

**Disability Services Needs Assessment**

---

**Community Services Department**

**City of Irvine, California**

**February 2018**

**PRESENTED JUNE 5, 2018**

**TO THE**

**IRVINE RESIDENTS WITH DISABILITIES ADVISORY BOARD**

**This study and report has been prepared by:**

**Ersoylu Consulting**

Leah Ersoylu, PhD, President

3081 Molokai Place, Costa Mesa, CA 92626

949.690.0019

[www.Ersoylu.com](http://www.Ersoylu.com)

# Table of Contents

<b>EXECUTIVE SUMMARY .....</b>	<b>5</b>
Purpose.....	5
Scope.....	5
Methodology .....	5
Key Findings .....	6
Next Steps and Recommendations.....	8
<b>NEEDS ASSESSMENT REPORT .....</b>	<b>11</b>
Background.....	11
Overview of City Programs and Services.....	11
National Recognition.....	13
Timeline .....	14
Secondary Data Review.....	15
Primary Data Collection .....	19
Recommendations .....	35
Appendices .....	37
Appendix A: Irvine Disability Services Activities and Classes.....	37
Appendix B: Online Surveys.....	39
Appendix C: Provider Focus Group Participants .....	41
References.....	43

**This Page Intentionally Blank**

# EXECUTIVE SUMMARY

## **Purpose**

In May 2017, the City of Irvine began conducting a Disability Services Needs Assessment (Assessment) to understand the needs of individuals living with disabilities in Irvine and to guide the development of the Irvine Residents with Disabilities Advisory Board (Board) work plan. The purpose of this needs assessment report is to assist the Irvine Residents with Disabilities Advisory Board in the development of its work plan and to help shape future City programs and services for people with special needs.

## **Scope**

The scope of this project was to develop a needs assessment report and to work with the Board in developing a work plan in addressing identified needs. The needs assessment project included holding key stakeholder and public input meetings, a community survey, and local resource inventory assessment to develop a needs assessment and work plan.

## **Methodology**

The Assessment analyzed responses from 409 unique survey respondents and input from 51 community members and service providers who participated in focus group and community meetings.

### ***Survey***

An online survey targeted for both individuals with disabilities and parents/caregivers of individuals with disabilities was available from July through September 2017. The survey asked respondents about multiple factors related to disability services including awareness of services, use of services, barriers to services, and greatest unmet needs for people with disabilities.

### ***Focus Groups and Community Forum***

A series of four targeted focus groups, followed by a community forum, helped to identify key themes and needs facing the diverse community of individuals with disabilities in the City of Irvine. During May and September 2017, targeted focus groups included:

1. Disability Service Providers
2. Parents of children with disabilities between the ages of 4 and 7
3. Parents of children with disabilities between the ages of 6 and 17
4. Parents of adults with disabilities

A community forum held on October 12, 2017, was attended by community members, including school district staff, parents, service providers, and other interested community residents. The community forum served as a sounding board for the data collected via the online survey and the focus groups meetings. This community forum

ensured that the preliminary data resonated with the public and provided an opportunity for community members to elaborate on the data provided and identify any issues that may have been missed during the focus groups and survey.

## **Key Findings**

The information collected from the focus groups, community forum, and online survey revealed disability services strengths, needs, and opportunities in Irvine.

### ***Strengths***

Irvine is a model community for serving individuals with disabilities and has a robust Disability Services program. Strengths noted by survey respondents and focus group participants regarding the services available in Irvine include:

- Quality and variety of activities offered by the City (dances, yoga, cooking, art, excursions, etc.)
- Reasonable program fees
- Accommodations and inclusion efforts offered by City, local school districts, youth sports organizations and non-profit organizations
- Accessible transportation services
- Well-trained, welcoming and capable City staff
- An engaged and well-trained police force
- The City's commitment to providing services for residents with disabilities, with the Irvine Residents with Disabilities Advisory Board as an asset for advocating and bringing disability needs to light within the larger community.

### ***Needs and Opportunities***

Eleven areas of need and opportunities include:

1. **Affordable and Accessible Housing (Need)** – Many adults with disabilities live on fixed or limited incomes; the availability of affordable and accessible housing is important. More housing that supports a sense of community, such as group homes and affordable housing developments specifically for people with disabilities, and information about housing options.
2. **Inclusion Support and Integrated Activities (Need)** – Greater access to one-on-one support to facilitate participation in City programs; “buddy” and other social programs that encourage interaction and relationships with typical peers; and enhancements to City events to encourage participation by people with disabilities.
3. **Independent Living/Life and Social Skills Programs (Need)** – Programming including social skills classes to learn how to interact and communicate with others (children and adults); cooking classes to foster independence; and safety awareness classes to learn how to interact appropriately with law enforcement;

and independent living skill training for teens and young adults. Programs could be offered by the City, community partners and local community colleges.

4. **Social and Recreation Program (Need)** – More frequent social and recreation programs currently offered by the City for teens and adults. Additionally, early childhood programs and activities for grade school and middle school children.
5. **Afterschool Programs (Need)** – More afterschool programs for middle and high school students as these services typically end at the sixth grade level.
6. **Transportation Services (Need)** – Transportation for people with disabilities as there are limitations on County and local services.
7. **Employment Placement and Referrals (Opportunity)** – Employment placement and referral services, job training opportunities; and promoting the hiring of individuals with disabilities.
8. **Family/Caregiver Support (Need)** – Parent and caregiver support groups and educational sessions and respite opportunities.
9. **Sports and Fitness Programs (Opportunity)** – Expanding sports and fitness programs to include sports leagues and more frequent and consistent fitness classes. The importance of a strong adaptive swim program available for people with disabilities was highlighted.
10. **Communication and Awareness of Services (Opportunity)** – Greater communication and public awareness regarding City programs and other community resources. Conduct additional targeted outreach to families who have limited English proficiency and/or are new immigrants.
11. **Facilities (Opportunity)** – Parks with adaptive equipment and enclosures (fencing) and universally accessible playgrounds. Other suggestions included offering a dedicated facility to hold specialized disability services programming; providing adult day programs for individuals with disabilities; and providing additional handicapped parking spaces among other improvements to the physical environment to increase accessibility for people with disabilities.

Table 1 provides a visual of the survey responses identifying the largest unmet needs by age group.

TABLE 1: LARGEST UNMET NEEDS IDENTIFIED BY SURVEY RESPONDENTS FOR INDIVIDUALS WITH DISABILITIES BY AGE							
0-5 Years Old	%	6-18 Years Old	%	18-50 Years Old	%	50+ Years Old	%
Early Childhood Programs	50.0	After School Programs	51.7	Affordable housing	51.8	Transportation services	38.9
After School Programs	40.9	Support to participate in community programs	50.8	Programs to support independent living	38.7	Affordable housing	35.2
Support to participate in community programs	38.6	Social and recreational programs	39.8	Employment placement and referrals	36.1	Assisted living opportunities	27.8
Caregiver/parent education and support groups	36.4	Programs to support independent living	34.7	Assisted living opportunities	32.5	Support to participate in community programs	20.4
Adaptive swim lessons	29.5	Feeling accepted in my community	34.7	Transportation Services	28.8	Accessible housing	20.4

## **Next Steps and Recommendations**

The information obtained through this Assessment will help shape the development of the Board’s work plan. The information will also be used by the City and shared with community partners to guide the development of future programs and services that meet the needs of people with disabilities in the Irvine community.

Ten recommendations (listed on page 35) were developed in response to the community’s input. Recommendations address a variety of opportunities to further meet the needs of people with disabilities, including:

- Increasing communication and awareness of available programs and services
- Exploring options for increasing frequency and variety of social and recreation programs
- Expanding collaborations with local organizations

- Evaluating accommodation and inclusion supports
- Enhancing services that support independent living through housing, transportation and employment.

The remainder of this report details the background, methods, and findings of the City of Irvine Disability Services Needs Assessment, and concludes with Next Steps and Recommendations.

**This Page Intentionally Blank**

# NEEDS ASSESSMENT REPORT

## Background

The City of Irvine, incorporated in 1971, is a diverse community of more than 260,000<sup>i</sup> residents, spanning approximately 66 square miles. Irvine is well-known as a successful, master-planned urban community where the school system, parks system and community services are innovative and of high quality. Irvine has received countless accolades for its quality of life, is recognized as one of the nation's best places to live,<sup>ii</sup> and consistently ranks among the top communities on key indicators for conditions of children and families-including places for living with a disability.<sup>iii</sup>

This document is a Needs Assessment of Disability Services in the City of Irvine. The City of Irvine retained Ersoylu Consulting to prepare an assessment to review needs of individuals with disabilities related, but not limited to, recreation and social opportunities; issues of independent living such as housing, transportation and employment; and overall awareness of and linkages to available services and supports. This needs assessment report will help guide the development of the Irvine Residents with Disabilities Advisory Board work plan and to help shape future City programs and services.

## Overview of City Programs and Services for People with Disabilities

### ***Disability Services***

The City of Irvine offers an array of programs and services that support individuals with disabilities and their families living in Irvine. The City has a dedicated Disability Services program that provides recreational programming, inclusion and accommodation support, and information and referral assistance.

### ***Recreation Programs***

A variety of specialized recreation activities are offered for individuals with disabilities to promote socialization, independence, self-expression, and physical activity. Classes and activities include dances; movies; art and culinary classes; excursions; game nights; fitness sessions; and bowling. A quarterly Disabilities Services Program Guide is distributed to more than 1,000 residents and available on the City's website to advertise upcoming activities. A copy the Program Guide for winter 2017 is presented as Appendix A.

Recreation offerings continue to grow based on community interests and demand. Over a four-year period, from 2013 to 2017, the number of recreation activities provided annually increased from 42 to 65, with a 50 percent increase in participant registrations (from 1,148 to 1,726).

Additionally, the City works with local community groups such as American Youth Soccer Organization (AYSO) Irvine VIP Soccer, and Special Olympics Irvine Eagles to support competitive sports opportunities for individuals with disabilities.

***Inclusion and Accommodation Support***

Inclusion and accommodation support services are offered to assist individuals with disabilities to participate in City of Irvine programs and activities. Disability Services staff conduct assessments to determine eligibility for accommodations, and assist families and participants in selecting the best City programs and/or community resources to meet their needs.

Accommodations include free, temporary one-on-one support from a Disability Services staff member for participation in various Community Services programs; modifications to program materials and activities; and other methods to make services more readily accessible and usable. The City also offers accommodation and inclusion services for the City's Learn to Swim program, consisting of private adaptive swim lessons. In FY 2016-17, 1,100 sessions (625 one-on-one accommodations and 470 adaptive swim lessons) were provided to Irvine residents.

In an effort to promote successful participation in traditional park-based programs, Disability Services staff provides assistance and training to City Parks and Aquatics staff on how to best support individuals with special needs in their programs.

***Information and Referral***

Disability Services provides residents with program information and referrals to community resources through phone support and an online resource guide. Staff also assists residents with reporting accessibility barriers within the City.

***TRIPS Transportation***

The City offers transportation services specifically for Irvine seniors and adults with disabilities through the TRIPS program. TRIPS provides low-cost, door-to-door, wheelchair-accessible transportation to support independent living and community involvement. Rides to locations within Irvine and surrounding areas for essential needs, including: grocery shopping, medical appointments, work, school, senior center programs and other social activities are provided.

The TRIPS program operates 12 accessible vehicles with two additional vehicles in 2018. There were approximately 20,000 rides provided in FY 2016-17.

***Irvine Residents with Disabilities Advisory Board***

The City established an Irvine Residents with Disabilities Advisory Board (IRDAB) in 1990 to ensure residents with disabilities have equal access in community life. IRDAB is comprised of up to 14 members with 51 percent of the board being a person with a disability or directly related to a person with a disability.

