular circumstances. DRNY advocated for the student to obtain reasonable accommodations that enabled the student to graduate on time. DRNY also educated the university on its responsibility to provide reasonable accommodations so that other students could access appropriate post-secondary instruction.

3. List other outcomes realized (if applicable):

N/A

4. Explain whether pursuing this priority involved collaborative efforts by other entities. If so, describe this collaboration:

DRNY collaborated with the State Developmental Disabilities Planning Council, State and Federally funded parent centers, State agencies, and lay advocates through the Special Education Task Force. The purpose of this Task Force is to educate parents, students and educators on the rights of students with disabilities in special education. (See Section 4 Interventions on Behalf of Groups of Clients and Section 7 Issues and Barriers).

5. If this was this addressed through individual advocacy, provide the number of cases handled under the priority.

DRNY provided direct representation in 183 cases under this priority

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6. If this priority addressed systemic advocacy or capacity building of the service delivery system for persons with developmental disabilities, please describe how including indicating if any were class actions.

SPECIAL EDUCATION TASK FORCE

DRNY spearheads the management and development of the New York Special Education Task Force to reduce special education conflicts and service requests and improve the educational outcomes of students with disabilities. The Task Force is dedicated to: (1) improving communication between diverse stakeholders (2) educating stakeholders on critical issues impacting students with disabilities; and (3) reducing conflict between parents of students with disabilities and schools. The Task Force functions at both a statewide and regional level. Regional affiliates of the statewide task force provide multiple training and discussion forums each year, specifically marketing events to a diverse group of stakeholders including individuals with disabilities, local government agencies, families, school personnel, advocates, service coordinators, and attorneys. Representatives of these diverse groups serve on executive councils who collaborate to identify training needs, systemic concerns in special education, and areas for coalition building. By increasing stakeholder knowledge of rights and best practices in a mixed forum, knowledge and effective communication is increased, thereby reducing the occurrence of special education conflicts requiring legal representation. Further, through regional development of the task force, DRNY has significantly expanded its knowledge of, and access to, local agencies and resources for referral and resolution of special education service requests.

SPECIAL EDUCATION TRAINING FOR ATTORNEYS AND ADVOCATES

DRNY developed a two-day training on Special Education to address the need for free legal advocacy for students with disabilities in New York State. Many students are unable to obtain a least restrictive educational program because they lack quality representation during the planning process. The Protection & Advocacy System is unable to provide direct representation to every child seeking this representation but DRNY recognizes that developing quality plans is critical to success in the educational model. This system change activity was designed to increase the number of pro-bono attorneys willing to provide representation to students in special education meetings. In FY 2014, DRNY trained 43 attorneys and advocates who are now directly assisting individuals with disabilities for low or no cost. This FY, DRNY focused on connecting underserved clients with pro bono legal representation through DRNY's Pro-Bono Representation Project. Volunteer attorneys were given mentoring support to ensure quality representation of students with disabilities. DRNY will be replicating this training in Fiscal Year 2016 to expand the Pro-Bono Representation Project to other regions in NYS.

7. Was this priority targeted to under/unserved and minority populations? If so please describe whether or not services to the targeted population resulted in an increase in clients served.

Yes. Students in rural areas across New York are without access to advocacy services to enforce rights under IDEA. The Special Education Task Force project targets regional collaboration to ensure that this population can access the support needed to obtain FAPE and improve communication and collaboration between families and schools.

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<p>8. Provide at least one case summary that demonstrates the impact of the priority. DRNY represented a 6 year old student with Autism. The student's parent contacted DRNY was contacted after a guidance counselor at the student's school informed the child's parents that he was being placed in a football helmet by his special education teacher and that he was being wrapped up in a blanket while one staff member held his head and the teacher held his feet, in effort to prevent the student from banging his head. DRNY's client did not have a Functional Behavioral Assessment or Behavioral Plan and restraints were not authorized to be used on the student. DRNY demanded that the improper restraint stop and for the student to immediately receive a FBA and BIP. DRNY also obtained a one on one aide until the FBA was complete and a behavior plan was put in place. The school agreed and the student returned to school. DRNY also obtained training records for the practice of restraints for staff members present at the incident, and a copy of the district's policy on the use of restraints on students with disabilities to ensure that the school did not have any practice or policy that would allow this to occur to other students within the school district.</p> <p>DRNY represented a 13 year old client with ADHD and Oppositional Defiant Disorder (ODD) who attended a local community school in a general education classroom. The client was at risk of long term suspension and placement in a residential school when she was referred to DRNY. The student had never been classified as a student with a disability. Through DRNY's representation the student was classified as a student with a disability and the behavior for which the school sought to suspend the student for an extended period of time was found to be a manifestation of the student's disability. As a result, the student returned to school immediately with increased behavioral supports and services. As a result of the systemic issues identified in this case, DRNY conducted an investigation of whether the school was regularly failing to provide students with disabilities with the support they required and instead resorting to excessive discipline and change of placement to a more restrictive environment. DRNY obtained a second client at the same school. Similarly, this student had only recently been classified and was facing excessive discipline without any services to address the behavior that was resulting in the discipline. Following an attempt by the school to suspend the student for an extended period, DRNY successfully advocated for the student to return to school immediately with increased behavioral supports and services. DRNY continues to monitor this school and is working with other oversight entities in order to curtail the use of discipline and placement of students in more restrictive setting.</p>
<p>9. Rounding off to the nearest hundred dollars how much of this year's grant or award or its program income was spent on this priority? \$517,442</p>
<p>10. Will this priority be continued in the next fiscal year? No</p>

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Grantee: NY

OMB Clearance No.: 0980-0160

Reporting Period: 10/1/2014 - 9/30/2015

Expiration Date.: 06/30/2014

Section 6 Outcomes of Priorities and Goals: 2590 - 6382 Ensure that students with intellectual and developmental disabilities receive appropriate supports and services in the least restrictive environment. - Ensure access for students with intellectual and developmental disabilities to high standards and general education curriculum.

List reporting year priorities from the Statement of Objectives and Priorities in order by priority.

For each priority, provide the following information:

1. Priority number: 2590	Priority Description: Ensure that students with intellectual and developmental disabilities receive appropriate supports and services in the least restrictive environment.
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2. Identify and describe indicators PADD used to determine successful outcome of activities pursued under this priority:

Indicator number: 6382	Indicator Description: Ensure access for students with intellectual and developmental disabilities to high standards and general education curriculum.
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Indicator is: Met

If "Not Met" was checked, explain:

If "Met or Partially Met" was checked, summarize details, including one or two cases that exemplify the success; for fully met goals, the example case(s) should be successfully closed:

DRNY represented a 15-year-old high school student with ADHD and Defiant Disorder and a history of being bullied who was suspended from his general education high school for threatening a student. The school threatened to suspend the student for a year but stated that it would drop the disciplinary matter if he agreed to transfer to a BOCES school. DRNY represented the student at the Suspension Hearing and Manifestation Meeting and successfully advocated that his behavior was linked to his disability. The student returned to school and completed the semester without incident.

DRNY represented an individual who, after moving from Florida to a small town in Upstate New York, was suspended from his high school due to a fight. The individual had a Behavioral Intervention Plan (BIP) and his school district conducted the proper manifestation determination. However, after determining that his behavior was related to his disability, the district still refused to place the individual back into the general education setting, which was his previous placement. Instead, the district placed him in a restrictive BOCES placement off school grounds. DRNY sent a demand letter to the district. After negotiations with the school district and its attorney, the district agreed to place the student back into the general education classroom with a revised BIP, as required. DRNY attended a CSE meeting to ensure the district moved forward with this recommendation. Without DRNY's advocacy, the individual would be in an inappropriately restrictive school setting and may have dropped out of school, as he threatened to do.

3. List other outcomes realized (if applicable):

N/A

4. Explain whether pursuing this priority involved collaborative efforts by other entities. If so, describe this collaboration:

DRNY collaborated with the State Developmental Disabilities Planning Council, State and Federally funded parent centers, State agencies, and lay advocates through the Special Education Task Force. The purpose of this Task Force is to educate parents, students and educators on the rights of students with disabilities in special education. (See Section 4 Interventions on Behalf of Groups of Clients and Section 7 Issues and Barriers).

5. If this was this addressed through individual advocacy, provide the number of cases handled under the priority.

DRNY provided direct representation in 183 cases under this priority

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6. If this priority addressed systemic advocacy or capacity building of the service delivery system for persons with developmental disabilities, please describe how including indicating if any were class actions.

SPECIAL EDUCATION TASK FORCE

DRNY spearheads the management and development of the New York Special Education Task Force to reduce special education conflicts and service requests and improve the educational outcomes of students with disabilities. The Task Force is dedicated to: (1) improving communication between diverse stakeholders (2) educating stakeholders on critical issues impacting students with disabilities; and (3) reducing conflict between parents of students with disabilities and schools. The Task Force functions at both a statewide and regional level. Regional affiliates of the statewide task force provide multiple training and discussion forums each year, specifically marketing events to a diverse group of stakeholders including individuals with disabilities, local government agencies, families, school personnel, advocates, service coordinators, and attorneys. Representatives of these diverse groups serve on executive councils who collaborate to identify training needs, systemic concerns in special education, and areas for coalition building. By increasing stakeholder knowledge of rights and best practices in a mixed forum, knowledge and effective communication is increased, thereby reducing the occurrence of special education conflicts requiring legal representation. Further, through regional development of the task force, DRNY has significantly expanded its knowledge of, and access to, local agencies and resources for referral and resolution of special education service requests.

SPECIAL EDUCATION TRAINING FOR ATTORNEYS AND ADVOCATES

DRNY developed a two-day training on Special Education to address the need for free legal advocacy for students with disabilities in New York State. Many students are unable to obtain a least restrictive educational program because they lack quality representation during the planning process. The Protection & Advocacy System is unable to provide direct representation to every child seeking this representation but DRNY recognizes that developing quality plans is critical to success in the educational model. This system change activity was designed to increase the number of pro-bono attorneys willing to provide representation to students in special education meetings. In FY 2014, DRNY trained 43 attorneys and advocates who are now directly assisting individuals with disabilities for low or no cost. This FY, DRNY focused on connecting underserved clients with pro bono legal representation through DRNY's Pro-Bono Representation Project. Volunteer attorneys were given mentoring support to ensure quality representation of students with disabilities. DRNY will be replicating this training in Fiscal Year 2016 to expand the Pro-Bono Representation Project to other regions in NYS.

7. Was this priority targeted to under/unserved and minority populations? If so please describe whether or not services to the targeted population resulted in an increase in clients served.

Yes. Students in rural areas across New York are without access to advocacy services to enforce rights under IDEA. The Special Education Task Force project targets regional collaboration to ensure that this population can access the support needed to obtain FAPE and improve communication and collaboration between families and schools.

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8. Provide at least one case summary that demonstrates the impact of the priority.

DRNY represented a 6 year old student with Autism. The student's parent contacted DRNY after a guidance counselor at the student's school informed the child's parents that he was being placed in a football helmet by his special education teacher and that he was being wrapped up in a blanket while one staff member held his head and the teacher held his feet, in effort to prevent the student from banging his head. DRNY's client did not have a Functional Behavioral Assessment or Behavioral Plan and restraints were not authorized to be used on the student. DRNY demanded that the improper restraint stop and for the student to immediately receive a FBA and BIP. DRNY also obtained a one on one aide until the FBA was complete and a behavior plan was put in place. The school agreed and the student returned to school. DRNY also obtained training records for the practice of restraints for staff members present at the incident, and a copy of the district's policy on the use of restraints on students with disabilities to ensure that the school did not have any practice or policy that would allow this to occur to other students within the school district.

DRNY represented a 13 year old client with ADHD and Oppositional Defiant Disorder (ODD) who attended a local community school in a general education classroom. The client was at risk of long term suspension and placement in a residential school when she was referred to DRNY. The student had never been classified as a student with a disability. Through DRNY's representation the student was classified as a student with a disability and the behavior for which the school sought to suspend the student for an extended period of time was found to be a manifestation of the student's disability. As a result, the student returned to school immediately with increased behavioral supports and services. As a result of the systemic issues identified in this case, DRNY conducted an investigation of whether the school was regularly failing to provide students with disabilities with the support they required and instead resorting to excessive discipline and change of placement to a more restrictive environment. DRNY obtained a second client at the same school. Similarly, this student had only recently been classified and was facing excessive discipline without any services to address the behavior that was resulting in the discipline. Following an attempt by the school to suspend the student for an extended period, DRNY successfully advocated for the student to return to school immediately with increased behavioral supports and services. DRNY continues to monitor this school and is working with other oversight entities in order to curtail the use of discipline and placement of students in more restrictive setting.

