



ANNUAL LOTTERY EDUCATION FUNDS REPORT

Fiscal Year 2014-2015

California Health and Human Services Agency
Department of Developmental Services
and
Department of State Hospitals

This report is mandated by the Budget Act of 2014, SB 852 (Budget Committee),
Chapter 25, Statutes of 2014, Control Section 24.60 (FY 2014-2015)
and pursuant to Section 8880.5 of the Government Code.

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PREFACE

This report is mandated by the Budget Act of 2014 SB 852 (Budget Committee), Chapter 25, Statutes of 2014, Control Section 24.6 (Fiscal Year 2014-2015), which reads as follows:

Section 24.60. *Each state entity receiving lottery funds shall annually report to the Governor and the Legislature on or before May 15 the amount of lottery funds that the entity received and the purposes for which those funds were expended in the prior fiscal year, including administrative costs. If applicable, the entity shall also report the amount of lottery funds received on the basis of adult education average daily attendance (ADA) and the amount of lottery funds expended for adult education.*

and pursuant to Government Code Section 8880.5, which reads as follows:

8880.5. *Allocations for education:*

The California State Lottery Education Fund is created within the State Treasury, and is continuously appropriated for carrying out the purposes of this chapter. The Controller shall draw warrants on this fund and distribute them quarterly in the following manner, provided that the payments specified in subdivisions (a) to (g), inclusive, shall be equal per capita amounts.

(a) – (g) continues.

(h) Payments shall also be made directly to the State Department of Developmental Services and the State Department of Mental Health for clients with developmental or mental disabilities who are enrolled in state hospital education programs, including developmental centers, on the basis of an equal amount for each unit of average daily attendance, as defined by law.

(i) No Budget Act or other statutory provision shall direct that payments for public education made pursuant to this chapter be used for purposes and programs (including workload adjustments and maintenance of the level of service) authorized by Chapters 498, 565, and 1302 of the Statutes of 1983, Chapter 97 or 258 of the Statutes of 1984, or Chapter 1 of the Statutes of the 1983-84 Second Extraordinary Session.

(j) School districts and other agencies receiving funds distributed pursuant to this chapter may at their option utilize funds allocated by this chapter to provide additional funds for those purposes and programs prescribed by subdivision (i) for the purpose of enrichment or expansion.

(k) – (l) continues.

(m) It is the intent of this chapter that all funds allocated from the California State Lottery Education Fund shall be used exclusively for the education of pupils and students and no funds shall be spent for acquisition of real property, construction of facilities, financing of research, or any other noninstructional purpose.

ACRONYMS USED IN THIS REPORT

ADA.....	Average Daily Attendance
AIMH	Arts in Mental Health
ASL	American Sign Language
CASAS.....	Comprehensive Adult Student Assessment System
CF	Community Facility
CMS	Centers for Medicare and Medicaid Services
DC	Developmental Center
DCD	Developmental Centers Division
DDS.....	Department of Developmental Services
DSH.....	Department of State Hospitals
FY.....	Fiscal Year
GED	Graduate Equivalency Diploma
GTA.....	General Treatment Area
JC.....	Joint Commission (previously called “Joint Commission on Accreditation of Healthcare Organizations [JCAHO]”)
MOVE.....	Mobility Opportunities Via Education
NEAR	Neuropsychological Education Approach to Rehabilitation
SH	State Hospital
STP	Secure Treatment Program
WIOA.....	Workforce Innovation and Opportunity Act
WRP	Wellness and Recovery Plan

BACKGROUND

This is an annual report to the Legislature on lottery education funds received by the Department of Developmental Services (DDS) and the Department of State Hospitals (DSH). It is required annually as mandated by the Budget Act of 2014 and pursuant to Government Code Section 8880.5.

The annual report is due to the Legislature by May 15 of each calendar year. This report is a combined effort between DDS and DSH.