IRDAB's mission is to identify and recommend programs and services that meet the social, physical and emotional needs of residents who have disabilities, regardless of age. The Board provides advocacy and support for programs serving persons, assesses community needs, and provides appropriate recommendations to City departments and works collaboratively with organizations within Irvine and the surrounding areas that have an impact on residents with disabilities.

### ***Senior Services***

The City's Senior Services section provides a wide variety of services that support older adults living with disabilities. Services include care management and in-home support; meal delivery to homebound seniors; transportation assistance; adaptive exercise programs; health lectures; support groups; and information and referral linkages.

### ***Public Safety***

The Irvine Public Safety Department provides support to individuals with disabilities and their families through programs including the Return Home Registry and the Mental Health Outreach Program. The Return Home Registry assists officers in locating lost or wandering persons who may have cognitive or development disabilities. The Mental Health Outreach program provides support and resource referrals to residents subsequent to a mental health crisis event requiring police intervention or based on a resident request for assistance.

### ***Park Play Areas***

A majority of the City's 64 public play areas have some type of accessible features. Americans with Disability Act (ADA) Play Area Assessments are performed regularly with the most recent comprehensive assessment completed in July 2015. The City's efforts to improve accessibility of playgrounds are ongoing and are primarily associated with providing an accessible path of travel, improving play area surfacing, and modifying or replacing play equipment. The City's Capital Improvement Plan highlights several play areas to be updated each year.

## **National Recognition**

In 2016, WalletHub, a personal finance website that produces research reports and surveys, recognized the City of Irvine as the eighth best city for people with disabilities. WalletHub compared 25 key metrics among the 150 most populated cities in the U.S. across the categories of economy, quality of life, and health care to determine the most disability-friendly locations.<sup>iv</sup> Among cities in California, only Huntington Beach and Irvine ranked in the top 10 cities overall.

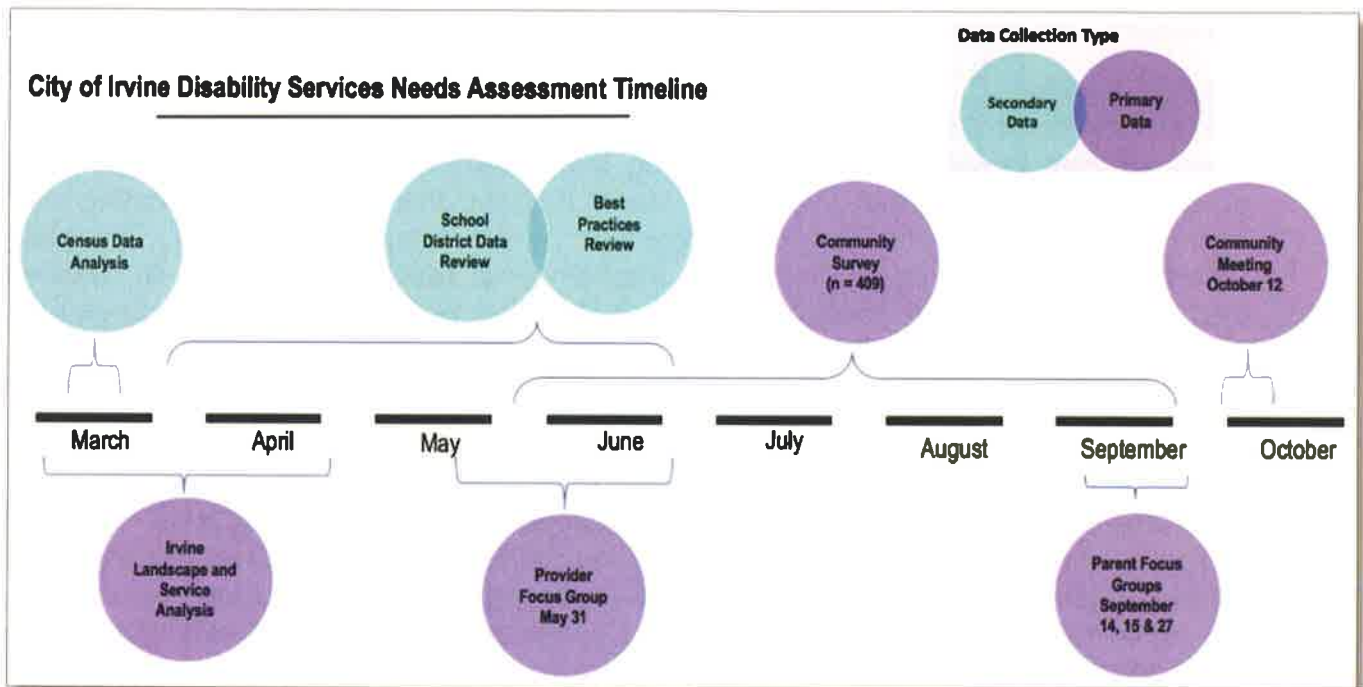
## **Need Assessment Process**

The data for this report is a combination of primary and secondary data. Together, this data provides the needs facing City of Irvine residents with disabilities. As such, this assessment incorporated several distinct levels of data collection and analysis. The following table listed below provides the qualitative and quantitative methods used.

Secondary Data Review	Primary Data Collection
<ul style="list-style-type: none"> <li>• Census data</li> <li>• School District data</li> <li>• Best practices landscape review</li> </ul>	<ul style="list-style-type: none"> <li>• Online community survey</li> <li>• Focus groups</li> <li>• Community Forum</li> </ul>

## TIMELINE

The timeline below identifies a data collection timeline during the 8-month process.



## Secondary Data Review

### LOCAL CONTEXT

#### **Census Data**

The City of Irvine, located in Orange County, California, has a population of 266,122.<sup>vi</sup> The age breakdown of the population is as follows:<sup>vii</sup>

- 21.8% under the age of 18;
- 13.2% aged 18 to 24,
- 31.2% aged 25 to 44,
- 23.8% aged 45 to 64, and
- 10.1% aged 65 years or older.
- The median age is 34.4 years.

Because Irvine is a relatively new City and started with a young population base, only 12.7 percent of Irvine's population was in the over-55 category in 1990. By the year 2020, however, 28 percent of the City's population is expected to be over 55. This shifting demographic is significant because the senior population makes up the largest share of those with disabilities.

GEOGRAPHIC AREA	% WITH A DISABILITY <sup>v</sup>
United States	12.4%
California	10.4%
Orange County	8.3%
City of Irvine	5.8%

Of the total noninstitutionalized population in Irvine, 5.8 percent (+/-0.4 percent)<sup>x</sup> (13,920 of 238,287) has a disability. The prevalence of disability types in Irvine is shown in Table 2.

**TABLE 2: Prevalence of Disability Characteristics in Irvine<sup>viii</sup>**

Disability Type	% of Irvine Population
Ambulatory difficulty	3.1%
Independent living difficulty	3.0%
Cognitive difficulty	2.3%
Self-care difficulty	1.7%
Hearing difficulty	1.4%
Vision difficulty	0.8%

**TABLE 3: Irvine Individuals with Disabilities by Age<sup>ix</sup>**

Age	%
Under 5 years*~	0.0%
5 to 17 years~	2.0%
18 to 34 years	2.8%
35 to 64 years	4.3%
65 to 74 years	17.6%
75 years and over	47.4%

\*Questions related to cognitive, ambulatory, self-care, and independent living are not used to identify disability in individuals less than five years old.  
 ~The question related to independent living is not used to identify disability in individuals less than 18 years old.

Table 2 also reveals many individuals face dual-diagnosis, having more than one disability. In addition, the Disabilities by Age table (Table 3), indicates as individuals age the prevalence of disabilities increases dramatically over 75 years of age.

**Diversity**

Irvine’s diversity is an important factor to consider when planning outreach and service efforts. Nearly 50 percent of the population identifies as White, while another 40.4 percent identify as Asian. Within these race/ethnic categories, there is significant diversity; Irvine is home to Chinese (13.3 percent), Korean (7.9 percent), and Asian Indian (6.1 percent) communities. Additionally, according to the U.S. Census Bureau’s 2011-2015 American Community Survey, Irvine is home to a significant Iranian population (estimated 11,230).<sup>xi</sup> Approximately 10.1 percent of the population (of any race) identify as Hispanic or Latino. Additionally, approximately 9.2 percent of Irvine households are limited English speaking.<sup>xii</sup>

**TABLE 4**

<b>2011-2015 ACS DEMOGRAPHIC DATA: Population of Irvine by Race<sup>xiii</sup></b>	
<b>ONE RACE</b>	<b>95.2%</b>
White	49.5%
Black or African-American	2.2%
American Indian and Alaska Native	0.2%
Asian (Breakdown below)	(40.4%)
Asian Indian	6.1%
Chinese	13.3%
Filipino	3.3%
Japanese	2.6%
Korean	7.9%
Vietnamese	3.9%
Other Asian	3.4%
Native Hawaiian and Other Pacific Islander	0.1%
Other	2.8%
<b>TWO OR MORE RACES</b>	<b>4.8%</b>
White and Black or African-American	0.5%
White and American Indian and Alaska Native	0.3%
White and Asian	3.0%
Black or African-American and American Indian and Alaska Native	0.0%

### ***Income and Education***

Irvine is a highly educated city with 96.3 percent of persons age 25 years and older having graduated high school and 66.4 percent having graduated college.<sup>xiv</sup> Irvine's median household income is \$92,278,<sup>xv</sup> with 12.3 percent of the total population living below the Federal Poverty Level (FPL) a measure of income issued every year by the Department of Health and Human Services (HHS) that is used to determine eligibility for certain programs and benefits.<sup>xvi</sup> Individuals at and below 200 percent of the FPL are considered to be low-income and those at lower percentages are experiencing increasingly severe levels of poverty. In the City of Irvine, approximately 16.3 percent of individuals with any type of disability live below the FPL, compared to 12.1 percent of individuals without disabilities, as indicated by Table 5.<sup>xvii</sup> For those at the most severe level, <50 percent of the FPL, the proportion is higher for individuals without disabilities (8.9 percent), than those with any disabilities (6.9 percent).

<b>TABLE 5:</b>	<50% FPL	<100% FPL	<125% FPL
INDIVIDUALS WITH ANY DISABILITY IN IRVINE	6.9%	16.3%	21.6%
INDIVIDUALS WITH NO DISABILITY IN IRVINE	8.9%	12.1%	14.2%

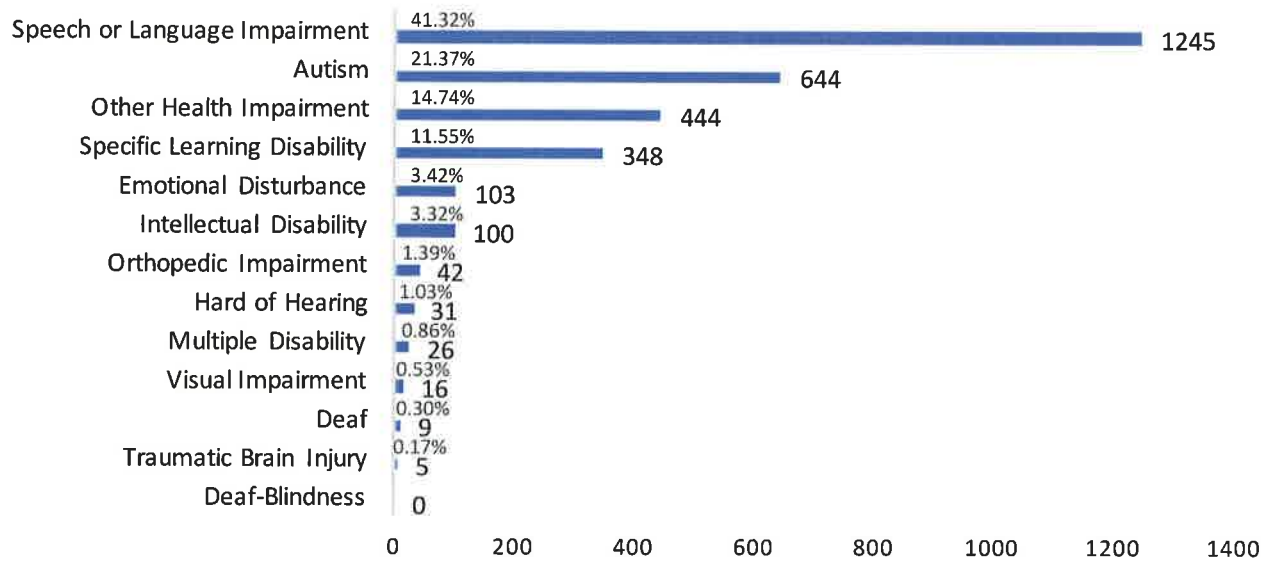
### ***Employment***

Of the population 16 years of age and over, 2.78 percent (5,347 of 192,283) have a disability. Of those with disabilities: 53.1 percent participate in the labor force, as opposed to 65.2 percent of the total Irvine population, while 16.2 percent of those with disabilities are unemployed, as opposed to 6.4 percent of the overall Irvine population.<sup>xviii</sup>

### ***Special Education Data***

In school year 2016-17, the Irvine Unified School District had approximately 33,000 students. More than 3,000 students received special education services. Table 6 identifies the primary disabilities of students in special education services within Irvine Unified School District (IUSD). The two most frequently occurring primary disabilities identified among students are Speech/Language impairment and Autism, representing almost 63 percent of students in special education services.