9. Rounding off to the nearest hundred dollars how much of this year's grant or award or its program income was spent on this priority? \$517,442

10. Will this priority be continued in the next fiscal year? No

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Section 6 Outcomes of Priorities and Goals: 2591 - 6383 Ensure that people with intellectual and developmental disabilities have access to all appropriate managed care and waiver services. - Advocate for due process rights through the managed care model.	
List reporting year priorities from the Statement of Objectives and Priorities in order by priority.	
For each priority, provide the following information:	
1. Priority number: 2591	Priority Description: Ensure that people with intellectual and developmental disabilities have access to all appropriate managed care and waiver services.
2. Identify and describe indicators PADD used to determine successful outcome of activities pursued under this priority:	
Indicator number: 6383	Indicator Description: Advocate for due process rights through the managed care model.
Indicator is: Not Met	
If "Not Met" was checked, explain: New York State delayed the transition of services for people with ID/DD to the managed care model. DRNY has monitored the state's plan to transition this population and educated policy makers on the impact of this potential transition on people with ID/DD.	
If "Met or Partially Met" was checked, summarize details, including one or two cases that exemplify the success; for fully met goals, the example case(s) should be successfully closed:	
3. List other outcomes realized (if applicable): N/A	
4. Explain whether pursuing this priority involved collaborative efforts by other entities. If so, describe this collaboration: There was no collaboration for this priority for this fiscal year.	
5. If this was this addressed through individual advocacy, provide the number of cases handled under the priority. DRNY provided direct representation in 46 cases under this priority	

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6. If this priority addressed systemic advocacy or capacity building of the service delivery system for persons with developmental disabilities, please describe how including indicating if any were class actions.

DRNY engaged in several systemic advocacy projects to address this priority. (See Section 4 Interventions on Behalf of Groups of Clients)

DISCHARGE FROM OFFICE FOR PEOPLE WITH DEVELOPMENTAL DISABILITIES INTERMEDIATE CARE FACILITIES

DRNY has been monitoring the discharge of individuals with developmental disabilities from Office for People with Developmental Disabilities (OPWDD) operated Developmental Centers (DCs) throughout New York State. OPWDD announced the closure of many of its State-operated large institutions and DRNY continues to monitor the discharge of residents with disabilities to community-based placements. DRNY has worked to ensure the effective transition, individual choice, and timely discharge.

VOCATIONAL REHABILITATION SERVICE DENIAL FOR INDIVIDUALS WITH ID/DD

DRNY collaborated with the Client Assistance Program (CAP) to advocate for the increased participation of individuals with Intellectual and/or Developmental Disabilities in competitive employment. DRNY determined that many individuals with ID/DD are not receiving State Vocational Rehabilitation (VR) services through the current assessment/eligibility determination process. DRNY continues to receive complaints that the current evaluation process for VR services does not take into consideration the need for reasonable accommodations for applicants with ID/DD. This year the State's VR agency (ACCES-VR) and the agency which services New Yorker's with ID/DD (OPWDD) entered into an agreement. This agreement was supposed to address access for people with ID/DD to employment supports but it has resulted in more people with ID/DD being turned away from ACCES-VR.

7. Was this priority targeted to under/unserved and minority populations? If so please describe whether or not services to the targeted population resulted in an increase in clients served.

Individuals with ID/DD have very little access to free legal services to challenge denials of Medicaid and waiver services. These individuals often go without services because they do not have the ability to challenge these denials. Without services many individuals may end up hospitalized, in nursing homes, or prisons/jails.

8. Provide at least one case summary that demonstrates the impact of the priority.

DRNY represented a 58 year-old client with cognitive delays and an impulsivity disorder who was repeatedly found ineligible for OPWDD services due to difficulty producing school records from the 1970's as well as his mental health diagnoses and prior marijuana use. DRNY built a convincing case in collaboration with client's family and medical providers, and obtained a favorable outcome with OPWDD. Client is now eligible for services to enable client to live independently of his aged parents in the community.

9. Rounding off to the nearest hundred dollars how much of this year's grant or award or its program income was spent on this priority? \$189,398

10. Will this priority be continued in the next fiscal year? No

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Section 6 Outcomes of Priorities and Goals: 2591 - 6384 Ensure that people with intellectual and developmental disabilities have access to all appropriate managed care and waiver services. - Challenge denial of managed care and waiver services.	
List reporting year priorities from the Statement of Objectives and Priorities in order by priority.	
For each priority, provide the following information:	
1. Priority number: 2591	Priority Description: Ensure that people with intellectual and developmental disabilities have access to all appropriate managed care and waiver services.
2. Identify and describe indicators PADD used to determine successful outcome of activities pursued under this priority:	
Indicator number: 6384	Indicator Description: Challenge denial of managed care and waiver services.
Indicator is: Met	
If "Not Met" was checked, explain:	
If "Met or Partially Met" was checked, summarize details, including one or two cases that exemplify the success; for fully met goals, the example case(s) should be successfully closed: DRNY represented a 58 year-old client with cognitive delays and an impulsivity disorder who was repeatedly found ineligible for OPWDD services due to difficulty producing school records from the 1970's as well as his mental health diagnoses and prior marijuana use. DRNY built a convincing case in collaboration with client's family and medical providers, and negotiated a favorable outcome with OPWDD. Client is now eligible for services to enable client to live independently of his aged parents in the community.	
3. List other outcomes realized (if applicable): N/A	
4. Explain whether pursuing this priority involved collaborative efforts by other entities. If so, describe this collaboration: There was no collaboration for this priority for this fiscal year.	
5. If this was this addressed through individual advocacy, provide the number of cases handled under the priority. DRNY provided direct representation in 46 cases under this priority	

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6. If this priority addressed systemic advocacy or capacity building of the service delivery system for persons with developmental disabilities, please describe how including indicating if any were class actions.

DRNY engaged in several systemic advocacy projects to address this priority. (See Section 4 Interventions on Behalf of Groups of Clients)

DISCHARGE FROM OFFICE FOR PEOPLE WITH DEVELOPMENTAL DISABILITIES INTERMEDIATE CARE FACILITIES

DRNY has been monitoring the discharge of individuals with developmental disabilities from Office for People with Developmental Disabilities (OPWDD) operated Developmental Centers (DCs) throughout New York State. OPWDD announced the closure of many of its State-operated large institutions and DRNY continues to monitor the discharge of residents with disabilities to community-based placements. DRNY has worked to ensure the effective transition, individual choice, and timely discharge.

VOCATIONAL REHABILITATION SERVICE DENIAL FOR INDIVIDUALS WITH ID/DD

DRNY collaborated with the Client Assistance Program (CAP) to advocate for the increased participation of individuals with Intellectual and/or Developmental Disabilities in competitive employment. DRNY determined that many individuals with ID/DD are not receiving State Vocational Rehabilitation (VR) services through the current assessment/eligibility determination process. DRNY continues to receive complaints that the current evaluation process for VR services does not take into consideration the need for reasonable accommodations for applicants with ID/DD. This year the State's VR agency (ACCES-VR) and the agency which services New Yorker's with ID/DD (OPWDD) entered into an agreement. This agreement was supposed to address access for people with ID/DD to employment supports but it has resulted in more people with ID/DD being turned away from ACCES-VR.

7. Was this priority targeted to under/unserved and minority populations? If so please describe whether or not services to the targeted population resulted in an increase in clients served.

Individuals with ID/DD have very little access to free legal services to challenge denials of Medicaid and waiver services. These individuals often go without services because they do not have the ability to challenge these denials. Without services many individuals may end up hospitalized, in nursing homes, or prisons/jails.

8. Provide at least one case summary that demonstrates the impact of the priority.

DRNY represented a 58 year-old client with cognitive delays and an impulsivity disorder who was repeatedly found ineligible for OPWDD services due to difficulty producing school records from the 1970's as well as his mental health diagnoses and prior marijuana use. DRNY built a convincing case in collaboration with client's family and medical providers, and obtained a favorable outcome with OPWDD. Client is now eligible for services to enable client to live independently of his aged parents in the community.

9. Rounding off to the nearest hundred dollars how much of this year's grant or award or its program income was spent on this priority? \$189,398

10. Will this priority be continued in the next fiscal year? No

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Section 6 Outcomes of Priorities and Goals: 2591 - 6385 Ensure that people with intellectual and developmental disabilities have access to all appropriate managed care and waiver services. - Advocate for individuals with intellectual and developmental disabilities who have been denied eligibility for OPWDD waiver services, particularly where denial has resulted in placement in more restrictive settings.	
List reporting year priorities from the Statement of Objectives and Priorities in order by priority.	
For each priority, provide the following information:	
1. Priority number: 2591	Priority Description: Ensure that people with intellectual and developmental disabilities have access to all appropriate managed care and waiver services.
2. Identify and describe indicators PADD used to determine successful outcome of activities pursued under this priority:	
Indicator number: 6385	Indicator Description: Advocate for individuals with intellectual and developmental disabilities who have been denied eligibility for OPWDD waiver services, particularly where denial has resulted in placement in more restrictive settings.
Indicator is: Met	
If "Not Met" was checked, explain:	
If "Met or Partially Met" was checked, summarize details, including one or two cases that exemplify the success; for fully met goals, the example case(s) should be successfully closed: DRNY represented a 58 year-old client with cognitive delays and an impulsivity disorder who was repeatedly found ineligible for OPWDD services due to difficulty producing school records from the 1970's as well as his mental health diagnoses and prior marijuana use. DRNY built a convincing case in collaboration with client's family and medical providers, and negotiated a favorable outcome with OPWDD. Client is now eligible for services to enable client to live independently of his aged parents in the community.	
3. List other outcomes realized (if applicable): N/A	
4. Explain whether pursuing this priority involved collaborative efforts by other entities. If so, describe this collaboration: There was no collaboration for this priority for this fiscal year.	
5. If this was this addressed through individual advocacy, provide the number of cases handled under the priority. DRNY provided direct representation in 46 cases under this priority	

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6. If this priority addressed systemic advocacy or capacity building of the service delivery system for persons with developmental disabilities, please describe how including indicating if any were class actions.

DRNY engaged in several systemic advocacy projects to address this priority. (See Section 4 Interventions on Behalf of Groups of Clients)

DISCHARGE FROM OFFICE FOR PEOPLE WITH DEVELOPMENTAL DISABILITIES INTERMEDIATE CARE FACILITIES

DRNY has been monitoring the discharge of individuals with developmental disabilities from Office for People with Developmental Disabilities (OPWDD) operated Developmental Centers (DCs) throughout New York State. OPWDD announced the closure of many of its State-operated large institutions and DRNY continues to monitor the discharge of residents with disabilities to community-based placements. DRNY has worked to ensure the effective transition, individual choice, and timely discharge.

VOCATIONAL REHABILITATION SERVICE DENIAL FOR INDIVIDUALS WITH ID/DD

DRNY collaborated with the Client Assistance Program (CAP) to advocate for the increased participation of individuals with Intellectual and/or Developmental Disabilities in competitive employment. DRNY determined that many individuals with ID/DD are not receiving State Vocational Rehabilitation (VR) services through the current assessment/eligibility determination process. DRNY continues to receive complaints that the current evaluation process for VR services does not take into consideration the need for reasonable accommodations for applicants with ID/DD. This year the State's VR agency (ACCES-VR) and the agency which services New Yorker's with ID/DD (OPWDD) entered into an agreement. This agreement was supposed to address access for people with ID/DD to employment supports but it has resulted in more people with ID/DD being turned away from ACCES-VR.

7. Was this priority targeted to under/unserved and minority populations? If so please describe whether or not services to the targeted population resulted in an increase in clients served.

Individuals with ID/DD have very little access to free legal services to challenge denials of Medicaid and waiver services. These individuals often go without services because they do not have the ability to challenge these denials. Without services many individuals may end up hospitalized, in nursing homes, or prisons/jails.

8. Provide at least one case summary that demonstrates the impact of the priority.

DRNY represented a 58 year-old client with cognitive delays and an impulsivity disorder who was repeatedly found ineligible for OPWDD services due to difficulty producing school records from the 1970's as well as his mental health diagnoses and prior marijuana use. DRNY built a convincing case in collaboration with client's family and medical providers, and obtained a favorable outcome with OPWDD. Client is now eligible for services to enable client to live independently of his aged parents in the community.