Individuals served by DDS and DSH are eligible for Special Education or Adult Education. DDS provides services to individuals in developmental centers (DC) and one state-operated community facility (CF) with moderate to profound intellectual disabilities and behavioral and/or medical issues. DSH provides services to individuals in state hospitals (SH) who are moderately to severely disabled, with behavioral, psychiatric, and medical issues. The education programs at the DCs and SHs continue to focus on life skills training designed to help individuals develop skills needed to function as independently as possible in the community. These programs place emphasis on teaching basic skills and skills in the areas of work, community living, health, technology, and literacy.

Each DC and SH tracks and compiles daily attendance data documented in school attendance registers. This information is reported annually to the DDS Developmental Centers Division (DCD) and DSH. This information is then transmitted to the State Controller's Office where it is compared with the statewide attendance/enrollment data reported by all eligible agencies. It is measured against funds available to determine the allocations. (See "Fiscal Summary" for each department for breakdown of Average Daily Attendance (ADA) information for the Fiscal Year (FY) reported in this Legislative Report.)

I. DEPARTMENT OF DEVELOPMENTAL SERVICES

A. Description of Facilities

The Department of Developmental Services (DDS) uses a system for lottery distributions that is designed to assure that Lottery money is spent as specified in Government Code Section 8880.5. Education programs utilizing Lottery funds are required to focus on the acquisition of skills that enhance each student's ability to live as independently as possible. The staff in the DDS, Developmental Centers Division (DCD), Education Section, monitors and tracks spending to ensure that funds are expended in compliance with lottery regulations, DDS policy, and availability of funds.

The DDS developmental centers and the state operated community facility utilize a 230-day school calendar. Average Daily Attendance for Fiscal Year 2014-15, was 1,860 (1,843 adult/17 special education).

1. Canyon Springs Community Facility

Canyon Springs Community Facility (Canyon Springs) opened in December 2000, and is located in Cathedral City, east of Los Angeles, near Palm Springs. The average daily attendance in education programs at Canyon Springs during the 2014-2015 school year was 5 in adult education and 1 in special education.

Canyon Springs offers a new approach for a small group of unique adults, age 18 and older, who will be ready to return to the community in a relatively short time. This facility is designed to provide residential services, treatment, and life skills training for up to 63 individuals who have mild to moderate intellectual and other developmental disabilities and challenging behavior issues. Many of the individuals who live at Canyon Springs have mental health issues in addition to their intellectual, developmental and social needs, and need training in vocational skills, social skills, community responsibility, survival techniques, and awareness of resources available in most communities. The emphasis at Canyon Springs is to provide intense, focused training and treatment that will allow students to learn to better manage their lives, gain control over inappropriate behaviors, develop socially adaptive behaviors, and begin an appropriate vocational plan.

2. Fairview Developmental Center

Fairview Developmental Center (Fairview) is located in the city of Costa Mesa in Orange County. Fairview serves individuals with severe profound intellectual and other developmental and/or physical disabilities, some with skilled nursing needs, as well as a large group of individuals with more moderate intellectual disabilities who also have mental health issues.

The average daily attendance in education programs at Fairview during the 2014-2015 school year was 375 in adult education and 8 in special education.

3. Porterville Developmental Center

Porterville Developmental Center (Porterville) is located in the city of Porterville in Tulare County. Porterville serves two distinct populations. The General Treatment Area (GTA) serves individuals who have severe to profound intellectual and other developmental and/or physical disabilities, some with skilled nursing needs.

The Secure Treatment Program (STP) serves individuals with moderate to mild developmental disabilities who have been placed at Porterville after becoming involved with the criminal justice system and need to be housed in a secure setting because they pose a risk to themselves and the community. Individuals in this program are typically young adults who need to learn skills to manage their behaviors and adjust to community living more appropriately. Education is presented at the level appropriate to their needs, including opportunities for high school graduation. Students who are no longer eligible for Special Education can enter a vocational or community college program on campus. Other special needs include basic living skills, personal and behavior management, and learning to understand court procedures.

The average daily attendance in education programs at Porterville during 2014-2015 was 641 in adult education and 8 in special education. The special education ADA does not include residents of Porterville who are enrolled in the high school diploma program that is an Independent Study Program offered in the STP by Porterville Unified School District.