**TABLE 6:  
IUSD: Primary Disabilities of Students in Special Education Services**



The table below presents the number of students with active Individual Educational Plans (IEP) in IUSD (at the reporting point of December 2016). This table specifies the IEPs within IUSD by ethnicity, as well as well percent of total IUSD population by ethnicity. Caucasian students hold 36 percent of the IEPs in the district while Asian students hold 32 percent of total IEPs.

ETHNICITY	# IEP CASES*	PERCENT of TOTAL IEP CASES in IUSD*	PERCENT of TOTAL IUSD Population**
Native American	4	0.1%	0.2%
Asian	972	32.1%	49.4%
Pacific Islander	3	0.1%	0.2%
Multi	288	9.5%	7.4%
Hispanic	550	18.1%	10.7%
African-American	121	4.0%	2.0%
White	1095	36.1%	29.7%
Not Reported	-	-	0.4%
<b>TOTAL</b>	<b>3,033</b>	<b>100%</b>	<b>100%</b>

\*Data from December 1, 2016 Report from CA Department of Education, IUSD Special Education Enrollment: Ethnicity by Disability. Note these data are approximations as the CADE does not give numbers of cases per type when under 11 in a given sub-category to maintain unidentifiability. Therefore, there are 3,119 total cases, but we have data for only 3,033.

\*\*Data from 2016-17 Report from CA Department of Education, Irvine Unified District Report (30-773650).

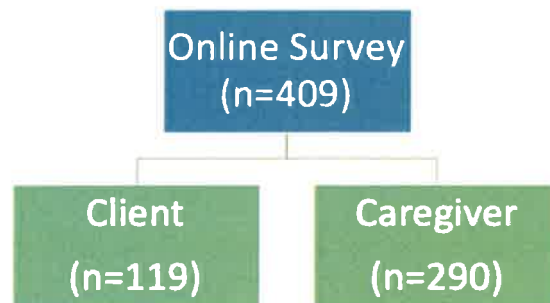
As indicated in Table 7 on the previous page, Hispanic, African-American, White and Multi-ethnicities students have higher rates of IEP cases in IUSD in comparison to the percent of total they represent in the IUSD population.

OF NOTE: The Orange County Department of Education (OCDE) provides quality education for Deaf and Hard of Hearing students in grades 7-12. The program is located within the Irvine Unified School District at Venado Middle School and University High School. The program serves over 135 Deaf students living in 28 school districts throughout Orange County. This program has been recognized nationwide as a model regional program.

## Primary Data Collection

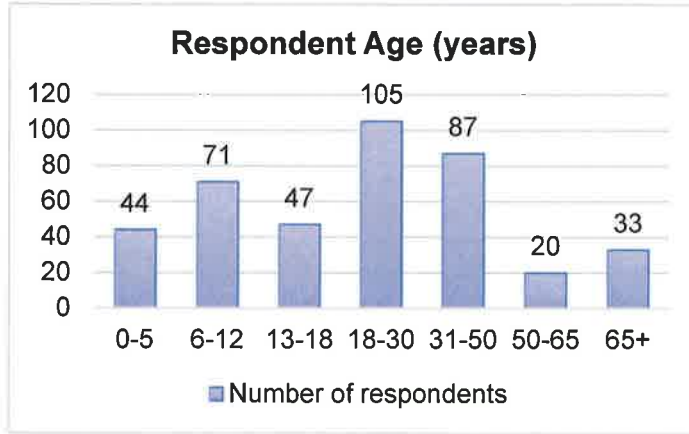
### **Online Survey**

From July-September 2017, an online survey link was made available to the public. This assessment was available for both: a) individuals with disabilities and b) caregivers of those individuals with disabilities. The link was accessible through the City of Irvine website, and emailed to Disability Services program participants and their families, City advisory committees, and local community agencies serving people with special needs. The survey was promoted in the Disability Services newsletter and Inside Irvine (the City's quarterly magazine that is sent to all Irvine households) and through printed materials available at City facilities throughout Irvine. Four hundred nine unique individuals completed this survey during the 3-month period (see Appendix B Online Survey).



**Demographics**

Of the 409 surveys submitted, the majority were completed by or for adults age 18-50 (47 percent), while 39.7 percent were for children age 0-18. The fewest respondents were over 50 years of age, at 13 percent.



Of the respondents that completed the survey, 95.4 percent reported that they speak English at home. Additionally, 23.5 percent of respondents reported that they spoke languages other than or in addition to English in the home.

The chart below provides additional languages spoken in the home.

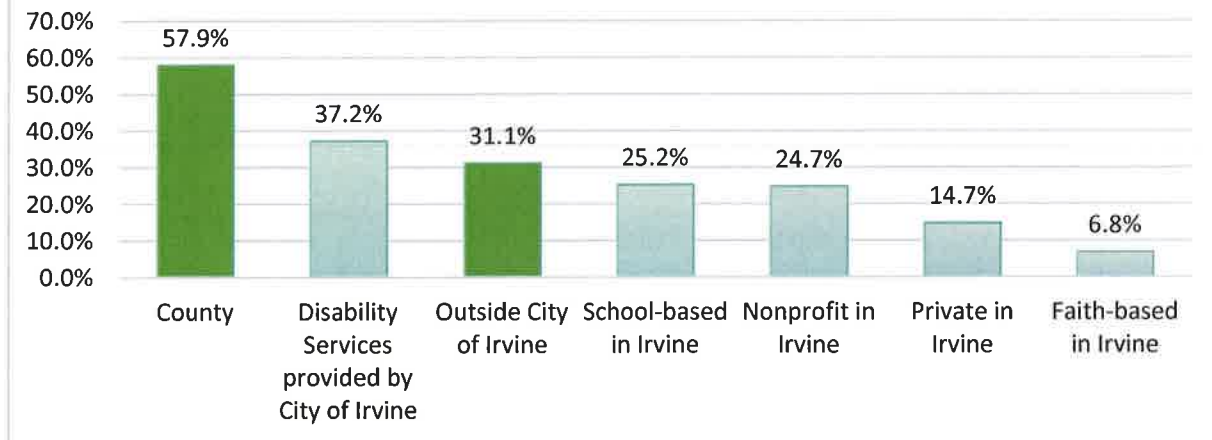
	% who speak this language at home (n=409)
<b>English</b>	95.4%
<b>Other</b>	5.1%
<b>Chinese</b>	4.9%
<b>Spanish</b>	4.2%
<b>Korean</b>	3.9%
<b>Farsi</b>	2.9%
<b>Vietnamese</b>	2.0%
<b>Tagalog</b>	1.2%
<b>Japanese</b>	1.2%
<b>Hindi</b>	1.0%

**Types of Services Accessed by Survey Respondents**

Respondents identified where they go to receive services and/or supports. The following chart identifies the most common responses. Overall, most respondents have accessed County services (57.9 percent) and 37.2 percent have accessed services from the City of Irvine Disability Services. Nearly one-third (31.1 percent) receive services outside of Irvine.

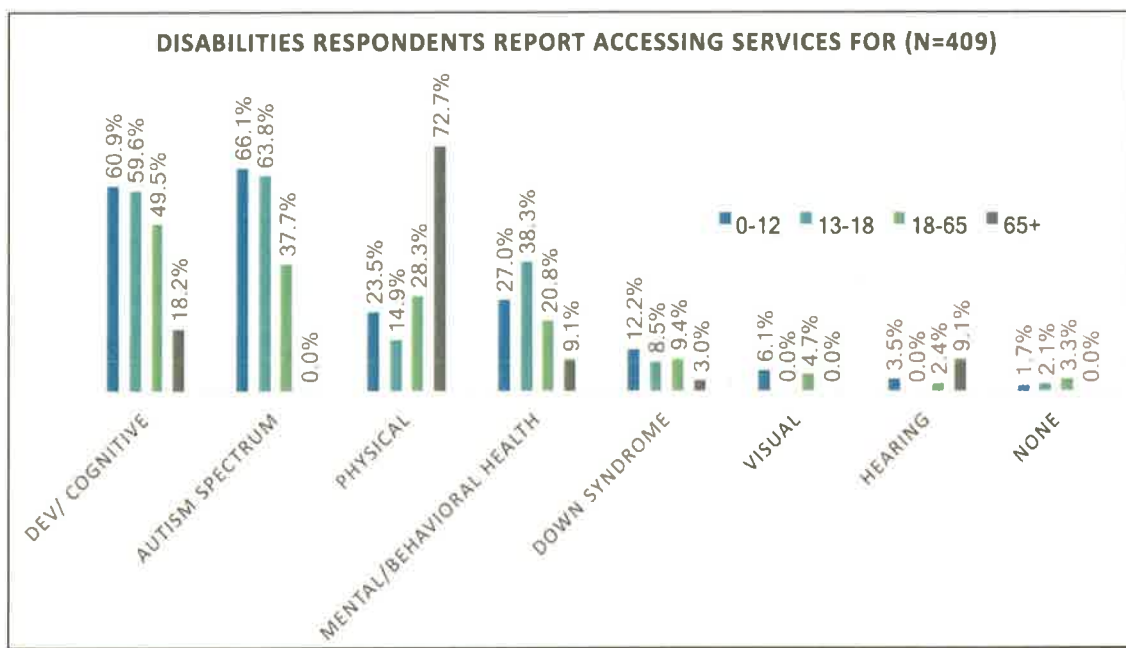
*It seems that most of the City's disability programs are for kids 14 and older. It would be great to have disability specific classes for grade-school kids. -survey respondent*

## Services & Programs Used by Respondents



The following chart identifies the disabilities for which respondents most commonly seek services. From the chart, services for cognitive and developmental disabilities, as well as Autism are the most commonly sought-out services. However, for older adults, services for physical disabilities are the most common supports sought (72.7 percent).

**Of all survey respondents, caregivers of younger children (<12) were most likely to access services for Autism and Developmental disabilities, whereas older adults (>50) were more likely to access services for physical disabilities**



The most commonly used City of Irvine services for individuals with disabilities were the social and recreational programs (25.4 percent), with sports and fitness and transportation being the second and third most commonly used City services.