9. Rounding off to the nearest hundred dollars how much of this year's grant or award or its program income was spent on this priority? \$189,398

10. Will this priority be continued in the next fiscal year? No

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Section 6 Outcomes of Priorities and Goals: 2591 - 6386 Ensure that people with intellectual and developmental disabilities have access to all appropriate managed care and waiver services. - Advocate for individuals who are dually diagnosed and eligible for OPWDD, OMH, or DOH waivers to receive cross-system services and supports.	
List reporting year priorities from the Statement of Objectives and Priorities in order by priority.	
For each priority, provide the following information:	
1. Priority number: 2591	Priority Description: Ensure that people with intellectual and developmental disabilities have access to all appropriate managed care and waiver services.
2. Identify and describe indicators PADD used to determine successful outcome of activities pursued under this priority:	
Indicator number: 6386	Indicator Description: Advocate for individuals who are dually diagnosed and eligible for OPWDD, OMH, or DOH waivers to receive cross-system services and supports.
Indicator is: Met	
If "Not Met" was checked, explain:	
If "Met or Partially Met" was checked, summarize details, including one or two cases that exemplify the success; for fully met goals, the example case(s) should be successfully closed: DRNY represented a 20 year old client with Autism, schizophrenia, and other mental health disorders. The client was hospitalized in a psychiatric unit after the client's Office for Mental Health community provider was unable to provide appropriate supports to address the client's Autism diagnosis. The client needed supports from both the OMH and the Office for People with Developmental Disabilities (OPWDD) but had been repeatedly told that she needed to select one system of service. DRNY advocated for the client to obtain supports from both OPWDD and OMH and coordinated a discharge meeting with both agencies to ensure access to all appropriate services. DRNY advocated for the client's right to receive non-duplicated services under both OPWDD and OMH due to her dual eligibility status and her need for both services in order to prevent repeated hospitalization or institutionalization. DRNY obtained discharge from the psychiatric unit into the client's home with cross-program services from OPWDD and OMH. The client has been able to engage in community volunteer and art programs due to this cross program support.	
3. List other outcomes realized (if applicable): N/A	
4. Explain whether pursuing this priority involved collaborative efforts by other entities. If so, describe this collaboration: There was no collaboration for this priority for this fiscal year.	
5. If this was this addressed through individual advocacy, provide the number of cases handled under the priority. DRNY provided direct representation in 46 cases under this priority	

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6. If this priority addressed systemic advocacy or capacity building of the service delivery system for persons with developmental disabilities, please describe how including indicating if any were class actions.

DRNY engaged in several systemic advocacy projects to address this priority. (See Section 4 Interventions on Behalf of Groups of Clients)

DISCHARGE FROM OFFICE FOR PEOPLE WITH DEVELOPMENTAL DISABILITIES INTERMEDIATE CARE FACILITIES

DRNY has been monitoring the discharge of individuals with developmental disabilities from Office for People with Developmental Disabilities (OPWDD) operated Developmental Centers (DCs) throughout New York State. OPWDD announced the closure of many of its State-operated large institutions and DRNY continues to monitor the discharge of residents with disabilities to community-based placements. DRNY has worked to ensure the effective transition, individual choice, and timely discharge.

VOCATIONAL REHABILITATION SERVICE DENIAL FOR INDIVIDUALS WITH ID/DD

DRNY collaborated with the Client Assistance Program (CAP) to advocate for the increased participation of individuals with Intellectual and/or Developmental Disabilities in competitive employment. DRNY determined that many individuals with ID/DD are not receiving State Vocational Rehabilitation (VR) services through the current assessment/eligibility determination process. DRNY continues to receive complaints that the current evaluation process for VR services does not take into consideration the need for reasonable accommodations for applicants with ID/DD. This year the State's VR agency (ACCES-VR) and the agency which services New Yorker's with ID/DD (OPWDD) entered into an agreement. This agreement was supposed to address access for people with ID/DD to employment supports but it has resulted in more people with ID/DD being turned away from ACCES-VR.

7. Was this priority targeted to under/unserved and minority populations? If so please describe whether or not services to the targeted population resulted in an increase in clients served.

Individuals with ID/DD have very little access to free legal services to challenge denials of Medicaid and waiver services. These individuals often go without services because they do not have the ability to challenge these denials. Without services many individuals may end up hospitalized, in nursing homes, or prisons/jails.

8. Provide at least one case summary that demonstrates the impact of the priority.

DRNY represented a 58 year-old client with cognitive delays and an impulsivity disorder who was repeatedly found ineligible for OPWDD services due to difficulty producing school records from the 1970's as well as his mental health diagnoses and prior marijuana use. DRNY built a convincing case in collaboration with client's family and medical providers, and obtained a favorable outcome with OPWDD. Client is now eligible for services to enable client to live independently of his aged parents in the community.

9. Rounding off to the nearest hundred dollars how much of this year's grant or award or its program income was spent on this priority? \$189,398

10. Will this priority be continued in the next fiscal year? No

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Expiration Date.: 06/30/2014

Section 6 Outcomes of Priorities and Goals: 2592 - 6387 Ensure that people with intellectual and developmental disabilities are free to exercise their own expressed/known wishes, retain decision-making authority and make their own decisions. - Advocate for reform of surrogate decision-making process for people with intellectual and developmental disabilities.	
List reporting year priorities from the Statement of Objectives and Priorities in order by priority.	
For each priority, provide the following information:	
1. Priority number: 2592	Priority Description: Ensure that people with intellectual and developmental disabilities are free to exercise their own expressed/known wishes, retain decision-making authority and make their own decisions.
2. Identify and describe indicators PADD used to determine successful outcome of activities pursued under this priority:	
Indicator number: 6387	Indicator Description: Advocate for reform of surrogate decision-making process for people with intellectual and developmental disabilities.
Indicator is: Partially Met	
If "Not Met" was checked, explain:	
If "Met or Partially Met" was checked, summarize details, including one or two cases that exemplify the success; for fully met goals, the example case(s) should be successfully closed: DRNY has collaborated with self-advocates, legal advocates, providers and State agencies to address the State's guardianship laws for people with Intellectual and Developmental Disabilities. The law that governs guardianship for people with ID/DD violates individual's Constitutional rights and the protections required under the ADA. DRNY has educated policy makers of the impact of this law on people with ID/DD. DRNY continues to challenge the application of this statute on our constituents through legal representation in court proceedings. In order to petition for guardianship in New York a petitioner must submit certifications from the person's physician and/or psychologist demonstrating that the person has an ID/DD. These medical certifications are often obtained and shared in the petition without the consent of our clients. DRNY obtained a court decision which prevented a petitioner from using the medical records (Protected Health Information) of our client to support a petition for guardianship without our client's consent. This ultimately resulted in the dismissal of the guardianship case.	
3. List other outcomes realized (if applicable): N/A	
4. Explain whether pursuing this priority involved collaborative efforts by other entities. If so, describe this collaboration: DRNY has collaborated with the Developmental Disabilities Planning Council, City University of New York, Brooklyn Law School, Cardozo Law School, Syracuse University, Mental Hygiene Legal Services, and New York Civil Liberties Union to use legal strategies to remedy guardianship statute and to develop a pilot for supported decision making in New York State.	
5. If this was this addressed through individual advocacy, provide the number of cases handled under the priority. DRNY provided direct representation in 25 cases under this priority	

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6. If this priority addressed systemic advocacy or capacity building of the service delivery system for persons with developmental disabilities, please describe how including indicating if any were class actions.

GUARDIANSHIP REFORM

New York State is considered by most to have the most restrictive Guardianship statute for individuals with ID/DD in the country. This statute permits courts to appoint only plenary guardianship over a person with a certification from two medical personnel that the person with ID/DD lacks capacity to make decisions. This process does not require an evaluation of lesser restrictive measures, permits the court to excuse the allegedly incapacitated person from appearing in court, and offers no legal standard of proof needed to demonstrate incapacity. The State's Olmstead Plan also identified this guardianship statute as a violation of the Americans with Disabilities Act. State legislation was introduced this fiscal year to remedy these violations but has not passed into law. Furthermore, there is a great deal of misunderstanding about the need for guardianship. Parents are being advised by the public school system and/or agencies that fund or deliver adult services that a guardianship is necessary to maintain a presence in their family member's lives.

DRNY has collaborated with self-advocates, legal advocates, providers and State agencies to address the State's guardianship laws for people with Intellectual and Developmental Disabilities. The law that governs guardianship for people with ID/DD violates individual's Constitutional rights and the protections required under the ADA. DRNY has educated policy makers of the impact of this law on people with ID/DD. DRNY continues to challenge the application of this statute on our constituents through legal representation in court proceedings. In order to petition for guardianship in New York a petitioner must submit certifications from the person's physician and/or psychologist demonstrating that the person has an ID/DD. These medical certifications are often obtained and shared in the petition without the consent of our clients. DRNY obtained a court decision which prevented a petitioner from using the medical records (Protected Health Information) of our client to support a petition for guardianship without our client's consent. This ultimately resulted in the dismissal of the guardianship case.

SUPPORTED DECISION MAKING

Supported decision-making (SDM) is a model that provides people with intellectual and/or developmental disabilities with the individualized supports and services necessary to make informed decisions. Supported decision-making emphasizes that the majority of individuals with disabilities, even those with significant disabilities, have the ability and the right to make important decisions impacting their lives. Similar models that assist individuals to live, work and recreate in the most integrated settings are consistent with the NYS Olmstead Plan and OPWDD's Transformation agreement. DRNY is collaborating with the State's Developmental Disabilities Planning Council on a 5 year pilot to explore Supported Decision Making (SDM) as lesser restrictive an alternative to guardianship. SDM is a functioning alternative to surrogate decision-making and should be exhausted prior to anyone seeking or being granted guardianship over a person with I/DD.

In July 2015, DRNY assisted DDPC in developing an Request For Proposal (RFP) which sought applicants to work with DDPC and DRNY to develop an educational campaign and pilot supported decision models with individuals with ID/DD. This project has three components: Education, Restoration and Alternatives to Guardianship. These three components will overlap through this 5-year project period. The outcome sought is to demonstrate that supported decision making is a functioning alternative to surrogate decision making and should be exhausted. DRNY assisted in the selection of an applicant. DRNY will partner with DDPC and its grantee to implement this pilot starting in 2016. The goal will be to expand the models statewide for all individuals at risk of guardianship.

7. Was this priority targeted to under/unserved and minority populations? If so please describe whether or not services to the targeted population resulted in an increase in clients served.

Many individuals subject to legal guardianship proceedings do not have access to legal representation to dispute the petition. This priority targets a previously under served population of the P&A system and DRNY has increased the representation of individuals in these guardianship proceedings.

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8. Provide at least one case summary that demonstrates the impact of the priority.

Client is a 20 year old male with intellectual disability and mental illness. The client's mother filed a petition for guardianship under Article 17-A of the Surrogate's Court Procedure Act. At the client's request, DNRNY filed objection to the guardianship petition and filed a motion to strike the petition's medical certifications (because our client did not consent to having his medical information used in a guardianship petition) and dismiss the petition for failure to state a cause of action. Petitioner filed their own motion seeking to remove DNRNY as counsel for our client. The judge denied petitioner's motion. In contrast the court granted DNRNY's motion to strike the medical certification as violating our client's rights under HIPAA and the physician-patient privilege. The court' decision on DNRNY's motion was published at In re BM, 2015 WL 7159287, 2015 N.Y. Slip Op. 25377 (N.Y. Sur. 2015). The Petitioner decided to withdraw the petition for guardianship and the parties settled.

9. Rounding off to the nearest hundred dollars how much of this year's grant or award or its program income was spent on this priority? \$106,037

10. Will this priority be continued in the next fiscal year? No

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Section 6 Outcomes of Priorities and Goals: 2592 - 6388 Ensure that people with intellectual and developmental disabilities are free to exercise their own expressed/known wishes, retain decision-making authority and make their own decisions. - Foster the supported decision making model in New York through education, direct advocacy, and/or coalition building.	
List reporting year priorities from the Statement of Objectives and Priorities in order by priority.	
For each priority, provide the following information:	
1. Priority number: 2592	Priority Description: Ensure that people with intellectual and developmental disabilities are free to exercise their own expressed/known wishes, retain decision-making authority and make their own decisions.
2. Identify and describe indicators PADD used to determine successful outcome of activities pursued under this priority:	
Indicator number: 6388	Indicator Description: Foster the supported decision making model in New York through education, direct advocacy, and/or coalition building.
Indicator is: Met	
If "Not Met" was checked, explain:	
If "Met or Partially Met" was checked, summarize details, including one or two cases that exemplify the success; for fully met goals, the example case(s) should be successfully closed: SUPPORTED DECISION MAKING	
In July 2015, DRNY assisted DDPC in developing an Request For Proposal (RFP) which sought applicants to work with DDPC and DRNY to develop an educational campaign and pilot supported decision models with individuals with ID/DD. This project has three components: Education, Restoration and Alternatives to Guardianship. These three components will overlap through this 5-year project period. The outcome sought is to demonstrate that supported decision making is a functioning alternative to surrogate decision making and should be exhausted. DRNY assisted in the selection of an applicant. DRNY will partner with DDPC and its grantee to implement this pilot starting in 2016. The goal will be to expand the models statewide for all individuals at risk of guardianship.	
3. List other outcomes realized (if applicable): N/A	
4. Explain whether pursuing this priority involved collaborative efforts by other entities. If so, describe this collaboration: DRNY has collaborated with the Developmental Disabilities Planning Council, City University of New York, Brooklyn Law School, Cardozo Law School, Syracuse University, Mental Hygiene Legal Services, and New York Civil Liberties Union to use legal strategies to remedy guardianship statute and to develop a pilot for supported decision making in New York State.	
5. If this was this addressed through individual advocacy, provide the number of cases handled under the priority. DRNY provided direct representation in 25 cases under this priority	

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6. If this priority addressed systemic advocacy or capacity building of the service delivery system for persons with developmental disabilities, please describe how including indicating if any were class actions.