4. Sonoma Developmental Center

Sonoma Developmental Center (Sonoma) is located in the city of Eldridge in Sonoma County. Many of the individuals at Sonoma have profound intellectual disabilities and have special sensory and orthopedic issues. All of the students whose health will allow are provided a full training schedule. The training programs provided include skill building in citizenship, mobility, functional life skills, advocacy, decision-making, and independence.

The average daily attendance in education programs at Sonoma during 2014-15 was 822. Sonoma did not have any students age 22 and younger during the 2014-15 school year.

B. FY 2014-2015 Fiscal Summary

The DDS Average Daily Attendance (ADA) figure for Fiscal Year (FY) 2014-2015 was 1860 (99 percent Adult Education and 1 percent Special Education). These attendance figures were transmitted to the State Controller's Office by DDS and were used in conjunction with the statewide attendance/enrollment data reported by all other eligible agencies, along with dollars available, to determine the FY 2014-2015 quarterly allocations to DDS.

The DDS process for lottery funds distribution is designed to comply with state law and maintain consistency with departmental goals. Each DC/CF receives funds based on prior school year ADA and program needs.

Both facility and headquarters staff monitor expenditures throughout the year. Each DC/CF submits an end-of-year report to the DCD Education Program staff, which describes how funds were used and how much was spent.

The FY 2014-2015 DDS authorized budget for lottery education programs was \$367,000. The FY 2014-2015 total expenditure for DDS was \$314,145.

The following data represent the budget authority and final expenditures for DDS for FY 2014-2015:

OVERVIEW OF BUDGET AUTHORITY

Budget Authorization for FY 2014-2015 \$367,000

OVERVIEW OF EXPENDITURES

Developmental Centers

Canyon Springs	\$ 1,322
Fairview	\$ 60,000
Porterville	\$124,912
Sonoma	\$127,911

TOTAL \$314,145

C. FY 2014-2015 Summary of Lottery Projects

1. Canyon Springs Community Facility

Lottery funds were used to send the adult education teacher to the CASAS Summer Institute.

2. Fairview Developmental Center

The following is a summary of Fairview's lottery-funded project:

The Education Program at Fairview includes three (3) kitchens for the Special Education and Adult Education Programs. The kitchens provide a learning environment where students learn food preparation skills and the skills needed to obtain employment in the food industry. Lottery Funds were used to purchase new appliances and instructional materials for the kitchens.

3. Porterville Developmental Center

The following is a summary of Porterville's lottery-funded projects:

Porterville's projects for 2014-15 focus on transition to the community by providing education in basic life skills, vocational skill building, and self-advocacy.

- a) In Production Plus, the vocational education program, students develop work independence and learn the specific skills needed to obtain employment in the community upon discharge from Porterville. Lottery funds were used to provide scroll saws and a variety of training materials for Production Plus.
- b) The Blue Heron is an on-grounds store/cafe and training site for students. The Blue Heron provides opportunities for students to make choices, learn about money and purchasing, improvement communication, increase independence, and to learn appropriate behavior in a public setting. In addition, the Blue Heron offers opportunities for students to obtain a job and learn skills needed to obtain a job in a similar business in the community. Lottery funds were used to purchase a "reach in" freezer and items needed to create picture menus.
- c) The adult and special education classes focus on developing basic life skills that will prepare students for transition to living successfully and independently in a community setting. In addition to using lottery funds to purchase educational materials to supplement classroom activities, lottery funds were used to support the development of a new training program that assists students in preparing for transition to the community. Lottery funds were used to provide training supplies and equipment for this program.
- d) Learning self-advocacy is an important part of preparing for transition to the community. Students and support staff attended the People First Statewide Gathering. At the conference students met other individuals with disabilities, attended training on health issues, living independently and in the least restrictive environment. They learned about their rights and responsibilities and how to advocate for themselves. Lottery funds were used to pay registration fees for this conference.
- e) Lottery funds were used to support on-going development of technology use in the classroom. NABI tablets were purchased for non-verbal student to introduce technology, increase communication capability and fine motor skills.