<b>Respondent Participation in Services Provided by the City of Irvine (N=409)</b>	
<b>Service</b>	<b>Percent Participated</b>
Social and recreational programs	25.4%
Sports and Fitness	16.6%
Transportation	14.9%
Adaptive swim lessons	13.7%
One-on-One aide	12.2%
Referral and linkage services	3.7%
Accommodations for city programs	1.2%

**Awareness of Disability Services**

When asked about awareness of City of Irvine activities and services for individuals with disabilities, 71 percent of respondents noted were aware of services offered. Of the 29 percent who were unaware, those 65+ reported the least awareness. The table to the right identifies how respondents most commonly learn about the City of Irvine programs and resources for individuals with disabilities. In addition to the breakdown in the table, 24 percent of respondents reported that they are unaware of how to find information about Disability Services. Overall, 25.9 percent of respondents were aware of the Irvine Residents with Disabilities Advisory Board.

<b>WAYS RESPONDENTS LEARN ABOUT CITY OF IRVINE PROGRAMS AND RESOURCES</b>	
Inside Irvine Magazine	31.8%
City of Irvine website	29.6%
Irvine Disability Services Activity Guide	25.9%
Family and Friends	21.3%
Email blasts from City of Irvine	13.7%
School personnel	12.0%
City Staff	10.3%
Community nonprofit organizations	7.3%
Fliers in the community	6.8%
Community events	6.6%
Other	5.4%
Faith-based organizations	2.9%
Doctor/healthcare provider	2.7%

**Unmet Needs for Individuals with Disabilities**

Respondent's identified the top five unmet needs facing individuals with disabilities. The table below presents the needs identified by parents/caregivers as well as those identified by individuals with disabilities (clients). There are commonalities such as affordable housing, supports to participate in community programs, transportation services and programming to support independent living. For the caregivers in particular, the need for respite services emerged as an unmet need.

## LARGEST UNMET NEEDS IDENTIFIED BY SURVEY RESPONDENTS FOR INDIVIDUALS WITH DISABILITIES

Parent/Caregiver (N=290)		Clients (N=119)	
Affordable housing	38.6%	Affordable housing	32.8%
Support to participate in community programs (such as one-on-one inclusion aides)	38.3%	Transportation Services	28.6%
Programs to support independent living	33.8%	Support to participate in community programs (such as one-on-one inclusion aides)	26.1%
Social and recreational programs	29.7%	Programs to support independent living	21.8%
After school programs	28.6%	Sports and Fitness programs	21.0%
Respite services for families	27.2%	Social and recreational programs	19.3%
Employment placement and referrals	26.9%	After school programs	19.3%
Transportation Services	24.5%	Referral services	18.5%
Feeling accepted in my community	24.1%	Accessible housing	18.5%
Assisted living opportunities	23.1%	Feeling accepted in my community	18.5%
Career and patient education and support groups	22.1%	Employment placement and referrals	17.6%

Unmet needs varied by the sub-populations according to age, as shown in the chart below. Nearly half of the respondents caring for children 0-5 years old noted the need for early childhood programming. After school programming was critical for both the 0-5 and 6-18-year-old populations, while housing, assisted living and transportation were key to the 18-50 and 50+ age categories.

## LARGEST UNMET NEEDS IDENTIFIED BY SURVEY RESPONDENTS FOR INDIVIDUALS WITH DISABILITIES BY AGE

0-5 Yrs Old	%	6-18 Yrs Old	%	18-50 Yrs Old	%	50+ Yrs Old	%
Early Childhood Programs	50.0	After School Programs	51.7	Affordable housing	51.8	Transportation services	38.9
After School Programs	40.9	Support to participate in community programs	50.8	Programs to support independent living	38.7	Affordable housing	35.2
Support to participate in community programs	38.6	Social and recreational programs	39.8	Employment placement and referrals	36.1	Assisted living opportunities	27.8
Caregiver/ parent education and support groups	36.4	Programs to support independent living	34.7	Assisted living opportunities	32.5	Support to participate in community programs	20.4
Adaptive swim lessons	29.5	Feeling accepted in my community	34.7	Transportation Services	28.8	Accessible housing	20.4

Moreover, open-ended responses in the survey illustrate even more diversity of needs according to intersecting specifics of disabilities and age (e.g. transitional age youth on the autism spectrum who are high functioning or low functioning require specific tailoring of services and programs).

***[We need] Teen programs that are more appropriate for teens with high functioning autism that struggle with fitting in at school and have a hard time socially.***  
**-survey respondent**

Respondents identified services, events or classes they would like offered more frequently in the City of Irvine. For this question, there were 212 total responses; the majority of the comments focused on sports, recreation and social activities, arts, and developmental or life skills (see Table 8).

When asked if they accessed services outside of the City of Irvine, 147 respondents (66 percent) noted they did access services outside of Irvine. The primary reason noted for accessing services was that the specific service was not available in Irvine (21 percent). Another 19.6 percent reported that the services outside Irvine better meet their needs and 7.6 percent noted that services they like to participate in are offered more frequently outside Irvine, whereas another 7.3 percent noted that services outside Irvine are more affordable. When asked to explain what programs they most commonly access outside of Irvine, 137 individuals responded with the following breakdown of service types (see Table 9).

**TABLE 8: SERVICE/PROGRAM RESPONDENTS WOULD LIKE OFFERED MORE FREQUENTLY**

- Recreational, arts and social (N=68)
- Sports and exercise (N=50)
- Developmental, life skills and therapy (N=31)
- Education programs (N=14)
- Mental health and counseling (N=11)
- Affordable housing (N=10)
- Employment (N=9)
- Transportation (N=7)
- Caregiver/parent supports (N=6)
- Afterschool care/programs (N=6)

**TABLE 9: PROGRAMS COMMONLY ACCESSED OUTSIDE OF IRVINE**

- Developmental Therapy/Life Skills (N=31)
- Sports and exercise (N=29)
- Recreational and social (N=25)
- Other (N=18)
- Employment (N=10)
- Arts, crafts, performing arts (N=8)
- Transportation (N=7)
- Educational (N=6)
- Respite (N=3)

### **Barriers to Participation in Programs and Services**

When respondents were asked “What are possible barriers to your participation?” (N=409), the most common response was a lack of awareness of available programming (46.5 percent). The second most common issue was that programs and/or services were not available for the age group needed by the respondent (34 percent). In particular, 52.3 percent of the caregivers of children 0-5 years old felt that the lack of programs/services for their age group was a possible barrier.

Possible Barriers to Service	Percent
Not aware of what is available	46.5%
Programs/services are not available to my age group	34.0%
Cost	27.9%
Lack of transportation	25.7%
Feeling self-conscious or uncomfortable	18.1%
Other	16.9%
Distance	14.4%
Physical barriers of site or activity	11.0%
Language preference	2.9%

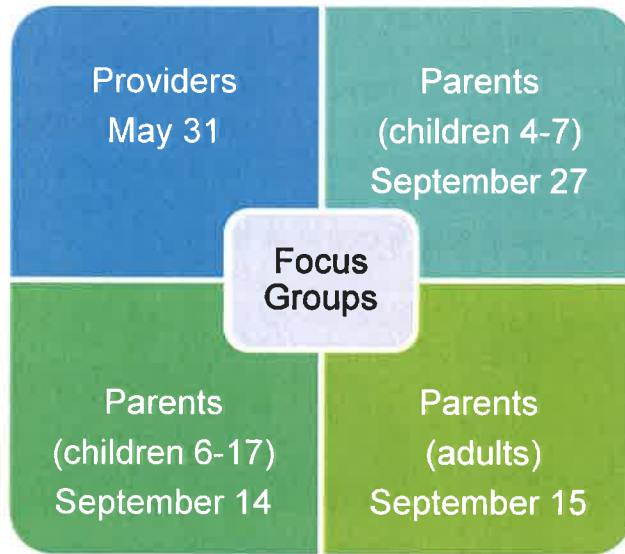
**About one-fifth (21.1 percent) of parents/caregivers also indicated other obstacles that may hinder access to programs and services.**

1. Lack of time/scheduling conflicts among caregivers
2. Lack of one-one-one supervision
3. Lack of programs that accommodate a wide spectrum of needs across different populations of the disabled community
4. Lack of consistency, frequency, and variety in programming

### **Focus Groups**

A series of targeted focus groups, followed by a community forum, identified key themes and needs facing the diverse community of individuals with disabilities in the City of Irvine. Ersoylu Consulting conducted focus groups on May 31, September 14, 15, and 27.

- The provider focus group (conducted on May 31) consisted of 20 members of the disability services provider community representing 15 organizations that serve residents with disabilities.
- The first caregiver focus group (conducted on September 14) included seven parents whose children were ages 6-17 (parents with children ages 6-17 group).
- The second caregiver focus group (conducted on September 15) included nine parents whose children ranged from late teens to early 40s (parents of adults group).
- The last caregiver focus group (conducted on September 27) consisted of five parents whose children were ages 4-7 (parents of younger children group).



During the focus groups, questions to the participants included: “What is working well?” and “What needs improvement?” with regard to disability services in the Irvine community. In addition, prompts by the consultant included: discussions on participants view of strengths in the services, resources, or amenities available to individuals with disabilities, as well as gaps (or opportunities for improvement).

Focus group participants made it evident that Irvine provides strong disability services and inclusion efforts. Some participants noted that either they, or individuals they knew personally, had located to Irvine specifically for that reason. Provider group participants shared that the vast amount and variety of activities available for individuals with disabilities make Irvine highly appealing to families. Some specific programs include dances, sports and fitness programs, cooking and art classes and excursions.

Participants identified many strengths and shared sentiment that people with disabilities often fall through the cracks, e.g. after grade six when there is no afterschool programming available or if their disability does not qualify them for County services. Thus, there remain various opportunities for improvement.



The analysis below is inclusive of information gleaned from the four focus groups. Overall, ten key themes emerged from among the four focus groups. These include Recreation; Education and Life Skills; Inclusion and Integrated Activities; Facilities; Employment and Volunteer Opportunities; Family Supports; Policies and Processes; Communication and Awareness; Transportation; and Affordable and Accessible Housing.

## 1: RECREATION

Parent focus group participants noted the wide variety of available activities (e.g. art, yoga, cooking, etc.) offered by the City for individuals with disabilities as a community strength.

*"It seems like [the City] keeps adding new things; its growing programs and they have a lot of volunteers."*

*– focus group participant*

- *Sports and Fitness*

Parents of children (6-17 focus group) wanted more exercise classes offered (e.g. dance and yoga). One parent shared that having fitness opportunities available is important because her child is not physically active compared to typical children. Parents of younger children suggested that the City partner with community organizations that are well known for their programs for students with disabilities in order to offer more services locally.

Parents of adult children identified a need for more regular, structured activities, such as a bowling league. They discussed the desire for a program similar to the Special Olympics, though less competitive, to be offered through the City. Providers mentioned the variety of sports specific programs and leagues available in the community (AYSO VIP soccer, Special Olympics, Challenger baseball, City programs) but noted that there is a need to better publicize these opportunities.

*It would be good to have classes offered as a series, rather than one to two times a month.*

*-focus group participant*

- *Social and Recreation (dances, ceramics, cooking, games, movies, theatre)*

Parents stated their children enjoy the Disability Services social and recreation activities (e.g. Movies and Munchies, Friday night program, etc.) and suggested conducting current offerings more frequently and adding new programs such as theatre. They noted these activities are especially important for individuals who are no longer attending school. One parent of a younger child suggested more classes similar to cooking would be wonderful for her young child who is less likely to take part in a sports program due to his disability, but would love a class to learn a useful skill and interact with other children. Summer camp opportunities, was discussed as a need by parents of younger children, as well as by parents of middle and high school students.