GUARDIANSHIP REFORM

New York State is considered by most to have the most restrictive Guardianship statute for individuals with ID/DD in the country. This statute permits courts to appoint only plenary guardianship over a person with a certification from two medical personnel that the person with ID/DD lacks capacity to make decisions. This process does not require an evaluation of lesser restrictive measures, permits the court to excuse the allegedly incapacitated person from appearing in court, and offers no legal standard of proof needed to demonstrate incapacity. The State's Olmstead Plan also identified this guardianship statute as a violation of the Americans with Disabilities Act. State legislation was introduced this fiscal year to remedy these violations but has not passed into law. Furthermore, there is a great deal of misunderstanding about the need for guardianship. Parents are being advised by the public school system and/or agencies that fund or deliver adult services that a guardianship is necessary to maintain a presence in their family member's lives.

DRNY has collaborated with self-advocates, legal advocates, providers and State agencies to address the State's guardianship laws for people with Intellectual and Developmental Disabilities. The law that governs guardianship for people with ID/DD violates individual's Constitutional rights and the protections required under the ADA. DRNY has educated policy makers of the impact of this law on people with ID/DD. DRNY continues to challenge the application of this statute on our constituents through legal representation in court proceedings. In order to petition for guardianship in New York a petitioner must submit certifications from the person's physician and/or psychologist demonstrating that the person has an ID/DD. These medical certifications are often obtained and shared in the petition without the consent of our clients. DRNY obtained a court decision which prevented a petitioner from using the medical records (Protected Health Information) of our client to support a petition for guardianship without our client's consent. This ultimately resulted in the dismissal of the guardianship case.

SUPPORTED DECISION MAKING

Supported decision-making (SDM) is a model that provides people with intellectual and/or developmental disabilities with the individualized supports and services necessary to make informed decisions. Supported decision-making emphasizes that the majority of individuals with disabilities, even those with significant disabilities, have the ability and the right to make important decisions impacting their lives. Similar models that assist individuals to live, work and recreate in the most integrated settings are consistent with the NYS Olmstead Plan and OPWDD's Transformation agreement. DRNY is collaborating with the State's Developmental Disabilities Planning Council on a 5 year pilot to explore Supported Decision Making (SDM) as lesser restrictive an alternative to guardianship. SDM is a functioning alternative to surrogate decision-making and should be exhausted prior to anyone seeking or being granted guardianship over a person with I/DD.

In July 2015, DRNY assisted DDPC in developing an Request For Proposal (RFP) which sought applicants to work with DDPC and DRNY to develop an educational campaign and pilot supported decision models with individuals with ID/DD. This project has three components: Education, Restoration and Alternatives to Guardianship. These three components will overlap through this 5-year project period. The outcome sought is to demonstrate that supported decision making is a functioning alternative to surrogate decision making and should be exhausted. DRNY assisted in the selection of an applicant. DRNY will partner with DDPC and its grantee to implement this pilot starting in 2016. The goal will be to expand the models statewide for all individuals at risk of guardianship.

7. Was this priority targeted to under/unserved and minority populations? If so please describe whether or not services to the targeted population resulted in an increase in clients served.

Many individuals subject to legal guardianship proceedings do not have access to legal representation to dispute the petition. This priority targets a previously under served population of the P&A system and DRNY has increased the representation of individuals in these guardianship proceedings.

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<p>8. Provide at least one case summary that demonstrates the impact of the priority. Client is a 20 year old male with intellectual disability and mental illness. The client's mother filed a petition for guardianship under Article 17-A of the Surrogate's Court Procedure Act. At the client's request, DNRNY filed objection to the guardianship petition and filed a motion to strike the petition's medical certifications (because our client did not consent to having his medical information used in a guardianship petition) and dismiss the petition for failure to state a cause of action. Petitioner filed their own motion seeking to remove DRNY as counsel for our client. The judge denied petitioner's motion. In contrast the court granted DRNY's motion to strike the medical certification as violating our client's rights under HIPAA and the physician-patient privilege. The court' decision on DRNY's motion was published at In re BM, 2015 WL 7159287, 2015 N.Y. Slip Op. 25377 (N.Y. Sur. 2015). The Petitioner decided to withdraw the petition for guardianship and the parties settled.</p>
<p>9. Rounding off to the nearest hundred dollars how much of this year's grant or award or its program income was spent on this priority? \$106,037</p>
<p>10. Will this priority be continued in the next fiscal year? No</p>

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Section 6 Outcomes of Priorities and Goals: 2593 - 6389 Ensure that children with intellectual and developmental disabilities in the Juvenile Justice system are free from unnecessary restraint and seclusion and have access to appropriate education/transitional supports. - Advocate for children with intellectual and developmental disabilities who are unnecessarily excluded, discipline, or restrained and secluded.

List reporting year priorities from the Statement of Objectives and Priorities in order by priority.

For each priority, provide the following information:

1. Priority number: 2593	Priority Description: Ensure that children with intellectual and developmental disabilities in the Juvenile Justice system are free from unnecessary restraint and seclusion and have access to appropriate education/transitional supports.
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2. Identify and describe indicators PADD used to determine successful outcome of activities pursued under this priority:

Indicator number: 6389	Indicator Description: Advocate for children with intellectual and developmental disabilities who are unnecessarily excluded, discipline, or restrained and secluded.
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Indicator is: Met

If "Not Met" was checked, explain:

If "Met or Partially Met" was checked, summarize details, including one or two cases that exemplify the success; for fully met goals, the example case(s) should be successfully closed:

EDUCATIONAL SUPPORTS IN JUVENILE JUSTICE CENTERS

In 2014 DRNY's investigation of New York State Office of Children and Family Services (OCFS) Juvenile Justice Centers (JJ Centers) revealed that the use of restraint was interfering with the student's right to an appropriate educational program. Many students were taken out of the classroom for several periods and missed educational instruction that was not compensated. Partly in response to DRNY investigation, OCFS developed a new service delivery system called the New York Model which is designed to address restraint and seclusion issues and improve educational services delivery. In Fiscal Year 2015, DRNY has been monitoring the implementation of this program. DRNY has conducted on-site monitoring of multiple Juvenile Justice Centers in New York State. DRNY evaluated the new service model. OCFS stopped using a suspension or exclusion process and students were no longer placed in "room study" for minor infractions. Serious discipline was reserved for only the most serious of infractions. 539 students now go to school in safer and more humane conditions. Based upon these monitoring visits, DRNY's document reviews and meetings with OCFS DRNY has successfully closed this monitoring project.

3. List other outcomes realized (if applicable):

N/A

4. Explain whether pursuing this priority involved collaborative efforts by other entities. If so, describe this collaboration:

DRNY did not collaborate with any other entities for this fiscal period.

5. If this was this addressed through individual advocacy, provide the number of cases handled under the priority.

DRNY did not provide direct representation under this priority this fiscal year.

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6. If this priority addressed systemic advocacy or capacity building of the service delivery system for persons with developmental disabilities, please describe how including indicating if any were class actions.

EDUCATIONAL SUPPORTS IN JUVENILE JUSTICE CENTERS

In 2014, DRNY conducted an investigation based upon complaints that students with disabilities were not being provided access to appropriate educational supports while residing in New York State Office for Children and Family Services (OCFS) Juvenile Justice Centers (JJ Centers). JJ Centers are residential institutions (secure and limited secure) and the majority of students in these centers are children with disabilities in need of special education supports and services. DRNY concluded that students were not provided with appropriate educational supports and notified OCFS of the deficiencies in its educational services. Partly in response to DRNY investigation, OCFS developed a new service delivery system called the New York Model which is designed to address restraint and seclusion issues and improve educational services delivery. In Fiscal Year 2015, DRNY has been monitoring the implementation of this program. DRNY has conducted on-site monitoring of multiple Juvenile Justice Centers in New York State. DRNY evaluated the new service model. OCFS stopped using a suspension or exclusion process and students were no longer placed in "room study" for minor infractions. Serious discipline was reserved for only the most serious of infractions. DRNY also saw drastic improvement in the educational supports to students with disabilities. Students' Individualized Education Programs (IEPs) were being followed and students were observed to be happy and attentive in the classroom. 539 students now go to school in safer and more humane conditions. Based upon these monitoring visits, DRNY's document reviews and meetings with OCFS DRNY has successfully closed this monitoring project.

7. Was this priority targeted to under/unserved and minority populations? If so please describe whether or not services to the targeted population resulted in an increase in clients served.

Yes. Youth in Juvenile Justice Facilities are disproportionately from minority populations.

8. Provide at least one case summary that demonstrates the impact of the priority.

DRNY did not provide direct representation for this priority this fiscal year. Individuals in Juvenile Justice Facilities are represented by an attorney and DRNY coordinated with their legal counsel when direct representation was needed.

9. Rounding off to the nearest hundred dollars how much of this year's grant or award or its program income was spent on this priority? \$91,135

10. Will this priority be continued in the next fiscal year? No

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Section 6 Outcomes of Priorities and Goals: 2593 - 6390 Ensure that children with intellectual and developmental disabilities in the Juvenile Justice system are free from unnecessary restraint and seclusion and have access to appropriate education/transitional supports. - Educate children with intellectual and developmental disabilities about their right to education, access, and transition planning.	
List reporting year priorities from the Statement of Objectives and Priorities in order by priority.	
For each priority, provide the following information:	
1. Priority number: 2593	Priority Description: Ensure that children with intellectual and developmental disabilities in the Juvenile Justice system are free from unnecessary restraint and seclusion and have access to appropriate education/transitional supports.
2. Identify and describe indicators PADD used to determine successful outcome of activities pursued under this priority:	
Indicator number: 6390	Indicator Description: Educate children with intellectual and developmental disabilities about their right to education, access, and transition planning.
Indicator is: Met	
If "Not Met" was checked, explain:	
If "Met or Partially Met" was checked, summarize details, including one or two cases that exemplify the success; for fully met goals, the example case(s) should be successfully closed: EDUCATIONAL SUPPORTS IN JUVENILE JUSTICE CENTERS In Fiscal Year 2015, DRNY conducted on-site monitoring of multiple Juvenile Justice Centers in New York State. DRNY educated youth in these facilities about their right to education, access and transition planning. DRNY also educated youth about the P&A system and DRNY.	
3. List other outcomes realized (if applicable): N/A	
4. Explain whether pursuing this priority involved collaborative efforts by other entities. If so, describe this collaboration: DRNY did not collaborate with any other entities for this fiscal period.	
5. If this was this addressed through individual advocacy, provide the number of cases handled under the priority. DRNY did not provide direct representation under this priority this fiscal year.	

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6. If this priority addressed systemic advocacy or capacity building of the service delivery system for persons with developmental disabilities, please describe how including indicating if any were class actions.

EDUCATIONAL SUPPORTS IN JUVENILE JUSTICE CENTERS

In 2014, DRNY conducted an investigation based upon complaints that students with disabilities were not being provided access to appropriate educational supports while residing in New York State Office for Children and Family Services (OCFS) Juvenile Justice Centers (JJ Centers). JJ Centers are residential institutions (secure and limited secure) and the majority of students in these centers are children with disabilities in need of special education supports and services. DRNY concluded that students were not provided with appropriate educational supports and notified OCFS of the deficiencies in its educational services. Partly in response to DRNY investigation, OCFS developed a new service delivery system called the New York Model which is designed to address restraint and seclusion issues and improve educational services delivery. In Fiscal Year 2015, DRNY has been monitoring the implementation of this program. DRNY has conducted on-site monitoring of multiple Juvenile Justice Centers in New York State. DRNY evaluated the new service model. OCFS stopped using a suspension or exclusion process and students were no longer placed in "room study" for minor infractions. Serious discipline was reserved for only the most serious of infractions. DRNY also saw drastic improvement in the educational supports to students with disabilities. Students' Individualized Education Programs (IEPs) were being followed and students were observed to be happy and attentive in the classroom. 539 students now go to school in safer and more humane conditions. Based upon these monitoring visits, DRNY's document reviews and meetings with OCFS DRNY has successfully closed this monitoring project.