4. Sonoma Developmental Center

The following is a summary of Sonoma's lottery-funded projects:

In 2014-15 Sonoma expanded their education technology program. Touch screen computers with software that teaches basic life skills and community transition skills are used in the classroom and on the living residence. Skills learned in the classroom are reinforced through the use of like materials at home. Students with significant intellectual disabilities have responded well to technology and are making significant progress. Sonoma's program also focuses on communication skills for non-verbal students and health and fitness programs. Lottery funds were used to purchase additional touch screen computers and software, communication devices, exercise bikes and rowing machines.

II. DEPARTMENT OF STATE HOSPITALS

A. Description of Facilities

The Department of State Hospitals (DSH) distributed the lottery funds allocation equally among their four participating state hospitals (SH). SH Executive Directors approved projects proposed by the SH education program staff. Each SH submitted an end-of-year report to DSH headquarters describing goals and outcomes of each project.

The state hospitals utilize a quarterly school calendar that includes at least 210 days per school year. Average Daily Attendance for Fiscal Year 2014-15 was 131 (123 adult/8 special education).

1. Atascadero State Hospital

DSH-Atascadero is a forensic hospital located on the Central Coast of California in Atascadero (San Luis Obispo County). It opened in 1954 and is a self-contained psychiatric hospital constructed within a security perimeter. The majority of the all-male patient population is remanded for treatment by county superior courts or by CDCR pursuant to various sections of the California Penal Code (PC) and the Welfare and Institutions Code (WIC). As of April 2016, it housed more than 1,100 patients.

DSH-Atascadero primarily serves the following four patient types: Mentally Disordered Offenders (MDOs), mentally ill prisoners from the California Department of Corrections and Rehabilitation (CDCR), Incompetent to Stand Trial (IST), and Not Guilty by Reason of Insanity (NGI).

A broad overview of the treatment programs at Atascadero includes focusing on evaluation upon admission, community planning, intensive psychiatric care, cognitive restructuring, family interaction skills, self-governing skills, neurobehavioral evaluation and treatment, court readiness, self-assertiveness, interpersonal communications, and social orientation.

A vocational rehabilitation program is offered at Atascadero that provides individuals the opportunity to learn work trades and job skills under the direction of trained vocational counselors. Through the broadly based Aztec School curriculum, the student can achieve minimum educational competencies, receive a Graduate Equivalency Diploma (GED), or pursue advanced independent studies.

2. Metropolitan State Hospital

Opened in 1916, DSH-Metropolitan LA is located in Norwalk (Los Angeles County). The hospital is an “open” style campus within a security perimeter. Due to concerns raised by the community, DSH-Metropolitan maintains a formal agreement with the City of Norwalk and the Los Angeles County Sheriff not to accept patients charged with murder or a sex crime, or at high risk for escape. (This agreement has limited the total number of patients DSH-Metropolitan can treat below the licensed bed capacity of 1,265.) As of April 2016, it housed more than 700 patients.

DSH-Metropolitan primarily serves the following four patient types: *Lanterman-Petris-Short* (LPS), IST, MDO, and NGI.

A wide range of psychiatric treatment in a continuum of care is provided at Metropolitan. This continuum includes Acute Care, Intermediate/Sub acute Care, Psychiatric Rehabilitation, and a Skilled Nursing Facility. The programs were developed to respond to the identified inpatient treatment needs of the individuals served.

Metropolitan is clinically organized on a program management model, comprised of five treatment programs. The programs vary in service due to age, level of care, legal commitments, and specific needs. Care of the individuals at Metropolitan is part of the total treatment given in partnership with County Mental Health Services, the Judicial System, and/or other state hospitals. The populations served include Adult LPS Treatment and Adult Forensic Treatment and Skilled Nursing.