- *Aquatics*

The focus group with parents of children (ages 6-17) were pleased with the swim program noting the one-on-one aides were helpful. Several parents of younger children had suggestions for improving the program to meet their children's needs. In particular, more time for children to successfully transition in and out of the water for their 25-minute class to avoid feeling rushed and upset. Additionally, keeping the staff aide consistent throughout the swim session would be better for individuals with disabilities. One parent noted individuals with

*Water safety is vital for autistic children.*

*-survey respondent*

special needs are highly relational, and their relationships to particular staff people are key. This parent suggested photos of the swim instructors sent out ahead of time to assist parents in preparing their children for their new class.

Comments regarding class sessions being short (five classes per session) hinders sufficient time for their children to become comfortable with a routine. Parents also noted there is limited availability and high demand for swim classes and children are often unable to enroll in consecutive sessions. One parent suggested providing additional resources for swim classes to parents at the end of each session to direct them to other locations, aside from the City of Irvine, where swimming is also offered. The need for additional promotion about the adaptive swim program was also mentioned.

## 2: EDUCATION and LIFE SKILLS

- *Social Skills and Independent Living Training*

Providers highlighted the need for more social skills and independent living skills programming for teens and young adults. Individuals with disabilities, considered high functioning (e.g. those with Autism spectrum disorders and those who do not qualify for county services), were specifically mentioned as a population that could benefit from more social skills programming and internships.

*Parents/caregivers wanted classes that teach daily living skills, such as cooking classes.*

*-focus group theme*

Parents of adults also wanted more opportunities for their children to integrate into the community and build social skills. They suggested classes or programs offering social skills such as how to make and keep a friend; how to travel; internet and social media etiquette. In addition, adding more cooking classes to foster independence.

- *Safety Awareness Classes*

Parents of children (ages 6-17) described classes offered by police at the Irvine Adult Transition Program for students with disabilities, and suggested similar classes be offered in the community on topics such as how to appropriately interact with police, understanding laws, and bullying prevention.

- *Continuing Education*

Parents expressed concerns about their children attending school beyond high school. They discussed the types of supports that community colleges offer such as critical thinking and life skill classes and suggested the local community college consider further developing their programs to meet the needs of students with special needs. Providers also recognized the need for increased information regarding post-secondary education opportunities at community colleges for people with disabilities.

### 3: INCLUSION and INTEGRATED ACTIVITIES

Providers and parents viewed inclusion and accommodation efforts conducted by the City and community partners as a community strength. Specific examples included inclusion support for children with disabilities participating in community park afterschool programs and summer camps; adaptive sports leagues offered by certain sports organizations, enabling children with disabilities to participate in team sports; and the Irvine Residents with Disabilities Advisory Board, as they bring disability needs to light within the larger community.

- *Inclusion Support*

Parents (focus group ages 6-17) discussed positive experiences their children had participating in City's community parks afterschool and summer camp programs with the assistance of a Disability Services one-on-one staff aide. One parent stated, "This program (University Community Park) was great. They knew what his needs were and it was an opportunity to be with typical students." Parents felt the opportunity for their children to interact with neurotypical children was an important aspect of the programming and it not only benefited their children in developing social skills, but it also benefited typical children (e.g. improving their understanding of diverse populations and appreciating differences). Providers emphasized the need for a greater number of one-on-one supports to facilitate more integration opportunities.

*Consider ways to support integration and connection – real friendships/relationships between typical and special people.*

*-survey respondent*

- *Integrated Activities and Buddy Programming*

Parents of children (both 6-17 and 4-7 focus groups) emphasized the desire for more opportunities for their children to participate in activities with typical peers. Parents of younger children described the need for social play opportunities between children with disabilities and those without disabilities. They noted these opportunities could be unstructured playgroups with facilitators.

Parents of children (ages 6-17) pointed out a need for a robust buddy program pairing children to encourage interaction between children with and without disabilities. It was suggested the buddy program could be one of the City's Youth Action Team's activities. Both parents of children (6-17) and providers noted the need for activities in which children with disabilities and their typical sibling(s) could participate together.

- *Community Events*

Parents of younger children mentioned , while Irvine is known for hosting a wealth of community-focused events, it is often hard for individuals with disabilities and their families to participate and feel a part of the community due to crowds, noise and other barriers to participation.

*Offer time before community events so that families that have children with disabilities can attend in a quieter setting*

*-focus group participant*

Parents said they host their own events (Easter egg hunts, etc.) at families' homes, rather than participating in public events.

In order to make citywide events friendlier to families with children with disabilities, parents suggested designating time (e.g. one hour prior to the general event start) in which families with children with disabilities can participate without large crowds, and/or designating quiet parts of the events (where individuals with disabilities can participate in a more tranquil setting). They also suggested having performers with disabilities participate in the Irvine Global Village Festival to allow individuals with disabilities to feel represented as a part of the community.

Additionally, parents mentioned the desire for more events like the disability-friendly Easter egg hunt held at Grace City Church geared toward children with special needs. In addition, parent/caregivers discussed the idea of a disability services fair. They mentioned other cities host these fairs, and they are a great way to socialize and let residents know about available services and programming.

- *School District Accommodations and Inclusion Efforts*

Overall providers and parents reported the Irvine Unified School District does well accommodating and including individuals with disabilities. Specifically, providers described the supports offered by the Irvine Unified School District as easy to navigate and praised the small class size of the school's disability needs program. Parent/caregivers highlighted schools as a place in which they could and did receive helpful information about resources for their children, and where they connected or could connect with other parent/caregivers of children with disabilities. Parents and providers also mentioned several high schools have buddy clubs fostering relationships between students with disabilities and typical students.

#### 4: FACILITIES

- *Parks*

While the City's many parks and playgrounds were noted as a community strength, both providers and parents mentioned the need for more play areas with adaptive equipment and universally accessible playgrounds providing an environment where all children can play together. Several examples of universal playgrounds were discussed as models that could be explored. Parents of younger children stated they often leave the City to go to playgrounds with adaptive equipment and/or fenced in to ensure their kids do not run away or endanger themselves in other ways (e.g. run into the road). They stated there are few parks in Irvine with enclosures to keep their children safe.

*I would love to see a wheelchair inclusive park, with wheelchair-accessible playground equipment such as swings.*

*-survey respondent*

- *Dedicated Space*  
Several parents suggested having a facility dedicated to providing disability services and programs. They wanted a location where children could be dropped off to play games, watch television, or do art. The location could be a space for youth afterschool, as well as a place for adults to socialize and participate in activities. Parents highlighted a dedicated space would also make resources easier to find. Providers noted day programs for adults with disabilities are in demand.
- *Accessibility*  
The need for information on how to work with Home Owner's Association's on accessibility issues (e.g. ramps) was discussed. During the community forum and in the survey, it was noted there is a need for additional handicapped parking spaces and wider sidewalks across the city.

## **5: COMMUNICATION and AWARENESS**

Parent/caregivers identified various hubs for communication about disability services (schools, the Regional Center, community sites, and Irvine Residents with Disabilities Advisory Board meetings) yet highlighted these outlets could improve their communication with individuals with disabilities and their families. Providers also noted communication between organizations serving individuals with disabilities could be strengthened.

- *Participant/Family Communication*  
Parents and providers felt there was room to improve external communication about available City programs and services. Parents suggested regular communication through the schools to increase public awareness of programs and activities. Community forum participants suggested information provided through churches, parks, parent groups, and community organizations. Providers noted increasing the navigational ease of the City's disability webpage was an area for improvement.

Providers and community forum participants emphasized the importance of reaching families who are limited English speaking. Suggestions included ensuring promotional materials are accessible to families whose primary language is not English and creating "community ambassadors" in order to reach out to recent immigrant groups. Parents also shared some populations with disabilities are better organized and more resourced. For example, parents of children with Down Syndrome noted the Down Syndrome Association provides a lot of resources. Yet, parents whose children had other disabilities sometimes felt isolated and had less access to information. Parents identified the City's Disability Services, as a program serving all, has an opportunity to fill the communication gap by providing information to families who have less access to resources.

- *Inter-Agency Communication*

Increasing communication and collaboration among disability service providers in the Irvine community was noted as important. Providers discussed interest in developing a collaborative meeting to share information and resources with each other, including mental health resources for individuals with disabilities.

Parents in two focus groups (children and younger children) expressed it is important for the City to communicate with the Regional Center so that their staff is well-informed about available City programs, as the Regional Center is an important avenue for information dissemination and referrals.

## **6: EMPLOYMENT and VOLUNTEER OPPORTUNITIES**

- *Employment and Internship Opportunities*

Support facilitating a meaningful job, educational and volunteer opportunities for individuals with disabilities were identified as a priority. These supports can range from job search assistance to job training opportunities. Participants from parent and provider focus groups believed building greater community awareness for more volunteer and employment opportunities for individuals with disabilities could raise community support, and cited job fairs for individuals with disabilities and engagement of corporations in the Irvine area as potential opportunities.

In addition to the business community, parents noted the City could also offer small or limited time internships for students. A parent expressed, internships are critical for transition age youth (TAY) after age 22, when the school district transition program no longer supports them.

- *Volunteer Opportunities*

Parents with adult children suggested creating opportunities for their children to give back. A parent explained it is easy to consume services but children also should know how to produce or volunteer for services. Another parent suggested making volunteering a social activity (e.g. volunteering in groups of three).

## **7: FAMILY SUPPORTS**

- *Parent Supports*

The need for parent support and education was discussed during the four focus group meetings. Parents liked the idea of a parent support group. One parent suggested holding monthly meetings, such as coffee talks. This would be an opportunity for parents to support each other and share information, as parents noted many of their peers feel "lost and are unaware of all of the resources available." Parents also mentioned their concern of planning when they as parents would no longer be around; they would like to learn from other parents how they are handling this complex issue. Another parent mentioned caregivers need a group to focus on themselves, as they rarely think of themselves and need self-care.

In addition to a parent group, parents of younger children shared their desire for a directory of parents to ask questions, learn the ropes from, etc. The directory could be a simple listing of voluntary contact information maintained by the City to pair one parent with another parent. These types of supports would help to address some of the isolation parents of children with disabilities experience, especially for families who are not part of a greater network. Parents of children with autism feel isolated. Parents of adults with disabilities suggested an online parent community, as parent networking is crucial.

In addition, the provider focus group noted the need for more respite opportunities for parent, caregivers, and support around systems navigation (e.g. where to get support, respite opportunities and available funding for families).

- *Sibling Support and Engagement*  
Parents of children (6-17) also suggested a sibling support group. A parent explained this is very important as siblings get older and begin to realize their sibling is different. They have questions that need answering and they need support.
- *Afterschool Programs*  
Parents of children (focus group ages 6-17) and providers emphasized the importance of opportunities for quality afterschool programs and summer camps for middle school and high school students with disabilities. They noted right after elementary school, afterschool programming drops off. This is a concern as parents rely on these programs so they can work.

## **8. POLICY AND PROCESSES**

- *Staff Training*  
Overall, participants from three parent focus groups noted the high quality of City staff. Parents of children (6-17) were highly complimentary of the City's well-trained staff and their ability to help buffer behaviors. Parents of adult children noted staff really loved their kids; they knew the kids and would welcome them and participate in activities such as dancing at the Friday night dances. In addition to the program staff, providers and parents noted the Irvine Police Department, in particular, is a model for other communities in their training and the way they engage with the disability community.

Parents of younger children provided suggestions regarding opportunities for City staff to meet their families' needs. They noted staff must be highly trained to work with children with special needs and suggested specialized training focused on working with individuals with disabilities be provided. Another parent shared there is a need for clear, consistent communication and policies regarding criteria for participating in City programs.

## **9: TRANSPORTATION**

Providers identified the City's TRIPS program as a strength related to transportation for individuals with disabilities. However, transportation was an area of concern. Providers mentioned there are locations in the community where public bus services are not available. They suggested if bus route expansion is not feasible, enhancements to the City's transportation services for individuals with disabilities would be important. Some locations, wide streets and timed crosswalk signals make it difficult for individuals with disabilities to cross safely.