7. Was this priority targeted to under/unserved and minority populations? If so please describe whether or not services to the targeted population resulted in an increase in clients served.

Yes. Youth in Juvenile Justice Facilities are disproportionately from minority populations.

8. Provide at least one case summary that demonstrates the impact of the priority.

DRNY did not provide direct representation for this priority this fiscal year. Individuals in Juvenile Justice Facilities are represented by an attorney and DRNY coordinated with their legal counsel when direct representation was needed.

9. Rounding off to the nearest hundred dollars how much of this year's grant or award or its program income was spent on this priority? \$91,135

10. Will this priority be continued in the next fiscal year? No

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Section 6 Outcomes of Priorities and Goals: 2593 - 6391 Ensure that children with intellectual and developmental disabilities in the Juvenile Justice system are free from unnecessary restraint and seclusion and have access to appropriate education/transitional supports. - Advocate for children with intellectual and developmental disabilities to receive appropriate education services pursuant to IDEA.	
List reporting year priorities from the Statement of Objectives and Priorities in order by priority.	
For each priority, provide the following information:	
1. Priority number: 2593	Priority Description: Ensure that children with intellectual and developmental disabilities in the Juvenile Justice system are free from unnecessary restraint and seclusion and have access to appropriate education/transitional supports.
2. Identify and describe indicators PADD used to determine successful outcome of activities pursued under this priority:	
Indicator number: 6391	Indicator Description: Advocate for children with intellectual and developmental disabilities to receive appropriate education services pursuant to IDEA.
Indicator is: Met	
If "Not Met" was checked, explain:	
If "Met or Partially Met" was checked, summarize details, including one or two cases that exemplify the success; for fully met goals, the example case(s) should be successfully closed: EDUCATIONAL SUPPORTS IN JUVENILE JUSTICE CENTERS In 2014, DRNY conducted an investigation based upon complaints that students with disabilities were not being provided access to appropriate educational supports while residing in New York State Office for Children and Family Services (OCFS) Juvenile Justice Centers (JJ Centers). JJ Centers are residential institutions (secure and limited secure) and the majority of students in these centers are children with disabilities in need of special education supports and services. DRNY concluded that students were not provided with appropriate educational supports and notified OCFS of the deficiencies in its educational services. Partly in response to DRNY investigation, OCFS developed a new service delivery system called the New York Model which is designed to improve educational services delivery. In Fiscal Year 2015, DRNY has been monitoring the implementation of this program. DRNY has conducted on-site monitoring of multiple Juvenile Justice Centers in New York State. DRNY evaluated the new service model. DRNY saw a drastic improvement in the educational supports to students with disabilities. Students' Individualized Education Programs (IEPs) were being followed and students were observed to be happy and attentive in the classroom. 539 students now go to school in safer and more humane conditions. Based upon these monitoring visits, DRNY's document reviews and meetings with OCFS DRNY has successfully closed this monitoring project.	
3. List other outcomes realized (if applicable): N/A	
4. Explain whether pursuing this priority involved collaborative efforts by other entities. If so, describe this collaboration: DRNY did not collaborate with any other entities for this fiscal period.	
5. If this was this addressed through individual advocacy, provide the number of cases handled under the priority. DRNY did not provide direct representation under this priority this fiscal year.	

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6. If this priority addressed systemic advocacy or capacity building of the service delivery system for persons with developmental disabilities, please describe how including indicating if any were class actions.

EDUCATIONAL SUPPORTS IN JUVENILE JUSTICE CENTERS

In 2014, DRNY conducted an investigation based upon complaints that students with disabilities were not being provided access to appropriate educational supports while residing in New York State Office for Children and Family Services (OCFS) Juvenile Justice Centers (JJ Centers). JJ Centers are residential institutions (secure and limited secure) and the majority of students in these centers are children with disabilities in need of special education supports and services. DRNY concluded that students were not provided with appropriate educational supports and notified OCFS of the deficiencies in its educational services. Partly in response to DRNY investigation, OCFS developed a new service delivery system called the New York Model which is designed to address restraint and seclusion issues and improve educational services delivery. In Fiscal Year 2015, DRNY has been monitoring the implementation of this program. DRNY has conducted on-site monitoring of multiple Juvenile Justice Centers in New York State. DRNY evaluated the new service model. OCFS stopped using a suspension or exclusion process and students were no longer placed in "room study" for minor infractions. Serious discipline was reserved for only the most serious of infractions. DRNY also saw drastic improvement in the educational supports to students with disabilities. Students' Individualized Education Programs (IEPs) were being followed and students were observed to be happy and attentive in the classroom. 539 students now go to school in safer and more humane conditions. Based upon these monitoring visits, DRNY's document reviews and meetings with OCFS DRNY has successfully closed this monitoring project.

7. Was this priority targeted to under/unserved and minority populations? If so please describe whether or not services to the targeted population resulted in an increase in clients served.

Yes. Youth in Juvenile Justice Facilities are disproportionately from minority populations.

8. Provide at least one case summary that demonstrates the impact of the priority.

DRNY did not provide direct representation for this priority this fiscal year. Individuals in Juvenile Justice Facilities are represented by an attorney and DRNY coordinated with their legal counsel when direct representation was needed.

9. Rounding off to the nearest hundred dollars how much of this year's grant or award or its program income was spent on this priority? \$91,135

10. Will this priority be continued in the next fiscal year? No

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Section 6 Outcomes of Priorities and Goals: 2594 - 6392 Ensure that individuals with intellectual and developmental disabilities in prison and jails receive appropriate services in the least restrictive environment. - Advocate to reduce and eliminate solitary confinement for individuals with intellectual and developmental disabilities.	
List reporting year priorities from the Statement of Objectives and Priorities in order by priority.	
For each priority, provide the following information:	
1. Priority number: 2594	Priority Description: Ensure that individuals with intellectual and developmental disabilities in prison and jails receive appropriate services in the least restrictive environment.
2. Identify and describe indicators PADD used to determine successful outcome of activities pursued under this priority:	
Indicator number: 6392	Indicator Description: Advocate to reduce and eliminate solitary confinement for individuals with intellectual and developmental disabilities.
Indicator is: Met	
If "Not Met" was checked, explain:	
If "Met or Partially Met" was checked, summarize details, including one or two cases that exemplify the success; for fully met goals, the example case(s) should be successfully closed: In conjunction with a monitoring visit, DRNY met with a 28 year-old prisoner with ID/DD in the long-term solitary confinement at a Correctional Facility. The prisoner had been sentenced to over 100 days in solitary confinement despite his documented intellectual disability and long history of receiving treatment. DRNY formally complained to the Superintendent of the correctional facility and requested an explanation about why the individual was not diverted from solitary confinement. The individual was immediately transferred from solitary confinement to a program. DRNY has used similar strategies to obtain transfer of other prisoners with ID/DD out of 23.5 hour per day of solitude without meaningful human contact. Without DRNY, many of these prisoners would still be in solitary confinement today.	
3. List other outcomes realized (if applicable): N/A	
4. Explain whether pursuing this priority involved collaborative efforts by other entities. If so, describe this collaboration: DRNY has collaborated with New York State Prisoners Legal Services to improve the DOCCS special education system. DRNY continues to work to improve education supports for students in DOC and has partnered with other legal service organizations such as Legal Aid Society to improve education for incarcerated youth.	
5. If this was this addressed through individual advocacy, provide the number of cases handled under the priority. DRNY provided direct representation in 46 cases under this priority	

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6. If this priority addressed systemic advocacy or capacity building of the service delivery system for persons with developmental disabilities, please describe how including indicating if any were class actions.

DENIAL OF EDUCATION IN PRISON AND JAILS

DRNY received complaints that prisoners with ID/DD in New York State Department of Corrections and Community Supervision ("DOCCS") prisons were being denied access to special education supports and services. DRNY also investigated complaints that prisoners with ID/DD in New York City Department of Correction ("DOC") jails were similarly being denied access to educational supports and services. These allegations include failure to deliver instruction in accordance with the student's educational needs, no access to direct instruction, and complete denial of general or special education programming.

This fiscal year, DRNY visited 6 state prisons operated DOCCS and 4 correctional centers operated by DOC at Rikers Island. DRNY spoke with over 600 incarcerated individuals with disabilities. DRNY interviewed prisoners eligible for special education services who were not receiving educational supports, or receiving subpar services, and who alleged systemic abuse and/or neglect due to a denial of education services. DRNY engaged in individual advocacy on behalf of many of these prisoners, which has resulted in their programmatic enrollment or an improvement in their day-to-day services. DRNY has collaborated with New York State Prisoners Legal Services to improve the DOCCS special education system. DRNY continues to work to improve education supports for students in DOC and has partnered with other legal service organizations such as Legal Aid Society to improve education for incarcerated youth.

SOLITARY CONFINEMENT OF PEOPLE WITH ID/DD IN PRISON AND JAILS

DRNY greatly concerned about the culture in the New York State prisons and jails to respond to individuals with disabilities with excessive use of force and harsh disciplinary action, including punitive segregation, rather than treatment and other services and interventions. Such reliance on long-term segregation, and the placement of individuals with disabilities in housing without sufficient access to needed services and supports, is fundamentally contrary to the integration mandate required by the Americans with Disabilities Act

DRNY has engaged in systemic advocacy to prevented the proliferation of solitary confinement of individuals with ID/DD in New York City jails and New York State prisons. DRNY conducted extensive monitoring in a unit DOCCS developed as an alternative to solitary confinement for individuals with ID/DD. During this fiscal year, DRNY spoke with more than 90% of the prisoners in this unit, identified systemic problems with the unit, and is working with DOCCS to remedy these problems. DRNY has also successfully demanded the transfer of individuals with ID/DD in solitary confinement to this unit. Through its advocacy, DRNY is working to ensure that all New York State prisoners with ID/DD a diverted away from solitary confinement.

7. Was this priority targeted to under/unserved and minority populations? If so please describe whether or not services to the targeted population resulted in an increase in clients served.

Yes. Minority populations are overly represented in Prisons and Jails and this includes individuals with ID/DD.

8. Provide at least one case summary that demonstrates the impact of the priority.

In conjunction with a monitoring visit, DRNY met with a 28 year-old prisoner with ID/DD in the long-term solitary confinement at a Correctional Facility. The prisoner had been sentenced to over 100 days in solitary confinement despite his documented intellectual disability and long history of receiving treatment. DRNY formally complained to the Superintendent of the correctional facility and requested an explanation about why the individual was not diverted from solitary confinement. The individual was immediately transferred from solitary confinement to a program. DRNY has used similar strategies to obtain transfer of other prisoners with ID/DD out of 23.5 hour per day of solitude without meaningful human contact. Without DRNY, many of these prisoners would still be in solitary confinement today.

9. Rounding off to the nearest hundred dollars how much of this year's grant or award or its program income was spent on this priority? \$189,398

10. Will this priority be continued in the next fiscal year? No

P & A Program Performance Report PADD PPR

Grantee: NY

OMB Clearance No.: 0980-0160

Reporting Period: 10/1/2014 - 9/30/2015

Expiration Date.: 06/30/2014

Section 6 Outcomes of Priorities and Goals: 2594 - 6393 Ensure that individuals with intellectual and developmental disabilities in prison and jails receive appropriate services in the least restrictive environment. - Advocate for access to reasonable accommodations and access to services and supports in the prison/jail system.	
List reporting year priorities from the Statement of Objectives and Priorities in order by priority.	
For each priority, provide the following information:	
1. Priority number: 2594	Priority Description: Ensure that individuals with intellectual and developmental disabilities in prison and jails receive appropriate services in the least restrictive environment.
2. Identify and describe indicators PADD used to determine successful outcome of activities pursued under this priority:	
Indicator number: 6393	Indicator Description: Advocate for access to reasonable accommodations and access to services and supports in the prison/jail system.
Indicator is: Met	
If "Not Met" was checked, explain:	
If "Met or Partially Met" was checked, summarize details, including one or two cases that exemplify the success; for fully met goals, the example case(s) should be successfully closed:	
<p>DRNY met a 22 year-old prisoner with ID/DD in the Special Housing Unit [solitary confinement] at Auburn Correctional Facility. The prisoner informed DRNY that he was receiving special education supports and services in the community, but was getting no educational services whatsoever in solitary confinement. DRNY formally complained to the Superintendent of Auburn Correctional Facility, who immediately enrolled the prisoner in educational programming upon his release from solitary confinement. DRNY is working with NYS Prisoners Legal Services to address this problem so that students will have access to meaningful education outside of solitary confinement, and access to special education supports.</p> <p>DRNY met an individual in a Department of Corrections and Community Supervision Special Needs Unit in November of 2014. Due to a mobility impairment, the individual could not climb stairs and could not use the shower. Due to difficulty reading and writing, the individual was unable to submit a written request for flats permit and a cell closer to the accessible shower. Despite several verbal requests, the individual was never accommodated. DRNY formally complained to facility administration and secured a reasonable accommodation for the individual. The individual has been issued a flats permit so he does not have to climb stairs, and his cell has been moved closer to the accessible shower. He has consistent access to the accessible shower.</p>	
3. List other outcomes realized (if applicable):	
N/A	
4. Explain whether pursuing this priority involved collaborative efforts by other entities. If so, describe this collaboration:	
DRNY has collaborated with New York State Prisoners Legal Services to improve the DOCCS special education system. DRNY continues to work to improve education supports for students in DOC and has partnered with other legal service organizations such as Legal Aid Society to improve education for incarcerated youth.	
5. If this was this addressed through individual advocacy, provide the number of cases handled under the priority.	
DRNY provided direct representation in 46 cases under this priority	

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6. If this priority addressed systemic advocacy or capacity building of the service delivery system for persons with developmental disabilities, please describe how including indicating if any were class actions.