Metropolitan implemented the Psychosocial Rehabilitation/Recovery (PSR) – treatment mall concept in 2003. Each of the hospital’s five programs has at least one PSR treatment mall. Within this framework, individuals participate in a holistic approach to treatment that helps set goals for recovery while more closely imitating life in the community. In the PSR treatment mall, staff and individuals from multiple residential units come together to provide and receive mental health services. Similar in concept to a college curriculum, individuals select from numerous skill-based classes that meet their specific treatment objectives. The classes are designed to teach daily life skills, vocational training, and education and social skills that overcome discharge barriers and prepare individuals for community placement. The PSR treatment mall is based on a Recovery Model of mental health services that emphasizes the central role the individual plays in their recovery through individualized evidence-based interventions, self-determination, and choice.

3. Napa State Hospital

DSH-Napa is a forensic hospital located in Napa County. It opened in 1875 due to overcrowded conditions at the Stockton Asylum, the first state hospital. DSH-Napa is the oldest California state hospital still in operation and has an “open” style campus with a security perimeter. The hospital primarily treats IST and NGI patients, as well as LPS civil commitment patients. As of April 2016, it housed more than 1,200 patients.

DSH-Napa primarily serves the following four patient types: LPS, IST, MDO, and NGI.

Napa offers a broad range of diagnostic, treatment, habilitation, and rehabilitation services. Depending on the assessed needs of the individuals, several treatment modalities may be utilized to enable the individuals to achieve their optimum personal and social functioning--both in the hospital and in the community. Such treatment may involve pharmacological therapy; individual and group psychotherapy; educational, vocational and competency training; as well as other therapies such as independent living skills development, physical medical service, habilitation services such as supportive and cognitive skills development, and leisure time activities. This facility also offers a secure treatment area for those individuals who require containment in order for them to benefit from treatment.

4. Patton State Hospital

DSH-Patton is a forensic hospital located in the town of Highland in San Bernardino County. It opened in 1893 and has an “open” style campus with a security perimeter. Due to concerns from the community about the risk of a patient escape, CDCR correctional officers provide perimeter security and transportation at DSH-Patton. As of April 2016, it housed over 1,500 patients.

DSH-Patton primarily serves the following four patient types: LPS, IST, MDO, and NGI.

The individuals served at Patton are assigned to one of Patton’s seven treatment programs. Currently, treatment is delivered through a centralized approach in which individuals and staff come together to participate in services within PSR malls. Mall interventions are provided, as much as possible, in the context of real-life functioning and in the rhythm of life of the individual. Thus, a PSR mall extends beyond the context of a building or place and its services are based on the needs of the individual, not the needs of the program, the staff members, or the institution.

B. FY 2014-2015 Fiscal Summary

The DSH ADA figure for FY 2009-2010 was 1,125 (99 percent Adult Education and 1 percent Special Education). These attendance figures were transmitted to the State Controller's Office by DSH and used in conjunction with the statewide attendance/ enrollment data reported by all other eligible agencies, along with dollars available, to determine the FY 2014-2015 quarterly allocations to DSH.

The process for lottery funds distribution was designed to comply with state law and maintain consistency with departmental goals. Each SH develops project proposals, prioritizes them, and submits them to their local facility executive team for review and local approval.

Both facility and headquarters staff monitor project progress and expenditures throughout the year. Each SH submits an end-of-year report to the DSH-LTC Education Program staff, which summarizes project outcomes.

The FY 2014-2015 DSH authorized budget for lottery education programs was \$140,244. The FY 2014-2015 total expenditures for DSH was \$104,117: \$103,947 (99 percent) for Adult Education and \$170 (1 percent) for Special Education.

For FY 2014-2015, DSH distributed the lottery funds allocation equally among the four participating state hospitals. SH Executive Directors approved projects proposed by the SH Education Program staff.

The following data represent the budget authority and final expenditures for DSH for FY 2014-2015:

OVERVIEW OF BUDGET AUTHORITY

Budget Authorization for FY 2014-2015 (DSH)	\$ 140,244
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OVERVIEW OF EXPENDITURES

State Hospitals

Atascadero	\$ 11,394
Metropolitan	\$ 82,941
Napa	\$ 6,250
Patton	\$ <u>3,532</u>
<u>TOTAL</u>	<u>\$ 104,117</u>

C. FY 2014-2015 Summary of Lottery Projects

1. Atascadero State Hospital

Service Contracts

A contractor provides Poetry and Creative Writing classes as an evening supplemental activity. A second contractor provided College Distance Learning during evening hours. Evening supplemental activities are intended to offer meaningful choices in leisure, spirituality or education in an effort to reduce aggressive incidents which tend to occur during evening hours. It is also used as an incentive for patients to maintain appropriate behavior as demonstrated by having a Hospital Access System level of 3, 4 or 5. In 2014-15 Atascadero used lottery funds to provide service contracts for community members to teach supplemental programs.

Education Supplies

Math, reading, literacy, community living skills and English as a Second language are some of the programs offered through Aztec Adult School. Students are offered individualized instruction and are encouraged to become lifelong learners. A variety of supplemental materials help meet the needs of patients who have varying skill levels and challenges. In 2014-15 Lottery funds were used to purchase instructional DVD's, books and a Work Skills Curriculum.

Staff Development

About half of the patients at Atascadero did not graduate from high school. Earning a high school equivalency diploma is a meaningful accomplishment. Training was provided for a new staff member to become the Chief GED Examiner when the previous one transferred out of the department. In 2014-15 Lottery funds were used to for travel and registration fees for GED training.

2. Metropolitan State Hospital

Arts in Mental Health - Visual and Performing Arts

The Artist Facilitator contracts a variety of professional artists to provide creative arts workshops for students at Metropolitan State Hospital. Individuals participating in these workshops have the opportunity to explore and learn various performing, visual arts, and literary arts media which may include mural design, creative writing, theater, and music. Completed pieces of artwork may be displayed and sold at various art exhibits both at the facility and in the community.

In school year 2014-2015 Lottery funds were used to purchase paint, paintbrushes, canvas, and paper.

Education and Life Skills Development

Patient education and treatment is provided with the Treatment Mall framework 20 hours per week, Monday – Friday. Patients from multiple residential units come together to receive mental health and educational services. Education services include numerous skills-based classes that are designed to meet treatment objectives. Classes that students may choose from include daily life skill training, GED prep, vocational training, academic skills, physical education, health, and social skills, all designed to prepare students for transition to community living or to gain competency to return to court to stand trial.

In 2014-15 Lottery funds were used to purchase the following:

- a) Equipment for a fitness program;
- b) Newspapers and magazines, books and other reading materials for current events classes and to establish a mobile library to expand availability of services;
- c) Materials for a Chaplains' program designed to enable patients to recognize the role of spirituality in their recovery process;
- d) Gaming equipment to increase attention skills, hand-eye coordination, visual tracking, fine and gross motor skills, visual-perceptual processing, problem solving, and organizational skills.

3. Napa State Hospital

Lottery funds were used at Napa to purchase technology and supplies to support several education programs including Adult Basic Education, ESL, College coursework, Mall Treatment classes and Vocational Education.

In 2014-15 Lottery funds were used to purchase the following:

- a) Computers and monitors for English as a Second Language (ESL) and GED classes;
- b) Instructional supplies;
- c) Thumb drives to support students taking or auditing online college classes.
- d) A Poster Printer and supplies for printing classroom posters, banners, etc.

4. Patton State Hospital

Lottery funds were used at Patton to support transitional vocational programs. The bicycle repair program is designed to teach students how to repair bicycles for their own use or as a potential work opportunity. Lottery funds were also used to support the Vocational Services Horticulture Program. The goal of this program is to enable students to gain skills that could lead to employment with a horticulture business or self-employment in the horticulture business.

In 2014-15 Lottery funds were used to purchase the following:

- a) Bicycle repair items for the Bicycle Repair Group;
- b) Sprinkler parts, fertilizer, seeds, and plants for patients learning landscaping skills or horticulture maintenance in the Vocational Services Horticulture Program.

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