Transportation was a challenge identified by parents of teens and adults. One parent explained their child was ineligible for transportation services, so would use Lyft or Uber, but this was a short-term solution to a bigger problem; it was expensive and not financially sustainable for this family. Other parents echoed this and suggested a program in which Uber was subsidized. Other parents mentioned the County's ACCESS program was not always well suited to their children's needs and some people do not qualify for the services. Parents mentioned the City's TRIPS program is great; there is a need for increased capacity in order to meet demand.

## **10: AFFORDABLE and ACCESSIBLE HOUSING**

Providers and parents of adult children cited accessible and affordable housing options as being a need in the Irvine community. The average rent is often too expensive even with federal assistance. Providers identified this need as being especially high amongst transitional age youth entering adulthood and seniors. They also noted a lack of group homes in Irvine for individuals with disabilities.

### ***Community Forum***

Seventeen community members, including school district staff, attended a community forum, parents, providers, and other interested community residents. Overall, the forum served as a sounding board for the data collected via the online survey and the focus groups. This was an opportunity to ensure that the preliminary data resonated with the public and to identify any missing issues. Forum participants identified the need for specific consideration for special populations including individuals on the autism spectrum, non-ambulatory individuals, senior citizens, and those with respiratory issues. Community forum participants also emphasized the need to strategize outreach and engagement to diverse ethnic communities, such as creating ambassadors to serve as resources to ethnic communities.

## **Recommendations**

From analysis of the online survey data, combined with the content garnered from the focus groups and secondary data analysis, the City and its community partners developed ten recommendations for consideration as they continue to serve individuals with disabilities and their families in Irvine.

1. Explore opportunities to increase frequency and variety of social, recreation, and education programs for individuals with disabilities.
  - Collaborate with community agencies, specialized contract instructors, and/or volunteers to offer new classes such as arts, sports and fitness and life skills.
  - Assess Disability Services staffing levels in order to support additional assistance needed for new and expanded classes.
2. Evaluate the City's existing accommodation program including one-on-one support and Adaptive Swim Program for availability, ease of use and opportunities for improvement.
3. Explore opportunities to work with Public Safety on providing safety awareness education to individuals with disabilities and their families.
4. Continue to create opportunities for Irvine Residents with Disabilities Advisory Board to provide input to City Departments to address accessibility and safety in parks.
5. Continue efforts to provide a dedicated City facility for Disability Services and to explore opportunities for providing afterschool programming, and resource and referrals assistance at the facility.
6. Develop a strategy for increasing community awareness of services available for people with disabilities, including outreach to residents with limited English proficiency.
7. Continue to promote exemplary efforts of managers of businesses in Irvine who employ people with disabilities and increase recognition opportunities.
8. Identify strategies to increase employment opportunities for individuals with disabilities.
9. Make information about new affordable housing developments more readily available to community as it arises.
10. Continue to encourage local and countywide efforts focused on developing affordable housing that meets the needs of individuals with disabilities.

**This Page Intentionally Blank**

APPENDICES

**APPENDIX A. Irvine Disability Services Activities and Classes**

**This Page Intentionally Blank**

# Activities & Classes

Exploring Your Community

January–March 2017



## Winter Dances

### Winter Wonderland Dance

Celebrate the season and dance off the chill with your friends at the Winter Wonderland Dance. Refreshments provided. Registration not required; \$3 at the door. Ages 14+.

**F Dec 16 7pm-9pm LSC \$3 #172430**

### Sweetheart's Ball

Wear your dancing shoes and party the night away with your friends at the Sweetheart's Ball. Refreshments provided. Registration not required; \$3 at the door. Ages 14+.

**F Feb 10 7pm-9pm LSC \$3 #175818**

949-724-6637

[cityofirvine.org/ds](http://cityofirvine.org/ds)

*Providing support to persons with sensory, physical and/or cognitive disabilities, and their family members.*



## ARTS & CRAFTS



### Clay Creation

Enjoy a creative learning experience using clay to make playful projects. Art supplies provided. Ages 14+.

**F Feb 24 5:30pm–7:00 pm IFAC \$10 #175817**

### Culinary Workshop



Develop confidence to prepare delicious food by learning basic cooking techniques and kitchen safety. Ages 14+.

**Sa Dec 3 11am–1pm IFAC \$10 #172446**

## MOVIES

### Movies & Munchies

Connect with old friends and meet new ones while enjoying munchies and a movie. Fee includes theater admission and a meal. Movie and location announced two days prior to event. Ages 14+. Non resident fee \$25.

**F Dec 9 5:30pm–9:30pm TBA \$20 #172440**

**Sa Jan 7 11am–3pm TBA \$20 #175814**

**Sa Feb 18 11am–3pm TBA \$20 #175815**

**Sa Mar 25 11am–3pm TBA \$20 #175816**

### Pizza & Movie Night

Enjoy a night relaxing with friends while watching a classic film. Pizza and refreshments provided. Ages 14+.

**F Jan 27 6pm–8:30pm LSC \$10 #175812**

## RECREATION

### Game Night

Join us for a fun-filled night of games, laughter and entertainment. Snacks provided. Ages 10+.

**F Jan 13 6pm–8pm LSC \$10 #175810**

**F Mar 10 6pm–8pm LSC \$10 #175811**

### COURSE KEY

**Sa\***

Day \* Indicates no class on a certain date

**May 14**

Date

**4:15-5:30 pm**

Time class meets

**RSC**

Location: See map on back page

**\$40**

Fee, if required

**#123456**

Course number if registration required

**REGISTRATION** required at least one week in advance unless otherwise noted.

**PARTICIPANTS** not living in Irvine are required to pay an additional \$5 nonresident fee for courses priced \$11 or more.

**LATE PICK UP NOTICE:** A \$5 late pickup fee, plus a \$1 per additional minute fee, will be assessed for all participants not picked up within 15 minutes of program end time. For emergency purposes, call 949-337-6608 to notify City personnel.

## Friday Night Social Club

Friday Night Social Club for Special Needs provides fun recreational activities while encouraging social interaction. Come make new friends and socialize. Snacks provided. Ages 10+.

**F Mar 31 6:30pm-9pm LSC \$10 #175819**

## SPORTS

### Mini Golf Mania

Show off your putting game! Join us for an afternoon of fun and wacky miniature golfing. Meet at Boomers. Ages 10+.

**Su Jan 22 12pm-2:30pm Boomers \$10 #175809**



### Kingpin Bowling League

Be a part of the Irvine Kingpin Bowling League. This league is four sessions long. Sign up for one day at regular price or all four sessions for a discount. Fee includes shoe and bowling ball rental. Meet at Irvine Lanes. Ages 14+. Kingpin Bowling League shirts available for purchase: \$8. **Non resident fee \$40 for series.**

**Su Mar 19 12pm-2pm IL \$10 #175829**

**Su Apr 23 12pm-2pm IL \$10 #175830**

**Su May 21 12pm-2pm IL \$10 #175831**

**Su Jun 25 12pm-2pm IL \$10 #175832**

**Su Series 12pm-2pm IL \$35 #175833**

## Yoga

This adaptive yoga class helps to relieve stress and improve body awareness, flexibility and strength. Instructor provides patient and gentle guidance. Bring yoga mat and water bottle Inst: Ella Said. Ages 10+.



**Th Feb 2 6pm-7pm LSC \$10 #175822**

**Th Mar 2 6pm-7pm LSC \$10 #175823**

## Zumba

Dance your way to fitness in this adaptive Zumba program. Steps are easy to follow and calorie burning too! Bring water bottle and wear workout clothes. Inst: Ella Said. Ages 10+.

**Th Feb 16 6pm-7pm LSC \$10 #175826**

**Th Mar 16 6pm-7pm LSC \$10 #175827**

## TRIPS

**TRIPS** provides low-cost, door-to-door, wheelchair-accessible transportation to Irvine seniors and adults with disabilities. All participants must be unable to drive due to a physical or cognitive disability.

**TRIPS** supports independent living and community involvement through safe para-transit service to:

- Senior centers
- Grocery shopping
- Social events
- Medical appointments



Pre-registration and eligibility required.

Call for availability and an application.

**949-724-7433**

[cityofirvine.org/trips](http://cityofirvine.org/trips)



# REGISTER TODAY

## Online

[irvinequickreg.org](http://irvinequickreg.org)

You'll Need:

- Client IDs
- Family Pin
- Credit Card

## Email

[ids@cityofirvine.org](mailto:ids@cityofirvine.org)

Send:

- Completed Application

## Mail In

CS-Registration  
ATTN: Disability Services

P.O. Box 19575  
Irvine, CA 92623

Send:

- Completed Application

## Walk In

1 Civic Center Plaza  
Community Services  
Department  
(Second Floor)


Mon.-Thur.: 8 am-5:30 pm

Friday: 8 am-5 pm





## GENERAL INFORMATION

- Update your contact information regularly (email, phone number and mailing address). Call 949-724-6637 or email [ids@cityofirvine.org](mailto:ids@cityofirvine.org) with changes.
- All courses are subject to cancellation or change.
- Registrations are processed upon receipt of a completed and signed application.
- Registration is required for all courses, unless noted otherwise.
- The nonresident fee is an additional \$5 per course priced \$11 to \$74; \$10 for courses priced \$75 and above.
- Confirmation receipts are emailed (or mailed) for hand-processed transactions. Online transaction receipts are not mailed; please print.
- If a course is full, you will be placed on a wait list and enrolled in an alternate course if provided. Do not attend the course if you are on the wait list, until you have been contacted.
- A \$5 late pickup fee, plus a \$1 per additional minute fee, will be assessed for all participants not picked up within 15 minutes of program end time. For emergency purposes, call 949-337-6637 to notify City personnel.

## AMERICANS WITH DISABILITIES ACT

 The City of Irvine Community Services Department provides high-quality leisure services for all residents of Irvine with disabilities. The City understands the requirements of the Americans with Disabilities Act and invites people with disabilities to enjoy all programs and services offered by the Department. For questions regarding services, please contact Disability Services at 949-724-6637.

## METHOD OF PAYMENT

- MasterCard , Visa , Discover  or American Express : Include complete account number, expiration date and security code.
- Make checks payable to: City of Irvine  
Returned checks are subject to a \$25 processing fee.
- Cash: Accepted for walk-in registration only.
- Registration subsidies available to income-eligible Irvine residents. Please call 949-724-6611.

## CANCELLATIONS, WITHDRAWALS & REFUNDS

- Call 949-724-6637 or email [ids@cityofirvine.org](mailto:ids@cityofirvine.org) to cancel, withdraw or request a refund.
- Full credits/refunds are available for courses canceled by the City or instructor.
  - Fees are not prorated for missed classes unless enrolled from the wait list after class begins.
  - Participant requested withdrawals or transfers are subject to a \$5 withdrawal processing fee. The balance will remain as a credit on the participant's City account and may be applied to future registrations.
  - Participant requested refunds are subject to an additional \$5 refund processing fee in addition to the withdrawal fee, for a total of \$10. Refunds are issued as follows (please allow two to three weeks):
    - Credit card transactions to original card used.
    - Cash and check transactions by check.
  - Account credits must be used within 18 months, after which credit will be refunded less applicable fees. Unclaimed funds will be surrendered to the City after three (3) years.

For questions, call 949-724-6637 or email [ids@cityofirvine.org](mailto:ids@cityofirvine.org). For hours of operation, visit [cityofirvine.org](http://cityofirvine.org).



COMMUNITY SERVICES  
Disability Services

# PROGRAM REGISTRATION APPLICATION

Please use this form for email, walk-in or mail-in registration. Print all information and fill out application completely. A completed form is needed for all registrations. Registration is also available online at [irvinequickreg.org](http://irvinequickreg.org).

**PARTICIPANT INFORMATION** (Complete if information is new or has changed)

PARTICIPANT LAST NAME*	PARTICIPANT FIRST NAME*	BIRTHDATE*	GENDER <input type="checkbox"/> M <input type="checkbox"/> F
ADDRESS*		CITY	ZIP
HOME PHONE*	ALTERNATE PHONE* <input type="checkbox"/> WORK <input type="checkbox"/> CELL	EMAIL FOR FURTHER NOTIFICATION*	

**DISABILITY INFORMATION** (Please request an Accommodation Application if accommodation is needed)

EMERGENCY CONTACT NAME*	EMERGENCY CONTACT PHONE*	REGIONAL CENTER CLIENT?*	WHEELCHAIR?*
		<input type="checkbox"/> YES <input type="checkbox"/> NO	<input type="checkbox"/> YES <input type="checkbox"/> NO

**COURSE INFORMATION** (R: Resident of Irvine; NR: Non-Irvine Resident)

<input type="checkbox"/> Clay Creation for Special needs	Feb 24 (\$10 R/NR)	<input type="checkbox"/> Sweetheart's Ball	Feb 10 (\$3 at the door)
<input type="checkbox"/> Friday Night Social Club	Mar 31 (\$10 R/NR)	<input type="checkbox"/> Yoga for Special Needs	Feb 2 (\$10 R/NR)
<input type="checkbox"/> Game Night	Jan 13 (\$10 R/NR)	<input type="checkbox"/> Yoga for Special Needs	Mar 2 (\$10 R/NR)
<input type="checkbox"/> Game Night	Mar 10 (\$10 R/NR)	<input type="checkbox"/> Zumba for Special Needs	Feb 16 (\$10 R/NR)
<input type="checkbox"/> Mini Golf Mania	Jan 22 (\$10 R/NR)	<input type="checkbox"/> Zumba for Special Needs	Mar 16 (\$10 R/NR)
<input type="checkbox"/> Movies and Munchies	Jan 7 (\$25 R, \$30NR)	<b>Kingpin Bowling League</b>	
<input type="checkbox"/> Movies and Munchies	Feb 18 (\$25 R, \$30 NR)	<input type="checkbox"/> Mar 19 - June 25 (Four Sessions) (\$35 R, \$40 NR)	
<input type="checkbox"/> Movies and Munchies	Mar 25 (\$25 R, \$30 NR)	<input type="checkbox"/> Mar 19 <input type="checkbox"/> Apr 23 <input type="checkbox"/> May 21 <input type="checkbox"/> June 25 (\$10)	
<input type="checkbox"/> Pizza & Movie Night	Jan 27 (\$10 R/NR)		

**GRAND TOTAL:** (Make check payable to CITY OF IRVINE) = \_\_\_\_\_

**WAIVER** (Read and sign Waiver. Registration will not be processed unless the Waiver is signed)

In consideration of accepting this registration and to the extent permitted by law, I hereby agree to release, indemnify, defend and hold harmless on behalf of myself (and any minor children for whom I have the capacity to contract) the City of Irvine and its officers, clients, agents and employees from and against any and all liabilities, claims, penalties, losses, or expenses (including attorneys' fees), of any kind or nature whatsoever, whether related to bodily injury, property damage or any other form of injury or loss to myself (and to any minor children for whom I have the capacity to contract), caused by any negligent act or omission of the City of Irvine or its officers, clients, agents or employees, arising out of or in any way related to participation in the activity for which I (and any minor children for whom I have the capacity to contract) am registering. I acknowledge that the activity to which this release applies can be dangerous, and as a result of signing below, I am accepting those risks for myself and for any minor participants for whom I can contract.

I give permission to the City of Irvine to take photographs of me or my children while participating in this activity for use in future City publicity and understand that I will not receive any compensation for such use.

I certify that I have read and understand this Waiver and Release as it applies to myself and to any minors for whom I am signing. X\* \_\_\_\_\_ DATE \_\_\_\_\_  
(Parent/Guardian must sign for participants under 18 years of age)

**PAYMENT** (Make check payable to CITY OF IRVINE. Cash is only accepted with walk-ins only.)

<input type="checkbox"/> CHECK NO. _____	<input type="checkbox"/> MONEY FROM ACCOUNT \$ _____	<input type="checkbox"/> CASH \$ _____
<input type="checkbox"/> VISA	<input type="checkbox"/> MASTERCARD	EXP ____ / ____
<input type="checkbox"/> DISCOVER	<input type="checkbox"/> AMERICAN EXPRESS	SECURITY CODE _____ SIGNATURE _____

**NOTE:** If the check amount is more than required, additional monies will be put on account for future registrations; if the check is less than required, the application will not be processed. Credit/Monies not used within 18 months will be refunded less applicable processing fees.

**DELIVERY METHODS**

**-AUTOMATED:** Online at [irvinequickreg.org](http://irvinequickreg.org) **-EMAIL:** [IDS@cityofirvine.org](mailto:IDS@cityofirvine.org)  
**-MAIL:** CS-Reg ATTN: Disability Services, P.O. Box 19575, Irvine, CA 92623-9575 **-WALK-IN:** 1 Civic Center Plaza, 2nd Floor, Community Services

The City of Irvine takes your privacy seriously. This form asks you to provide the City with certain personal information. Such information is being requested and will be utilized by the City for the specific and limited purpose of future City correspondence regarding the subject-matter of this form. Pursuant to Measure S, an initiative ordinance passed by City voters in 2008, the personal information noted by an asterisk (\*) on this form will be kept confidential. Unless you expressly indicate to us otherwise or unless compelled by a court order, it will not be shared with other agencies, businesses or individuals.



City of Irvine  
 Disability Services  
 P.O. Box 19575  
 Irvine, CA 92623-9575

PRESORTED  
 STANDARD  
 U.S. POSTAGE  
 PAID  
 SANTA ANA, CA  
 PERMIT NO. 559

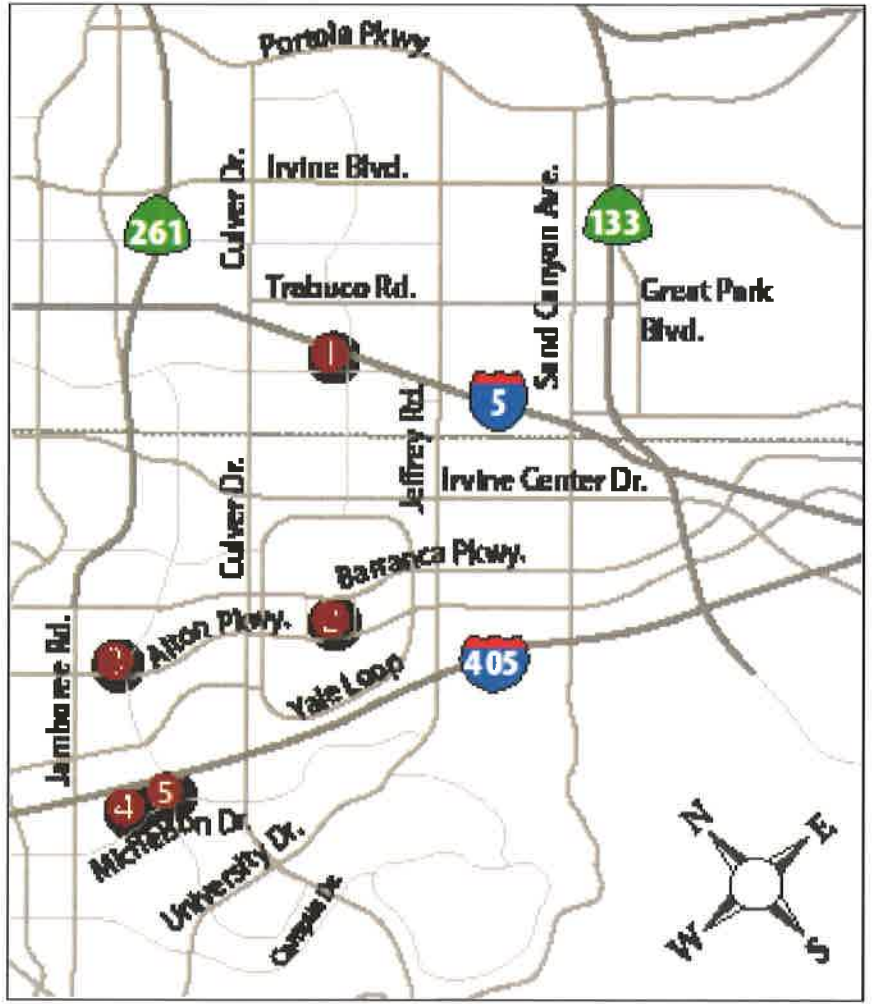
## Important Numbers

- Disability Services ..... 949-724-6637
- TRIPS ..... 949-724-7433
- Lakeview Senior Center ..... 949-724-6900
- Irvine City Hall ..... 949-724-6000
- Class Registration ..... 949-724-6610
- For Families ..... 949-724-6650
- Access-OCTA ..... 877-628-2232
- State Disability Claims ..... 800-480-3287
- Social Security Administration ..... 800-722-1213
- Regional Center of Orange County ..... 714-796-5100
- Irvine Unified School District Special Education ..... 949-936-5000
- Department of Rehabilitation ..... 714-991-0800

[cityofirvine.org/ds](http://cityofirvine.org/ds)

## LOCATIONS

- 1 Lakeview Senior Center (LSC)** 20 Lake Rd.
- 2 Irvine Fine Arts Center (IFAC)** 14321 Yale Ave.
- 3 Irvine Civic Center (ICC)** 1 Civic Center Plaza
- 4 Irvine Lanes (IL)** 3415 Michelson Dr.
- 5 Boomers! Irvine** 3405 Michelson Dr.



## APPENDIX B. Online Surveys

**This Page Intentionally Blank**



## City of Irvine Community Services | Disability Services Needs Assessment

The City of Irvine and the Irvine Residents with Disabilities Advisory Board want to learn about the needs and perceptions of those living with disabilities in the Irvine community. This information will be used to help shape future programs and services and will be shared with the community and agencies serving residents with disabilities.

Please take a few minutes to fill out this anonymous survey.

### 1. Are you aware that the City of Irvine offers activities and services for individuals with disabilities?

- Yes  
 No

### 2. Do you use programs or services for individuals with disabilities offered by any of the following? Check all that apply.

- Disability Services provided by the City of Irvine
- Faith-based programs within the City of Irvine
- School-based programs within the City of Irvine
- Programs provided by nonprofit organizations within the City of Irvine (such as Special Olympics, United Cerebral Palsy of Orange County, etc.)
- Private (for-profit) programs within the City of Irvine
- Other services or programs outside of the City of Irvine
- County Services such as the Regional Center
- Other (please specify)

**3. If you have participated in any services provided by the City of Irvine for persons with disabilities, which of the following have you used/use?**

- Transportation support (TRIPS)
- One-on-one aide support for City program inclusion
- Accommodation support for City programs and events (such as sign-language interpreter, equipment modification, etc.)
- Referral and linkage services to other agencies
- Adaptive swim lessons
- Social and recreation programs (such as art classes, cooking classes, movie and game nights, dances, and excursions provided by Disability Services)
- Sports and fitness (such as yoga, Zumba, tennis, bowling and mini-golf offered provided by Disability Services)
- I have not used any services or programs offered by the City of Irvine.

**4. If you access services for individuals with disabilities outside of the City of Irvine, please tell us why. Check all that apply.**

- The services are closer to my home
- The services better meet my needs
- The services are more affordable
- Services that I like to participate in are offered more frequently outside of Irvine.
- The services I want are not available in Irvine
- If you access services for individuals with disabilities outside of the City of Irvine, please list what types of programs you use:

**5. How do you learn about programs and resources for persons with disabilities offered within the City Irvine? Check all that apply.**

- City of Irvine website
- City staff
- Irvine Disability Services Activity Guide
- Inside Irvine magazine mailed to Irvine residents
- Email blasts from the City of Irvine
- Community events
- School personnel
- Family and friends
- Fliers in the community
- A doctor/healthcare provider
- Community nonprofit organizations
- Faith-based organizations (church, synagogue, mosque, etc.)
- I don't know how to find out about disability services in the Irvine community.
- Other (please specify)

**6. For which of the following disabilities are you most likely to access services? Check all that apply.**

- Developmental/cognitive disabilities
- Physical or mobility disabilities
- Autism
- Down Syndrome
- Low vision or blind
- Hard of hearing or deaf
- Behavioral/mental health
- None
- Other (please specify)

7. Are you aware of the Irvine Residents with Disabilities Advisory Board (IRDAB), which provides input to the City of Irvine on programs and services to meet the physical and social needs of residents with disabilities?

Yes

No

**8. What are the biggest unmet needs for individuals with disabilities within the City of Irvine? Please mark up to five (5).**

- Transportation services
- Support to participate in community programs (such as extra assistance, one-on-one inclusion aides)
- Referral services (for example, offering referrals to other programs/services)
- Adaptive swim lessons
- Social and recreation programs (such as dances, art classes, game nights, excursions)
- Sports and fitness programs (such as yoga, Zumba, tennis, bowling and mini-golf)
- Safety and awareness training for parents and caregivers
- Technology education (for example, computer classes, internet use, etc.)
- Employment placement and referrals
- Programs to support independent living (such as life skills training)
- The opportunity for me to volunteer
- Accessible parks (for example, picnic tables, accessible playground equipment, benches)
- Accessible housing
- Affordable housing
- Assisted living opportunities
- Respite services for families
- Materials offered in Braille
- Caregiver and parent education and support groups
- Early childhood programs (for those ages 0-5 years)
- After-school programs
- Feeling accepted in my community
- Is there anything else you would like to share with the City of Irvine about program or service gaps for individuals with disabilities?

**9. Are there any specific services, events or classes that you would like to see offered by the City of Irvine more frequently? If so, please explain in the space below.**

**10. What might prevent you from participating in a program or using a service offered by the City of Irvine? Check all that apply.**

- Distance
- Lack of transportation
- Physical barriers of site or activity
- Language preference (for example, services not available in my preferred language)
- Cost
- Programs/services are not available to my age group
- Not aware of what is available
- Feeling self-conscious or uncomfortable
- Other (please specify)

**11. What is your age?**

- 0-5 years old
- 6-12 years old
- 13-18 years old
- 18-30
- 31-50
- 50-65
- 65+

**12. What languages are spoken in your home? Check all that apply.**

- English
- Chinese
- Farsi
- Hindi
- Japanese
- Korean
- Spanish
- Tagalog
- Vietnamese
- Other (please specify)

**13. What zip code do you live in?**

- 92602
- 92603
- 92604
- 92606
- 92612
- 92614
- 92617
- 92618
- 92620
- Other (please specify)



## City of Irvine Community Services | Disability Services Needs Assessment (Caregivers)

The City of Irvine and the Irvine Residents with Disabilities Advisory Board want to learn about the needs and perceptions of those living with disabilities and their caregivers in the Irvine community. This information will be used to help shape future programs and services and will be shared with the community and agencies serving residents with disabilities.

Please take a few minutes to fill out this anonymous survey.

### 1. Are you aware that the City of Irvine offers activities and services for individuals with disabilities?

- Yes  
 No

### 2. Does your child or the person you provide care for use programs or services for individuals with disabilities offered by any of the following? Check all that apply.

- Disability Services provided by the City of Irvine
- Faith-based programs within the City of Irvine
- School-based programs within the City of Irvine
- Programs provided by nonprofit organizations within the City of Irvine (such as Special Olympics, United Cerebral Palsy of Orange County, etc.)
- Private (for-profit) programs within the City of Irvine
- Other services or programs outside of the City of Irvine
- County Services such as the Regional Center
- Other (please specify)

**3. Has your child or the person you provide care for participated in any of these services provided by the City of Irvine for persons with disabilities?**

- Transportation support (TRIPS)
- One-on-one aide support for City program inclusion
- Accommodation support for City programs and events (such as sign-language interpreter, equipment modification, etc.)
- Referral and linkage services to other agencies
- Adaptive swim lessons
- Social and recreation programs (such as art classes, cooking classes, movie and game nights, dances, and excursions provided by Disability Services)
- Sports and fitness (such as yoga, Zumba, tennis, bowling and mini-golf offered provided by Disability Services)
- I have not used any services or programs offered by the City of Irvine.

**4. If you access services for individuals with disabilities outside of the City of Irvine, please tell us why. Check all that apply.**

- The services are closer to my home
- The services better meet my needs
- The services are more affordable
- Services that I like to participate in are offered more frequently outside of Irvine.
- The services I want are not available in Irvine
- If you access services for individuals with disabilities outside of the City of Irvine, please list what types of programs you use:

**5. How do you learn about programs and resources for persons with disabilities offered within the City Irvine? Check all that apply.**

- City of Irvine website
- City staff
- Irvine Disability Services Activity Guide
- Inside Irvine magazine mailed to Irvine residents
- Email blasts from the City of Irvine
- Community events
- School personnel
- Family and friends
- Fliers in the community
- A doctor/healthcare provider
- Community nonprofit organizations
- Faith-based organizations (church, synagogue, mosque, etc.)
- I don't know how to find out about disability services in the Irvine community.
- Other (please specify)

**6. For which of the following disabilities are you most likely to access services? Check all that apply.**

- Developmental/cognitive disabilities
- Physical or mobility disabilities
- Autism
- Down Syndrome
- Low vision or blind
- Hard of hearing or deaf
- Behavioral/mental health
- None
- Other (please specify)

7. Are you aware of the Irvine Residents with Disabilities Advisory Board (IRDAB), which provides input to the City of Irvine on programs and services to meet the physical and social needs of residents with disabilities?

Yes

No

**8. What are the biggest unmet needs for individuals with disabilities within the City of Irvine? Please mark up to five (5).**

- Transportation services
- Support to participate in community programs (such as extra assistance, one-on-one inclusion aides)
- Referral services (for example, offering referrals to other programs/services)
- Adaptive swim lessons
- Social and recreation programs (such as dances, art classes, game nights, excursions)
- Sports and fitness programs (such as yoga, Zumba, tennis, bowling and mini-golf)
- Safety and awareness training for parents and caregivers
- Technology education (for example, computer classes, internet use, etc.)
- Employment placement and referrals
- Programs to support independent living (such as life skills training)
- The opportunity for me to volunteer
- Accessible parks (for example, picnic tables, accessible playground equipment, benches)
- Accessible housing
- Affordable housing
- Assisted living opportunities
- Respite services for families
- Materials offered in Braille
- Caregiver and parent education and support groups
- Early childhood programs (for those ages 0-5 years)
- After-school programs
- Feeling accepted in my community
- Is there anything else you would like to share with the City of Irvine about program or service gaps for individuals with disabilities?

**9. Are there any specific services, events or classes that you would like to see offered by the City of Irvine more frequently? If so, please explain in the space below.**

10. What might prevent your child or the person you provide care for from participating in a program or using a service offered by the City of Irvine? Check all that apply.

- Distance
- Lack of transportation
- Physical barriers of site or activity
- Language preference (for example, services not available in my preferred language)
- Cost
- Programs/services are not available to my age group
- Not aware of what is available
- Feeling self-conscious or uncomfortable
- Other (please specify)

11. What is the age of your child or the person you provide care for?

- 0-5 years old
- 6-12 years old
- 13-18 years old
- 18-30
- 31-50
- 50-65
- 65+

12. What languages are spoken in your home? Check all that apply.

- English
- Chinese
- Farsi
- Hindi
- Japanese
- Korean
- Spanish
- Tagalog
- Vietnamese
- Other (please specify)

13. What zip code does your child or the person you provide care for live in?

- 92602
- 92603
- 92604
- 92606
- 92612
- 92614
- 92617
- 92618
- 92620
- Other (please specify)

## APPENDIX C. Provider Focus Group Participants

### Provider Focus Group Attendance (n=20)

ACES	Dreams of America	Irvine Unified School District	Project Independence
Braille Institute	Irvine Residents with Disabilities Advisory Board	Special Olympics Orange County	Regional Center of Orange County
Dayle McIntosh Center	IUSD, Irvine Adult Transition Programs	National Alliance on Mental Illness (NAMI) Orange County	Special Needs OC; IUSD Community Advisory Committee; CHADD
Down Syndrome Association of Orange County	Orange County Department Of Education/IUSD	United Cerebral Palsy Orange County	

**This Page Intentionally Blank**

## REFERENCES

---

- <sup>i</sup> Source: U.S. Census Bureau, Annual Estimates of the Resident Population: April 1, 2010 to July 1, 2016
- <sup>ii</sup> <http://time.com/money/collection-post/4468988/irvine-california>
- <sup>iii</sup> <https://wallethub.com/edu/best-worst-cities-for-people-with-disabilities/7164>
- <sup>iv</sup> <https://wallethub.com/edu/best-worst/cities-for-people-with-disabilities/7164>
- <sup>v</sup> Source: U.S. Census Bureau, 2011-2015 American Community Survey 5-Year Estimates, S1810, DISABILITY CHARACTERISTICS
- <sup>vi</sup> Source: U.S. Census Bureau, Vintage 2016 Population Estimates: Population Estimates, July 1, 2016 (V2016)
- <sup>vii</sup> Source: U.S. Census Bureau, 2011-2015 American Community Survey 5-Year Estimates, S0101 AGE AND SEX
- <sup>viii</sup> Source: U.S. Census Bureau, 2011-2015 American Community Survey 5-Year Estimates, S1810, DISABILITY CHARACTERISTICS
- <sup>ix</sup> Source: U.S. Census Bureau, 2011-2015 American Community Survey 5-Year Estimates, S1810, DISABILITY CHARACTERISTICS
- <sup>x</sup> Source: U.S. Census Bureau, 2011-2015 American Community Survey 5-Year Estimates, S1810, DISABILITY CHARACTERISTICS
- <sup>xi</sup> Source: U.S. Census Bureau, 2011-2015 American Community Survey 5-Year Estimates, B01003, TOTAL POPULATION FOR IRVINE, CALIFORNIA
- <sup>xii</sup> Source: U.S. Census Bureau, 2011-2015 American Community Survey 5-Year Estimates, S1602, LIMITED ENGLISH SPEAKING HOUSEHOLDS
- <sup>xiii</sup> Source: U.S. Census Bureau, 2011-2015 American Community Survey 5-Year Estimates, DP05, DEMOGRAPHIC AND HOUSEHOLD ESTIMATES
- <sup>xiv</sup> Source: U.S. Census Bureau, 2011-2015 American Community Survey 5-Year Estimates, S1501, EDUCATIONAL ATTAINMENT
- <sup>xv</sup> Source: U.S. Census Bureau, 2011-2015 American Community Survey 5-Year Estimates, S1903, MEDIAN INCOME IN THE PAST 12 MONTHS (in 2015 inflation-adjusted dollars)
- <sup>xvi</sup> Source: U.S. Census Bureau, 2011-2015 American Community Survey 5-Year Estimates, S1701, POVERTY STATUS IN THE PAST 12 MONTHS
- <sup>xvii</sup> Source: U.S. Census Bureau, 2011-2015 American Community Survey 5-Year Estimates, S1703, SELECTED CHARACTERISTICS OF PEOPLE AT SPECIFIED LEVELS OF POVERTY IN THE PAST 12 MONTHS
- <sup>xviii</sup> Source: U.S. Census Bureau, 2011-2015 American Community Survey 5-year Estimates, S2301, EMPLOYMENT STATUS