DENIAL OF EDUCATION IN PRISON AND JAILS

DRNY received complaints that prisoners with ID/DD in New York State Department of Corrections and Community Supervision ("DOCCS") prisons were being denied access to special education supports and services. DRNY also investigated complaints that prisoners with ID/DD in New York City Department of Correction ("DOC") jails were similarly being denied access to educational supports and services. These allegations include failure to deliver instruction in accordance with the student's educational needs, no access to direct instruction, and complete denial of general or special education programming.

This fiscal year, DRNY visited 6 state prisons operated DOCCS and 4 correctional centers operated by DOC at Rikers Island. DRNY spoke with over 600 incarcerated individuals with disabilities. DRNY interviewed prisoners eligible for special education services who were not receiving educational supports, or receiving subpar services, and who alleged systemic abuse and/or neglect due to a denial of education services. DRNY engaged in individual advocacy on behalf of many of these prisoners, which has resulted in their programmatic enrollment or an improvement in their day-to-day services. DRNY has collaborated with New York State Prisoners Legal Services to improve the DOCCS special education system. DRNY continues to work to improve education supports for students in DOC and has partnered with other legal service organizations such as Legal Aid Society to improve education for incarcerated youth.

SOLITARY CONFINEMENT OF PEOPLE WITH ID/DD IN PRISON AND JAILS

DRNY greatly concerned about the culture in the New York State prisons and jails to respond to individuals with disabilities with excessive use of force and harsh disciplinary action, including punitive segregation, rather than treatment and other services and interventions. Such reliance on long-term segregation, and the placement of individuals with disabilities in housing without sufficient access to needed services and supports, is fundamentally contrary to the integration mandate required by the Americans with Disabilities Act

DRNY has engaged in systemic advocacy to prevented the proliferation of solitary confinement of individuals with ID/DD in New York City jails and New York State prisons. DRNY conducted extensive monitoring in a unit DOCCS developed as an alternative to solitary confinement for individuals with ID/DD. During this fiscal year, DRNY spoke with more than 90% of the prisoners in this unit, identified systemic problems with the unit, and is working with DOCCS to remedy these problems. DRNY has also successfully demanded the transfer of individuals with ID/DD in solitary confinement to this unit. Through its advocacy, DRNY is working to ensure that all New York State prisoners with ID/DD a diverted away from solitary confinement.

7. Was this priority targeted to under/unserved and minority populations? If so please describe whether or not services to the targeted population resulted in an increase in clients served.

Yes. Minority populations are overly represented in Prisons and Jails and this includes individuals with ID/DD.

8. Provide at least one case summary that demonstrates the impact of the priority.

In conjunction with a monitoring visit, DRNY met with a 28 year-old prisoner with ID/DD in the long-term solitary confinement at a Correctional Facility. The prisoner had been sentenced to over 100 days in solitary confinement despite his documented intellectual disability and long history of receiving treatment. DRNY formally complained to the Superintendent of the correctional facility and requested an explanation about why the individual was not diverted from solitary confinement. The individual was immediately transferred from solitary confinement to a program. DRNY has used similar strategies to obtain transfer of other prisoners with ID/DD out of 23.5 hour per day of solitude without meaningful human contact. Without DRNY, many of these prisoners would still be in solitary confinement today.

9. Rounding off to the nearest hundred dollars how much of this year's grant or award or its program income was spent on this priority? \$189,398

10. Will this priority be continued in the next fiscal year? No

P & A Program Performance Report PADD PPR

Grantee: NY

OMB Clearance No.: 0980-0160

Reporting Period: 10/1/2014 - 9/30/2015

Expiration Date.: 06/30/2014

Section 6 Outcomes of Priorities and Goals: 2594 - 6394 Ensure that individuals with intellectual and developmental disabilities in prison and jails receive appropriate services in the least restrictive environment. - Address systemic failures to implement appropriate crisis intervention services and suicide prevention screenings.	
List reporting year priorities from the Statement of Objectives and Priorities in order by priority.	
For each priority, provide the following information:	
1. Priority number: 2594	Priority Description: Ensure that individuals with intellectual and developmental disabilities in prison and jails receive appropriate services in the least restrictive environment.
2. Identify and describe indicators PADD used to determine successful outcome of activities pursued under this priority:	
Indicator number: 6394	Indicator Description: Address systemic failures to implement appropriate crisis intervention services and suicide prevention screenings.
Indicator is: Partially Met	
If "Not Met" was checked, explain:	
If "Met or Partially Met" was checked, summarize details, including one or two cases that exemplify the success; for fully met goals, the example case(s) should be successfully closed: DRNY investigated a new state prison program for individuals with intellectual disabilities who are sentenced to over 30 days of solitary confinement. The program was designed to provide a therapeutic and crisis intervention approach to poor behavior, rather than a punitive approach. DRNY received complaints that the state agency administering the program had inadequately developed the program's eligibility process and was administering the program punitively. DRNY also received complaints that staff were untrained to work with program participants and were engaging in unnecessary and unprovoked violence. DRNY spoke to over 90% of program participants over a nine-month span and reviewed extensive records, including use of force videos. Many program participants reported—and many of the records reflected—systemic violence and problems with the program's behavioral management system. DRNY has provided direct representation to many of these program participants and is working on a report to address the systemic failure to integrate non-punitive approaches into the program, among other problems. DRNY's activities have impacted over 300 individuals with intellectual disabilities receiving services in New York's prison system, and each of the 64 people receiving services in the unit referenced. It has also impacted all those who the prison system has failed to properly identify as individuals with intellectual or developmental disabilities.	
3. List other outcomes realized (if applicable): N/A	
4. Explain whether pursuing this priority involved collaborative efforts by other entities. If so, describe this collaboration: DRNY has collaborated with New York State Prisoners Legal Services to improve the DOCCS special education system. DRNY continues to work to improve education supports for students in DOC and has partnered with other legal service organizations such as Legal Aid Society to improve education for incarcerated youth.	
5. If this was this addressed through individual advocacy, provide the number of cases handled under the priority. DRNY provided direct representation in 46 cases under this priority	

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Reporting Period: 10/1/2014 - 9/30/2015

Expiration Date.: 06/30/2014

6. If this priority addressed systemic advocacy or capacity building of the service delivery system for persons with developmental disabilities, please describe how including indicating if any were class actions.

DENIAL OF EDUCATION IN PRISON AND JAILS

DRNY received complaints that prisoners with ID/DD in New York State Department of Corrections and Community Supervision ("DOCCS") prisons were being denied access to special education supports and services. DRNY also investigated complaints that prisoners with ID/DD in New York City Department of Correction ("DOC") jails were similarly being denied access to educational supports and services. These allegations include failure to deliver instruction in accordance with the student's educational needs, no access to direct instruction, and complete denial of general or special education programming.

This fiscal year, DRNY visited 6 state prisons operated DOCCS and 4 correctional centers operated by DOC at Rikers Island. DRNY spoke with over 600 incarcerated individuals with disabilities. DRNY interviewed prisoners eligible for special education services who were not receiving educational supports, or receiving subpar services, and who alleged systemic abuse and/or neglect due to a denial of education services. DRNY engaged in individual advocacy on behalf of many of these prisoners, which has resulted in their programmatic enrollment or an improvement in their day-to-day services. DRNY has collaborated with New York State Prisoners Legal Services to improve the DOCCS special education system. DRNY continues to work to improve education supports for students in DOC and has partnered with other legal service organizations such as Legal Aid Society to improve education for incarcerated youth.

SOLITARY CONFINEMENT OF PEOPLE WITH ID/DD IN PRISON AND JAILS

DRNY greatly concerned about the culture in the New York State prisons and jails to respond to individuals with disabilities with excessive use of force and harsh disciplinary action, including punitive segregation, rather than treatment and other services and interventions. Such reliance on long-term segregation, and the placement of individuals with disabilities in housing without sufficient access to needed services and supports, is fundamentally contrary to the integration mandate required by the Americans with Disabilities Act

DRNY has engaged in systemic advocacy to prevented the proliferation of solitary confinement of individuals with ID/DD in New York City jails and New York State prisons. DRNY conducted extensive monitoring in a unit DOCCS developed as an alternative to solitary confinement for individuals with ID/DD. During this fiscal year, DRNY spoke with more than 90% of the prisoners in this unit, identified systemic problems with the unit, and is working with DOCCS to remedy these problems. DRNY has also successfully demanded the transfer of individuals with ID/DD in solitary confinement to this unit. Through its advocacy, DRNY is working to ensure that all New York State prisoners with ID/DD a diverted away from solitary confinement.

7. Was this priority targeted to under/unserved and minority populations? If so please describe whether or not services to the targeted population resulted in an increase in clients served.

Yes. Minority populations are overly represented in Prisons and Jails and this includes individuals with ID/DD.

8. Provide at least one case summary that demonstrates the impact of the priority.

In conjunction with a monitoring visit, DRNY met with a 28 year-old prisoner with ID/DD in the long-term solitary confinement at a Correctional Facility. The prisoner had been sentenced to over 100 days in solitary confinement despite his documented intellectual disability and long history of receiving treatment. DRNY formally complained to the Superintendent of the correctional facility and requested an explanation about why the individual was not diverted from solitary confinement. The individual was immediately transferred from solitary confinement to a program. DRNY has used similar strategies to obtain transfer of other prisoners with ID/DD out of 23.5 hour per day of solitude without meaningful human contact. Without DRNY, many of these prisoners would still be in solitary confinement today.

9. Rounding off to the nearest hundred dollars how much of this year's grant or award or its program income was spent on this priority? \$189,398

10. Will this priority be continued in the next fiscal year? No

**P & A Program Performance Report
PADD PPR**

Grantee: NY

OMB Clearance No.: 0980-0160

Reporting Period: 10/1/2014 - 9/30/2015

Expiration Date.: 06/30/2014

Section 6 Outcomes of Priorities and Goals: 2595 - 6395 Conduct outreach to ensure that individuals with ID/DD throughout NYS, including those underserved communities, know about the P&A system, know their rights and can access appropriate supports and services. - Conduct outreach and training regarding DRNY and the P&A System.

List reporting year priorities from the Statement of Objectives and Priorities in order by priority.

For each priority, provide the following information:

1. Priority number: 2595	Priority Description: Conduct outreach to ensure that individuals with ID/DD throughout NYS, including those underserved communities, know about the P&A system, know their rights and can access appropriate supports and services.
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2. Identify and describe indicators PADD used to determine successful outcome of activities pursued under this priority:

Indicator number: 6395	Indicator Description: Conduct outreach and training regarding DRNY and the P&A System.
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Indicator is: Met

If "Not Met" was checked, explain:

If "Met or Partially Met" was checked, summarize details, including one or two cases that exemplify the success; for fully met goals, the example case(s) should be successfully closed:

DRNY, with PADD funding, conducted a total of 91 outreach events in 39 counties throughout New York State. During those outreach events DRNY trained a total of 2,975 people about DRNY and the P&A/CAP program in NYS and distributed 3,533 informational brochures, business cards, and fliers to people with disabilities. There were also four outreach events outside New York at which 40 informative items were distributed and 260 people received training.

3. List other outcomes realized (if applicable):
N/A

4. Explain whether pursuing this priority involved collaborative efforts by other entities. If so, describe this collaboration:
DRNY collaborated with "OAHIO – 'The Good Path,'" a non-profit Independent Living Center in Niagara Falls, NY. See below for unserved/underserved communities.

5. If this was this addressed through individual advocacy, provide the number of cases handled under the priority.
This priority was not addressed through individual advocacy.

6. If this priority addressed systemic advocacy or capacity building of the service delivery system for persons with developmental disabilities, please describe how including indicating if any were class actions.
DRNY, with PADD funding, conducted a total of 91 outreach events in 39 counties throughout New York State. During those outreach events DRNY trained a total of 2,975 people about DRNY and the P&A/CAP program in NYS and distributed 3,533 informational brochures, business cards, and fliers to people with disabilities. There were also four outreach events outside State of New York at which 40 informative items were distributed and 260 people received training.

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Expiration Date.: 06/30/2014

7. Was this priority targeted to under/served and minority populations? If so please describe whether or not services to the targeted population resulted in an increase in clients served.

DRNY targeted under/served populations by the P&A system to ensure that these communities were aware of the P&A system, DRNY and their rights. As an example, DRNY targeted Native American reservations and territories which have been previously under served by the P&A system in New York State. DRNY collaborated with the Director of "OAHIO – 'The Good Path,'" a non-profit ILC in in Niagara Falls, NY that is staffed and governed by Native Americans with disabilities, and which serves individuals with disabilities on the Tuscarora, Tonawanda, and Cattaraugus Reservations. DRNY also participated in a three hour training for to help make outreach to these communities successful including: how to build trust, tips for setting up initial meetings, the importance of community, terminology staff members might hear, and understanding historical trauma and how it impacts the approach to providing effective representation.

8. Provide at least one case summary that demonstrates the impact of the priority.

This priority was not addressed through individual advocacy.

9. Rounding off to the nearest hundred dollars how much of this year's grant or award or its program income was spent on this priority? \$257,639

10. Will this priority be continued in the next fiscal year? Yes

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PADD PPR**

Grantee: NY

OMB Clearance No.: 0980-0160

Reporting Period: 10/1/2014 - 9/30/2015

Expiration Date.: 06/30/2014

Section 6 Outcomes of Priorities and Goals: 2595 - 6396 Conduct outreach to ensure that individuals with ID/DD throughout NYS, including those underserved communities, know about the P&A system, know their rights and can access appropriate supports and services. - Create publications that educate underserved communities about the rights of people with intellectual and developmental disabilities.

List reporting year priorities from the Statement of Objectives and Priorities in order by priority.

For each priority, provide the following information:

1. Priority number: 2595	Priority Description: Conduct outreach to ensure that individuals with ID/DD throughout NYS, including those underserved communities, know about the P&A system, know their rights and can access appropriate supports and services.
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2. Identify and describe indicators PADD used to determine successful outcome of activities pursued under this priority:

Indicator number: 6396	Indicator Description: Create publications that educate underserved communities about the rights of people with intellectual and developmental disabilities.
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Indicator is: Met

If "Not Met" was checked, explain:

If "Met or Partially Met" was checked, summarize details, including one or two cases that exemplify the success; for fully met goals, the example case(s) should be successfully closed:

DRNY created publications and presentations on the P&A system and DRNY. These publications were shared with individuals who were previously underserved by the P&A system.

3. List other outcomes realized (if applicable):

N/A

4. Explain whether pursuing this priority involved collaborative efforts by other entities. If so, describe this collaboration:

DRNY collaborated with "OAHIO – 'The Good Path,'" a non-profit Independent Living Center in Niagara Falls, NY. See below for unserved/underserved communities.

5. If this was this addressed through individual advocacy, provide the number of cases handled under the priority.

This priority was not addressed through individual advocacy.

6. If this priority addressed systemic advocacy or capacity building of the service delivery system for persons with developmental disabilities, please describe how including indicating if any were class actions.

DRNY, with PADD funding, conducted a total of 91 outreach events in 39 counties throughout New York State. During those outreach events DRNY trained a total of 2,975 people about DRNY and the P&A/CAP program in NYS and distributed 3,533 informational brochures, business cards, and fliers to people with disabilities. There were also four outreach events outside State of New York at which 40 informative items were distributed and 260 people received training.

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Expiration Date.: 06/30/2014

<p>7. Was this priority targeted to under/unserved and minority populations? If so please describe whether or not services to the targeted population resulted in an increase in clients served. DRNY targeted under/unserved populations by the P&A system to ensure that these communities were aware of the P&A system, DRNY and their rights. As an example, DRNY targeted Native American reservations and territories which have been previously under served by the P&A system in New York State. DRNY collaborated with the Director of "OAHIO – 'The Good Path,'" a non-profit ILC in in Niagara Falls, NY that is staffed and governed by Native Americans with disabilities, and which serves individuals with disabilities on the Tuscarora, Tonawanda, and Cattaraugus Reservations. DRNY also participated in a three hour training for to help make outreach to these communities successful including: how to build trust, tips for setting up initial meetings, the importance of community, terminology staff members might hear, and understanding historical trauma and how it impacts the approach to providing effective representation.</p>
<p>8. Provide at least one case summary that demonstrates the impact of the priority. This priority was not addressed through individual advocacy.</p>
<p>9. Rounding off to the nearest hundred dollars how much of this year's grant or award or its program income was spent on this priority? \$257,639</p>
<p>10. Will this priority be continued in the next fiscal year? Yes</p>

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Grantee: NY

OMB Clearance No.: 0980-0160

Reporting Period: 10/1/2014 - 9/30/2015

Expiration Date.: 06/30/2014

Section 6 Outcomes of Priorities and Goals: 2595 - 6398 Conduct outreach to ensure that individuals with ID/DD throughout NYS, including those underserved communities, know about the P&A system, know their rights and can access appropriate supports and services. - Foster the creation of local/regional groups to provide training and resources on educational supports and services to students with ID/DD

List reporting year priorities from the Statement of Objectives and Priorities in order by priority.

For each priority, provide the following information:

1. Priority number: 2595	Priority Description: Conduct outreach to ensure that individuals with ID/DD throughout NYS, including those underserved communities, know about the P&A system, know their rights and can access appropriate supports and services.
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2. Identify and describe indicators PADD used to determine successful outcome of activities pursued under this priority:

Indicator number: 6398	Indicator Description: Foster the creation of local/regional groups to provide training and resources on educational supports and services to students with ID/DD.
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Indicator is: Met

If "Not Met" was checked, explain:

If "Met or Partially Met" was checked, summarize details, including one or two cases that exemplify the success; for fully met goals, the example case(s) should be successfully closed:

DRNY spearheads the management and development of the New York Special Education Task Force to reduce special education conflicts and service requests and improve the educational outcomes of students with disabilities. The Task Force is dedicated to: (1) improving communication between diverse stakeholders (2) educating stakeholders on critical issues impacting students with disabilities; and (3) reducing conflict between parents of students with disabilities and schools. The Task Force functions at both a statewide and regional level. Regional affiliates of the statewide task force provide multiple training and discussion forums each year, specifically marketing events to a diverse group of stakeholders including individuals with disabilities, local government agencies, families, school personnel, advocates, service coordinators, and attorneys. Representatives of these diverse groups serve on executive councils who collaborate to identify training needs, systemic concerns in special education, and areas for coalition building. This fiscal year, DRNY facilitated the establishment of the Lower Hudson task force, bringing the total number of regional task forces to five. By the end of 2015, a total of eight regional task forces will be established covering all of New York State excluding Manhattan and Long Island. Regional task forces held (#) trainings and forums this year, including a full-day conference. Over (#) attended these events, and generally included an even mix of families of students with disabilities, school personnel and service providers. (#) individuals, schools and agencies are actively involved in the governance of the regional and statewide task forces.

3. List other outcomes realized (if applicable):
N/A

4. Explain whether pursuing this priority involved collaborative efforts by other entities. If so, describe this collaboration:

DRNY collaborated with "OAHIO – 'The Good Path,'" a non-profit Independent Living Center in Niagara Falls, NY. See below for unserved/underserved communities.

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Expiration Date.: 06/30/2014

5. If this was this addressed through individual advocacy, provide the number of cases handled under the priority.

This priority was not addressed through individual advocacy.

6. If this priority addressed systemic advocacy or capacity building of the service delivery system for persons with developmental disabilities, please describe how including indicating if any were class actions.

DRNY, with PADD funding, conducted a total of 91 outreach events in 39 counties throughout New York State. During those outreach events DRNY trained a total of 2,975 people about DRNY and the P&A/CAP program in NYS and distributed 3,533 informational brochures, business cards, and fliers to people with disabilities. There were also four outreach events outside State of New York at which 40 informative items were distributed and 260 people received training.

7. Was this priority targeted to under/unserved and minority populations? If so please describe whether or not services to the targeted population resulted in an increase in clients served.

DRNY targeted under/unserved populations by the P&A system to ensure that these communities were aware of the P&A system, DRNY and their rights. As an example, DRNY targeted Native American reservations and territories which have been previously under served by the P&A system in New York State. DRNY collaborated with the Director of "OAHIIIO – 'The Good Path,'" a non-profit ILC in in Niagara Falls, NY that is staffed and governed by Native Americans with disabilities, and which serves individuals with disabilities on the Tuscarora, Tonawanda, and Cattaraugus Reservations. DRNY also participated in a three hour training for to help make outreach to these communities successful including: how to build trust, tips for setting up initial meetings, the importance of community, terminology staff members might hear, and understanding historical trauma and how it impacts the approach to providing effective representation.

8. Provide at least one case summary that demonstrates the impact of the priority.

This priority was not addressed through individual advocacy.

9. Rounding off to the nearest hundred dollars how much of this year's grant or award or its program income was spent on this priority? \$257,639

10. Will this priority be continued in the next fiscal year? Yes

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PADD PPR**

Grantee: NY

OMB Clearance No.: 0980-0160

Reporting Period: 10/1/2014 - 9/30/2015

Expiration Date.: 06/30/2014

<p>Section 6 Outcomes of Priorities and Goals: 2595 - 6399 Conduct outreach to ensure that individuals with ID/DD throughout NYS, including those underserved communities, know about the P&A system, know their rights and can access appropriate supports and services. - Conduct outreach and training in hospital settings to promote patient safety for individuals with intellectual and developmental disabilities.</p>	
<p>List reporting year priorities from the Statement of Objectives and Priorities in order by priority.</p>	
<p>For each priority, provide the following information:</p>	
<p>1. Priority number: 2595</p>	<p>Priority Description: Conduct outreach to ensure that individuals with ID/DD throughout NYS, including those underserved communities, know about the P&A system, know their rights and can access appropriate supports and services.</p>
<p>2. Identify and describe indicators PADD used to determine successful outcome of activities pursued under this priority:</p>	
<p>Indicator number: 6399</p>	<p>Indicator Description: Conduct outreach and training in hospital settings to promote patient safety for individuals with intellectual and developmental disabilities.</p>
<p>Indicator is: Met</p>	
<p>If "Not Met" was checked, explain:</p>	
<p>If "Met or Partially Met" was checked, summarize details, including one or two cases that exemplify the success; for fully met goals, the example case(s) should be successfully closed: DRNY conducted outreach, training and education in hospital settings to provide patient rights. Individuals in hospitals are often isolated from support and are unaware of their rights including the right to maintain decision making and make health care decisions. DRNY conducted one training on health care decisions and alternatives to guardianship for individuals with ID/DD who are hospitalized.</p>	
<p>3. List other outcomes realized (if applicable): N/A</p>	
<p>4. Explain whether pursuing this priority involved collaborative efforts by other entities. If so, describe this collaboration: DRNY collaborated with "OAHIO – 'The Good Path,'" a non-profit Independent Living Center in Niagara Falls, NY. See below for unserved/underserved communities.</p>	
<p>5. If this was this addressed through individual advocacy, provide the number of cases handled under the priority. This priority was not addressed through individual advocacy.</p>	
<p>6. If this priority addressed systemic advocacy or capacity building of the service delivery system for persons with developmental disabilities, please describe how including indicating if any were class actions. DRNY, with PADD funding, conducted a total of 91 outreach events in 39 counties throughout New York State. During those outreach events DRNY trained a total of 2,975 people about DRNY and the P&A/CAP program in NYS and distributed 3,533 informational brochures, business cards, and fliers to people with disabilities. There were also four outreach events outside State of New York at which 40 informative items were distributed and 260 people received training.</p>	

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<p>7. Was this priority targeted to under/unserved and minority populations? If so please describe whether or not services to the targeted population resulted in an increase in clients served. DRNY targeted under/unserved populations by the P&A system to ensure that these communities were aware of the P&A system, DRNY and their rights. As an example, DRNY targeted Native American reservations and territories which have been previously under served by the P&A system in New York State. DRNY collaborated with the Director of "OAHIO – 'The Good Path,'" a non-profit ILC in in Niagara Falls, NY that is staffed and governed by Native Americans with disabilities, and which serves individuals with disabilities on the Tuscarora, Tonawanda, and Cattaraugus Reservations. DRNY also participated in a three hour training for to help make outreach to these communities successful including: how to build trust, tips for setting up initial meetings, the importance of community, terminology staff members might hear, and understanding historical trauma and how it impacts the approach to providing effective representation.</p>
<p>8. Provide at least one case summary that demonstrates the impact of the priority. This priority was not addressed through individual advocacy.</p>
<p>9. Rounding off to the nearest hundred dollars how much of this year's grant or award or its program income was spent on this priority? \$257,639</p>
<p>10. Will this priority be continued in the next fiscal year? Yes</p>

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Section 7 Developmental Disabilities Network Collaboration

A. Provide information related to only those issues / barriers affecting individuals with developmental disabilities and their families in your State that the DDC, P&A, and UCEDD (the DD network) have jointly identified as critical State issues /barriers:

Using short titles, list 5-10 areas that the DDC, P&A, and UCEDD have identified as critical State issues/barriers. Then, identify at least one issue/barrier selected by your State DD Network for joint collaboration:

1. Supported Decision Making

2. Assist Students with Disabilities to Access Appropriate Supports and Services

3. Medical Underserved Individuals with ID/DD

4. Competative Employment for People with ID/DD

5. Restraint and Seclusion

6. Protection from Abuse and Neglect

7. Alternatives to Guardianship

8. Life Transitions and Cross Systems Coordination

9. Self-Advocacy for People with ID/DD

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Section 7 Issues/Barriers Elaboration: Supported Decision Making

1. Issue/Barrier number (from A in Section VII): 1

2. Provide a brief description of the collaborative issue/barrier and expected outcome(s):

Supported decision-making (SDM) is a model that provides people with intellectual and/or developmental disabilities with the individualized supports and services necessary to make informed decisions. Supported decision-making emphasizes that the majority of individuals with disabilities, even those with significant disabilities, have the ability and the right to make important decisions impacting their lives. Similar models that assist individuals to live, work and recreate in the most integrated settings are consistent with the NYS Olmstead Plan and OPWDD's Transformation agreement. DRNY is collaborating with the State's Developmental Disabilities Planning Council on a 5 year pilot to explore Supported Decision Making (SDM) as lesser restrictive an alternative to guardianship. SDM is a functioning alternative to surrogate decision-making and should be exhausted prior to anyone seeking or being granted guardianship over a person with I/DD.

3. Reference applicable SGP Goals(s): Priority number(s): 2592 - Ensure that people with intellectual and developmental disabilities are free to exercise their own expressed/known wishes, retain decision-making authority and make their own decisions.

4. Describe the P&A's specific roles and responsibilities in this collaborative effort:

In July 2015, DRNY assisted DDPC in developing an Request For Proposal (RFP) which sought applicants to work with DDPC and DRNY to develop an educational campaign and pilot supported decision models with individuals with ID/DD. This project has three components: Education, Restoration and Alternatives to Guardianship. These three components will overlap through this 5-year project period. The outcome sought is to demonstrate that supported decision making is a functioning alternative to surrogate decision making and should be exhausted. DRNY assisted in the selection of an applicant. DRNY will partner with DDPC and its grantee to implement this pilot starting in 2016. The goal will be to expand the models statewide for all individuals at risk of guardianship.

5. Briefly identify problems, if any, encountered as a result of this collaboration:

No problem identified.

6. Describe unexpected benefits, if any, of this collaborative effort:

DRNY and DDPC have been able to create a pilot which addresses the legal challenges to decision making as well as obtaining a researched study that can be used to replicate the findings elsewhere.

7. If your P&A can provide technical assistance expertise in this area to other States, please describe:

DRNY could provide technical assistance on the process for developing a pilot for supported decision making.

8. If any, describe the technical assistance needs the P&A/DD Network have in this area:

There are very few pilots that exist to study supported decision making. There is a lack of understanding on how to create these pilots and best practice tools could be helpful to promote more funding in this area.

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**Section 7 Issues/Barriers Elaboration: Assist Students with Disabilities to Access
Appropriate Supports and Services**

1. Issue/Barrier number (from A in Section VII): 2

2. Provide a brief description of the collaborative issue/barrier and expected outcome(s):

DRNY, through the Special Education Task Force, has collaborated with the State's Developmental Disabilities Planning Council and the federal parent centers to provide training to New Yorker's involved in the Special Education system. This collaboration includes, monthly educational trainings, a yearly conference and publications to educate individuals, families, and schools on key issues in Special Education.

3. Reference applicable SGP Goals(s): Priority number(s): 2590 - Ensure that students with intellectual and developmental disabilities receive appropriate supports and services in the least restrictive environment.

4. Describe the P&A's specific roles and responsibilities in this collaborative effort:

Given the overwhelming number of requests for representation in special education matters, DRNY has established a statewide Special Education Task Force and supported the development of regional affiliate task forces around the state. The purpose of both the state and regional task forces is to improve educational access and outcomes for students with disabilities through collaboration among all stakeholders, including parents, advocates, attorneys, school personnel, service providers, educators, government representatives and individuals with disabilities. The task force system also increases special education knowledge and promotes effective communication strategies, thereby reducing the occurrence of special education conflicts requiring legal representation. DRNY is responsible for assisting in the development of 5 regional task forces this fiscal year. DRNY plans on establishing 2-3 more regional task forces next fiscal year.

5. Briefly identify problems, if any, encountered as a result of this collaboration:

Students and families are often lost in the complicated process for obtaining services for school age students. The complexity of the process often leads to distrust between parents and school systems. Parents feel overwhelmed and disenfranchised by the process, ignore meeting requests and are too anxious when attending meetings to listen or participate. The Task Force project is meant to demystify this system for families and students and well as address this lack of communication and trust.

6. Describe unexpected benefits, if any, of this collaborative effort:

DRNY has been able to establish relationships with community based special education support groups, advocacy organizations and school districts across New York State. The regional task forces have identified issue areas that impact these communities and DRNY has been able to use this information to identify trends across New York State.

7. If your P&A can provide technical assistance expertise in this area to other States, please describe:

DRNY's model for the Special Education Task Force has addressed the overwhelming need for advocacy within the special education system. This model uses educational platforms to encourage dialogue between the recipient of services (student/family) and the provider of service (schools). DRNY has found that when these connections are made in a non-confrontational setting (such as a training session), relationships are built and when conflict occurs it leads to better resolution because the parties have a foundation of trust. DRNY has also found that this grassroots model promotes cross-systems learning so that the good models found in one school district can be shared with other school personnel to benefit the students. These task forces have alleviated the large burden on DRNY to attend numerous special education meetings by increasing the knowledge base of families and promoting self-advocacy skills.

8. If any, describe the technical assistance needs the P&A/DD Network have in this area:

N/A

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Section 7 Issues/Barriers Elaboration: Competitive Employment for People with ID/DD

1. Issue/Barrier number (from A in Section VII): 4

2. Provide a brief description of the collaborative issue/barrier and expected outcome(s):

DRNY has joined in the effort to improve New York State's employment system for individuals with developmental disabilities. DRNY is involved with New York State's Partnership in Employment Systems Change grant which focuses on enhancing collaboration among New York State Office for People with Developmental Disabilities (OPWDD); New York State Developmental Disabilities Planning Council (DDPC); New York State Education Department (NYSED); Adult Career and Continuing Education Services-Vocational Rehabilitation (ACCES-VR); and New York's three University Centers of Excellence in Developmental Disabilities (UCEDDs). This project's purpose is to effect systems change by (a) developing policies that support competitive employment in integrated settings as the first and desired outcome for youth and young adults with developmental disabilities (b) removing systemic barriers to competitive employment in integrated settings; and (c) implementing strategies and best practices that improve employment outcomes for youth and young adults with intellectual and developmental disabilities; and (d) enhancing collaboration to facilitate the transition process from secondary school or other pre-vocational training settings to integrated employment settings. The effort has led to an Employment First Policy in New York State.

3. Reference applicable SGP Goals(s): Priority number(s): 2589 - Ensure that people with intellectual and developmental disabilities are free from discrimination in employment.

4. Describe the P&A's specific roles and responsibilities in this collaborative effort:

DRNY has hosted and participating in a work group to identify the barriers to competitive employment for individuals with Intellectual and Developmental Disabilities. DRNY also attended a national conference with the State's UCEDD on this topic.

5. Briefly identify problems, if any, encountered as a result of this collaboration:

Individuals with ID/DD are not being competitively employed and those that do find employment often do not retain employment. The State has dedicated its resources to serving individuals with ID/DD in segregated day programming instead of supporting these individuals in employment. New York has fostered a culture which believes that individuals with ID/DD are not capable of competitive employment.

6. Describe unexpected benefits, if any, of this collaborative effort:

DRNY has developed relationships with the State and private agencies working on this project.

7. If your P&A can provide technical assistance expertise in this area to other States, please describe:

N/A

8. If any, describe the technical assistance needs the P&A/DD Network have in this area:

The P&A/DD Network did not have any technical assistance need in this area for this reporting period.

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Section 8 Coordination

Check if the following programs are housed in the same organization as the P&A program:

Client Assistance Program (CAP)

Long Term Care Ombudsman (Older Americans Act)

Other

If other, please list:

If the Client Assistance Program (CAP) and the Long Term Care Ombudsman (Older Americans Act) are not part of the P&A System (PADD, PAIMI, PAIR and PAAT programs) describe coordination between the PADD program and the CAP and the Long Term Care Ombudsman (Older Americans Act.)

There is no collaboration between the Long Term Care Ombudsman program for this reporting period.

Describe your system's relations with agencies other than above and any inter-agency agreements or joint projects you may have, other than mentioned above.

DRNY collaborated with the following groups and organizations this fiscal year:
 New York State Bar Association, Parsons Child and Family Center, Parent to Parent of NYS, Albany County Children and Youth and Families, Commission on Economic Opportunity, New York State Developmental Disabilities Planning Council, Schalmont Central School District, Girvin & Ferlazzo, P.C. Legal Aid Society of Northeastern New York, ARISE, Syracuse City School District, Exceptional Family Resources, St. Margaret's School, Onondaga County Department of Children and Family Services, West Genesee Central School District, Getnick Livingston Atkinson & Priore, LLP, CHAT Collective, Learning Disabilities Association of Central New York, BASCOL, Syracuse University Parent Assistance Center, Monroe Department of Human Services, West Irondequoit School District, Empire Justice Center, Strong Center For Developmental Disabilities University of Rochester, Starbridge, Hillside Children's Center, Barger & Gaines, Littman Krooks, LLP, Hastings on Hudson UFSD, Westchester & Putnam Independent Living Centers, Mahapac Central School District, Hudson Valley Special Education Parent Center, Keane & Beane PC, CRM Audiology, P.C., Resource Center for Accessible Living Inc, Taconic Resources for Independence, Inc., Liberty Central School District, Ulster Green ARC, Westchester Institution for Human Development, Kingston City School District, Arlington School District Special Education PTA, Hudson Valley Behavioral Solutions, Tri-Valley Central School, Ulster County Department of Social Services, Rhinebeck Central School District, Northern Regional Center for Independent Living, Jefferson-Lewis-Hamilton-Herkimer-Oneida BOCES, The House of the Good Shepherd, Maine-Endwell CSD, Southern Tier Independence Center, Hogan, Sarzynski, Lynch, DeWind & Gregory, LLP, Literacy Volunteers of Broome/Tioga Counties, Handicapped Children's Association, Family Resource Network, Binghamton University, Early Child Direction Center, Buffalo City Schools, People, Inc., Parent Network of Western NY, Buffalo Urban League, North Tonawanda City School District, Early Childhood Direction Center of Western NY, Children's Mental Health Coalition of Western NY, Empire Justice, City University of New York (CUNY), Advocates for Children, New York Civil Liberties Union, Brooklyn Law School, Cardozo Law School, New York State Self Advocates Association.

Section VIII. Services Provided Using Non-Part C Funding:

Are services and activities benefiting persons with developmental disabilities and their families supported by funding other than that provided by Part C of the DD Act or its program income: No

Please describe the projects funded with non-part C funding or its program income:

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Section 9 Comments and Clarifications

Comments and Clarifications:

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Section 10 ADD Comments

ADD Comments: