

SILC IL DEFINITIONS GUIDE 2024

In the 2021-2023 State Plan for Independent Living (SPIL), the Statewide Independent Living Council (SILC) recognized the necessity for enhanced data collection within the state. Consequently, the SPIL Meaningful Data Workgroup was established in 2019 to assess whether a unified data collection system should be adopted and to explore how the SILC could support data collection efforts statewide.

In 2021, the group formed a distinct IL Definitions Workgroup, comprising Independent Living Center (ILC) staff and Executive Directors, SILC members and staff, and representatives from the Designated State Entity. Since January 2022, members of the IL Network in California have been diligently working on the development of this guide.

We emphasize the importance for the 28 Independent Living Centers (ILCs), the Designated State Entity (Department of Rehabilitation [DOR]), the State Independent Living Council (SILC), and IL partners to adopt consistent definitions to describe their work in Independent Living within California. This uniformity will ensure accurate and comparable data, which is essential for securing funding and reporting outcomes effectively.

The Workgroup has compiled definitions from various sources, including the Administration for Community Living, the National Assistive Technology Act Technical Assistance and Training (AT3) Center, the Department of Rehabilitation, and the California Foundation for Independent Living Centers (CFILC). For terms lacking established definitions, the Workgroup has created definitions to ensure comprehensive coverage.

The draft guide was circulated to the community for feedback, and the Workgroup has since revised the document to integrate the suggestions and address the concerns raised.

The final product represents the culmination of years of dedicated effort. The SILC extends its gratitude to all our partners within the California Independent Living Network for their contributions to its development. We anticipate that this guide will enhance our ability to effectively measure and communicate the impact of Independent Living through data.

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Cumulative Independent Living Report Instructions (Rev 10/2024) AB 204/SSR Cumulative Independent Living Report (CILR)

Quarterly Data Reporting Instructions

General Instructions

- For each section and category, report the cumulative (a report that uses historical data to show the total amount of something when it's all added together) total for the reporting period within the quarter of the current fiscal year (October – September)
- [Section I](#) Describes the background and purpose of Reporting
- [Section II](#), [III](#), [IV](#) Enter the numbers in cumulative for the reporting period.
- [Section V](#), [VI](#), [VII](#) For each section each a consumer may be counted once per category.
- [Section VIII](#): Community Service Hours. Report hours completed by your Independent Living Center (ILC). This section is designed to be non-consumer service hours
- [Section IX](#) This section contains Assistive Technology ACT reporting information that is new to the CILR report. The information reported in this section will be for the reporting period of October 1 to September 30 to align with the CILR reporting.
- For questions, please contact your DOR AB 204 Grant Administrator or email info@dor.ca.gov IL clarification.

Reporting Period

The AB 204 grant starts October 1 and ends September 30 of the following calendar year.

The reporting periods are cumulative:

- Q1 October 1 – December 31
- Q2 January 1 – March 31
- Q3 April 1 – June 30
- Q4 July 1 – September 30

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The reports are cumulative in nature and are due on February 15th, May 15th, August 15th, and November 15th of each year.

Section I: Purpose

Centers for Independent Living (CILs) or Independent Living Centers (ILCs) provide vital services that impact individuals with disabilities, service providers, local communities, and overall systems. ILCs make it possible for individuals with disabilities of all ages to live more independently. ILCs strengthen support systems and increase the accessibility of communities. ILCs also shape and improve local, state, and national disability policies.

The CIL program purpose, according to Title VII, Chapter 1 of the Rehabilitation Act, as amended (the Act) is to promote a philosophy of independent living, consumer control, peer support, self-help, self-determination, equal access, and individual and system advocacy, in order to maximize the leadership, empowerment, independence, and productivity of individuals with disabilities, and their integration and full inclusion into the mainstream of American society.

To accomplish their mission, ILCs operate from a set of core values that emphasize individual choice and self-determination. To put these values into practice, there are key elements that characterize ILCs. These elements include:

- Consumer control over policy and management decisions
- Consumer control over service objectives and methods
- A cross-disability emphasis
- A community-based and community responsive approach
- Peer role modeling in service delivery
- A range of services
- Systems advocacy and systems change efforts
- Open and ongoing access to services by consumers

Per the Rehabilitation Act, ILCs are required to provide five federal core services including:

1. Information and referral;
2. IL skills training;

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3. Peer counseling;
4. Individual and systems advocacy; and
5. Services that facilitate transition from nursing homes and other institutions to the community, provide assistance to those at risk of entering institutions, and facilitate transition of youth to postsecondary life.

California Welfare and Institutions Code (W&I), Division 10, Chapter 9, Section 19801 requires that ILCs provide an additional two state core services:

1. Attendant referral or personal assistance services
2. Housing assistance

California W&I, provides the framework for ILCs to provide assistive technology services in alignment with the federal Assistive Technology (AT) Act.

ILCs may provide a wide range of other services to meet the individuals needs such as transportation, job development, mobility assistance, communication assistance, psychological counseling, physical therapy, mobility training, rehabilitation technology, recreation, and other services necessary to improve the ability of individuals with significant disabilities to function independently in the family or community and/or to continue in employment.

Reporter Information

- Select the (ILC) name.
- Enter the ILC's grant number for the reporting year.
- Enter the name of the person completing the report.
- Enter the email address of the person completing the report.
- Enter the phone number and extension of the person completing the report.

Section II: Consumers Served

A consumer is someone who self-identifies as having a significant disability, can benefit from services, and who develops a goal and Independent Living Plan (ILP) or signs a waiver.

Consumers Served Instructions:

Enter the number of [Active Consumers](#) carried over from the September 30 of the prior grant year. The number of active consumers reported on September 30 of the PRIOR grant year should be the number reported as carried over in this report. If this number does not match, please contact the ILATS manager and your Grant Administrator to provide an explanation.

- Enter the number of [Carry Over Consumers](#) served during this reporting period:
- Enter the number of [New Consumers](#) started and served during this reporting period:

Calculating Unduplicated Consumers Served

To calculate the total number of consumers served during the reporting period, add the number of active consumers carried over and served from the preceding year to the number of new consumers started and served since October 1 of the current reporting year.

- [Carry Over Consumers Served](#) + [New Consumers](#) Started & Served = Total Number of [Unduplicated Consumers Served](#).

Consumers Served Definitions

Active Consumers

Active Consumers are consumers currently participating with at-least one goal, have a plan or signed a waiver, and are receiving services during the reporting time frame.

Carryover Consumers

Consumers that did not complete their goals in the previous grant period that are still receiving services in the grant period.

Consumers Served

Consumers receiving services for the reporting period.

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New Consumer

A consumer that has not previously utilized IL services in the reporting period. Once someone requests services, develops a goal, and plan or signs a waiver, they are considered a new consumer.

Unduplicated Consumers Served (Cumulative)

Each individual consumer is counted once, regardless of how many goals or services that they receive.

Section III: Inactive Consumers

Inactive Consumer Instructions

Enter the number of consumers determined to be inactive in each category below during this reporting period.

- Enter the number of consumers that Met All Goals
- Enter the number of consumers that Moved
- Enter the number of consumers that have Withdrawn
- Enter the number of consumers that should be listed as Other

Inactive Consumer Definitions

Met All Goals

Consumers who have met all their goals after follow-up can be made inactive.

Moved Consumer

The consumer has moved out of the area and/or has moved and left no forwarding address (example: unable to locate consumer).

Withdrawn Consumer

The consumer has stated that they no longer wish to receive services or are no longer responsive to receiving service (cannot contact).

Other

The consumer has been determined to be inactive for any other reason than those listed above. Most consumer in-activations will fit into the other categories.

Section IV: Independent Living Plans and Waivers

Independent Living Plan (ILP) Instructions

- Enter the number of consumers served during this reporting period with whom and [ILP plan](#) was written.
- Enter the number of consumers served during this reporting period who [waived an ILP](#).
- Enter the total number of consumers served since October 1.

ILP Calculations

To get the total number of consumers served during the reporting period, add the number of consumers who waived an ILP to the number of consumers with whom an ILP was written during this reporting period.

- [ILPs Waived](#) + [ILPs Written](#) = Total Consumers Served

ILP Definitions

Individual Living Plan (ILP)

An ILP for the provisions of IL services is mutually agreed upon by an appropriate staff member of a service provider and an individual with significant disabilities.

Individual Living Plan (ILP) Waived

If the right to develop an ILP is knowingly and voluntarily waived, the consumer must sign a waiver stating that an ILP is unnecessary.

Consumers should be given equal opportunity to develop an ILP or waive their right to develop a plan. If the consumer develops an ILP with the service provider, they should be given a copy of the ILP in a format that is accessible to them.

Section V: Consumer Demographics

Consumer Demographics Instructions

Report the numbers of consumers served in each category as self-reported by each consumer. Each consumer may be counted ONLY ONE time in each category, even if the consumer self-identifies in more than one category.

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Age Range Instructions

Indicate the number of consumers served during this reporting period in each category as self-reported by each consumer. Each consumer may be counted in ONLY ONE category.

Choose the appropriate age range for each consumer.

- If the consumer chooses the age range of “Ages 14-24” the number in this field must align with number of consumers reported under youth transition services.

Age Range

The age ranges that are tracked for the purpose of reporting are as follows:

- Under 14 Years old
- Ages 14 – 24 (Note: This number must align with the number reported under youth transition services)
- Ages 25 - 59
- Age 60 and older

Gender Instructions

Indicate the number of consumers served during this reporting period in each category as self-reported by each consumer.

Choose the gender that that consumer identifies with. For this demographic the consumer can only CHOOSE ONE reporting category.

Is categorized as

- [Woman \(Girl, if child\)](#)
- [Man \(Boy, if child\)](#)
- [Culturally Specific Identity \(e.g. Two Spirit\)](#)
- [Transgender or Trans](#)
- [Non-Binary](#)
- [Questioning](#)
- [Different Identity](#)
- [Other](#) – Any gender not included in the above categories.
- Decline to State

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Gender Definitions

Woman (Girl, if child)

A term used to describe someone who self-identifies as a woman or as feminine based on what is important to them as an individual—including gender roles, behavior, expression, identity, and/or physiology. Source: <https://mededucation.stanford.edu/glossary/woman/>

Man (Boy, if child)

A term used to describe someone who self-identifies as a man or as masculine based on what is important to them as an individual—including gender roles, behavior, expression, identity, and/or physiology. Source: <https://mededucation.stanford.edu/glossary/man/>

Culturally Specific Identity (e.g. Two Spirit)

Traditionally, Native American two-spirit people were male, female, and sometimes intersexed individuals who combined activities of both men and women with traits unique to their status as two-spirit people. In most tribes, they were considered neither men nor women; they occupied a distinct, alternative gender status. In tribes where two-spirit males and females were referred to with the same term, this status amounted to a third gender. Source: <https://www.ihs.gov/lgbt/health/twospirit/>

Transgender or Trans

A gender identity term for an individual whose gender identity does not match or is at some distance from the gender identity assumed based on their birth-assigned sex. For some folks, transgender and/or trans are considered to be umbrella terms. Source: <https://gsccl.msu.edu/education/glossary.html>

Non-Binary

A gender identity term for a person who identifies outside of the gender binary. Nonbinary is also conceptualized as an array of genders at some distance from the gender binary. Nonbinary is sometimes written as “non-binary.” A common abbreviation for nonbinary is enby. Source: <https://gsccl.msu.edu/education/glossary.html>

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Questioning

A term used to describe people who are in the process of exploring their sexual orientation or gender identity. Source:

<https://www.hrc.org/resources/glossary-of-terms>

Different Identity

Different Identity is generally used as an all-inclusive term that identifies gender fluidity, non-binary, intersex, agender etc.

Other

Any gender not included in the above categories.

Decline to State

Housing Status Instructions

Housing Status – Choose the housing category that best describes the consumers housing situation. For this demographic the consumer can only choose one reporting category.

- [Independent Housing](#)
- [Congregate Housing](#)
- [Institutional Setting](#)
- [Assisted Living or Residential Facility](#)
- [At-Risk of Homelessness](#)
- [Unhoused](#)
- [Decline to state](#)

Housing Status Definitions

Independent Housing

Residential living setting that may or may not provide hospitality or supportive services. Adults lead an independent lifestyle that requires minimal assistance.

Congregate Housing

Congregate living facilities for the elderly are facilities that, for a single monthly fee, provide a service package that typically includes a living unit, one to three meals a day, in-unit housekeeping and personal laundry service.

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Institutional Setting

Means institutional housing combined with common food service, nursing, counseling, health care, or comparable services, but does not include assisted living facilities, congregate care, nursing homes, or continuing care neighborhoods. The phrase "institutional residential" includes:

- Facilities, other than group homes, in which residents live in an institutional environment and are, generally, under the care or control of staff;
- In-patient drug and alcoholism hospitals and rehabilitation centers, in which residents have institutional care, or are treated by staff in an institutional setting, rather than living independently; and
- Any sheltered care, group care, group home, or residential substance abuse facility with more than eight total occupants.

Assisted Living or Residential Facility

a variety of facilities that provide both housing and personal care. They include "board and care homes," which are often six bed facilities in residential housing as well as much larger facilities.

At-Risk of Homelessness

With respect to an individual or family, that the individual or family— (A) has income below 30 percent of median income for the geographic area; (B) has insufficient resources immediately available to attain housing stability; and (C) (i) has moved frequently because of economic reasons; (ii) is living in the home of another because of economic hardship; (iii) has been notified that their right to occupy their current housing or living situation will be terminated; (iv) lives in a hotel or motel; (v) lives in severely overcrowded housing; (vi) is exiting an institution; or (vii) otherwise lives in housing that has characteristics associated with instability and an increased risk of homelessness. Such term includes all families with children and youth defined as homeless under other Federal statutes.

Unhoused

Not having a dwelling place or shelter or not covered by a protective housing.

Decline to state

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Race & Ethnicity Instructions

Race & Ethnicity – Choose the race and ethnicity that the consumers identifies with. For this demographic the consumer can only choose one reporting category

- [American Indian or Alaska Native or Indigenous](#)
- [Asian or Asian American](#)
- [Black, African American, or African](#)
- [Hispanic/Latina/e/o/of any Race of Hispanic/Latino](#)
- [Middle Eastern North African](#)
- [Native Hawaiian or Other Pacific Islander](#)
- [Race and Ethnicity Unknown](#)
- [Two or more Races](#)
- [White or Caucasian](#)

Race & Ethnicity Definition's

[American Indian or Alaska Native or Indigenous](#)

A person having origins in any of the original peoples of North and South America (including Central America), and who maintains tribal affiliation or community attachment.

[Asian or Asian American](#)

A person having origins in any of the original peoples of the Far East, Southeast Asia, or the Indian subcontinent including, for example, Cambodia, China, India, Japan, Korea, Malaysia, Pakistan, the Philippine Islands, Thailand, and Vietnam.

[Black, African American, or African](#)

A person having origins in any of the black racial groups of Africa. Terms such as “Haitian” may be used.

[Hispanic/Latina/e/o of any Race of Hispanic/Latino](#)

A person of Cuban, Mexican, Puerto Rican, South or Central American, or other Spanish culture or origin, regardless of race. Any consumer who reports Hispanic/Latino ethnicity can only be counted as “Hispanic/Latino,” even if the consumer also reported one or more race categories.

[Middle Eastern North African](#)

A person having origins in the Middle East and North Africa (MENA), including Algeria, Bahrain, Egypt, Iran, Iraq, Israel, Jordon, Kuwait,

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Lebanon, Libya, Morocco, Oman, Palestine, Qatar, Saudi Arabia, Syria, Tunisia, Turkey, United Arab Emirates, and Yemen.

[Native Hawaiian or Other Pacific Islander](#)

A person having origins in any of the original peoples of Hawaii, Guam, Samoa, or other Pacific Islands.

[Race and Ethnicity unknown](#)

A consumer is counted as Race/Ethnicity Unknown if the consumer does not report any race or ethnicity.

[Two or more Races](#)

If a consumer self-reports more than one race, that consumer must be counted once in the report, that is, as “Two or More Races.”

[White or Caucasian](#)

A person having origins in any of the original peoples of Europe, the Middle East, or North Africa.

[Disability Instructions](#)

The categories below are meant to describe the functional limitations involved with a consumer’s disability rather than a grouping of specific diagnoses of disabilities. Disability is self-reported by the consumer and provider must select at least ONE CATEGORY for reporting purposes and consumers will only be reported once per category.

- [Cognitive](#)
- [Mental Health](#)
- [Physical Disability](#)
- [Hearing Disability](#)
- [Visual Disability](#)
- [Multiple Disabilities](#)
- [Other – Disability Type](#)

[Disability Definitions](#)

[Cognitive](#)

Cognitive impairment is when a person has trouble remembering, learning new things, concentrating, or making decisions that affect their everyday life. Cognitive impairment ranges from mild to severe and can be hereditary

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or acquired. With mild impairment, people may begin to notice changes in cognitive functions, but still be able to do their everyday activities. Severe levels of impairment can lead to losing the ability to understand the meaning or importance of something and the ability to talk or write, resulting in the inability to live independently.

There are a variety of disabilities affecting cognitive ability. This is a broad concept encompassing various intellectual or cognitive deficits, including intellectual disability, deficits too mild to properly qualify as intellectual disability, various specific conditions (such as specific learning disability), and problems acquired later in life through acquired brain injuries or neurodegenerative diseases like dementia.

Many of these disabilities have an effect on memory, which is the ability to recall what has been learned over time. Typically, memory is moved from sensory memory to working memory, and then finally into long-term memory. People with cognitive disabilities typically will have trouble with one of these types of memory.

[Mental Health](#)

Psychiatric disability is defined by the Americans with Disabilities Act (ADA) as a "mental impairment that substantially limits one or more of the major life activities of an individual; a record of impairment; or being regarded as having such an impairment".

Psychiatric disability, or mental illness, describes a wide range of mental and emotional conditions; the terms psychiatric disability and mental illness only refer to a portion of the ADA's broader term of mental impairment. They are also different from other mental disabilities covered by the ADA such as learning disabilities, developmental disabilities, intellectual disabilities, and brain injury. Although psychiatric disability and mental illness are sometimes used interchangeably, psychiatric disability refers to a mental illness that significantly interferes with being able to complete major life activities, such as learning, working, and communicating.

[Physical Disability](#)

A physical disability is a limitation on a person's physical functioning, mobility, dexterity or stamina. Mobility impairment, visual impairment, hearing loss/deafness are also physical disabilities. Physical disability can be congenital, acquired, or a consequence of disease. Physical disabilities

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can also be attributed to disorders causing, among others, sleep deficiency, chronic fatigue, chronic pain, and seizures.

[Hearing Disability](#)

A hearing disability is a disability resulting in complete absence of hearing, or hearing that with sound enhancing or magnifying equipment is so impaired as to require the use of sensory input other than hearing as the principal means of receiving spoken language.

[Visual Disability](#)

A visual disability is blindness, and the term “blindness” means central vision acuity of 20/200 or less in the better eye with the use of a correcting lens. An eye that is accompanied by a limitation in the fields of vision so that the widest diameter of the visual field subtends an angle no greater than 20 degrees shall be considered as having a central vision acuity of 20/200 or less.

[Multiple Disabilities](#)

Is when an individual has more than one disability, or impairment simultaneously.

[Other – Disability Type](#)

Any disability not included in the above categories

[Targeted Populations Instructions](#)

Enter the number of consumers served in each targeted group.

- [Traumatic Brain Injury](#)
- [Learning Disability](#)
- [Developmental Disability](#)

[Targeted Populations Definitions](#)

[Traumatic Brain Injury](#)

Traumatic Brain Injury (TBI) is a type of cognitive disability and should be counted under Cognitive Disability and under this category. TBI can be defined as an alteration in brain function or other evidence of brain pathology caused by an external force such as a jolt, blow, or penetration to the head. Most non-fatal TBIs are caused by falls, motor vehicle accidents, or being struck by a person or an object, such as in sports.

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Learning Disability

Learning disability is a type of cognitive disability and should be counted under Cognitive Disability and under this category. Learning disabilities are disorders that affect the ability to:

- Understand or use spoken or written language
- Do mathematical calculations
- Coordinate movements
- Direct attention

Learning disabilities occur in very young children, yet they are usually not noticed until the child reaches school age. Learning disabilities can be lifelong conditions. In some people, several overlapping learning disabilities may occur. Other people may have a single, isolated learning problem that has little impact on their lives.

Developmental Disability

Developmental disability is a type of cognitive disability and should be counted under Cognitive Disability and under this category. Developmental disabilities are a group of conditions due to an impairment in physical, learning, language, or behavior areas. These conditions begin during the developmental period, may impact day-to-day functioning, and usually last throughout a person's lifetime.

Section VI: Individual Services

Individual Services Instructions

- Report the number of **UNDUPLICATED** consumers who participated in each of these services during the cumulative reporting period covered by this report.
 - Consumers **CAN** be reported in more than one service category.
 - Consumers **CANNOT** be reported more than once in any service category.
- FOR I&R Only: Include both consumers (those with Consumer Service Records or CSRs) and all other recipients of this service (including those without a CSR regardless of whether or not they have a disability).

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For the reporting period, provide the number of UNDUPLICATED consumers who request and received each of the IL services categories below.

- [Advocacy/Legal Services](#)
- [Assistive Technology](#)
- [Children's Services \(Under age 14\)](#)
- [Communication Services](#)
- [Counseling & Related Services](#)
- [Family Services](#)
- [Housing, Home Modification and Shelter Services](#)
- [IL Skills Training & Life Skills Training](#)
- [Information & Referral \(I&R\) Services](#)
- [Mental Restoration Services](#)
- [Mobility Training](#)
- [Peer Counseling Services](#)
- [Personal Assistance Services](#)
- [Physical Restoration Services](#)
- [Preventative Services](#)
- [Prostheses, Orthotics & Other Appliances](#)
- [Recreational Services](#)
- [Rehabilitation Technology Services](#)
- [Therapeutic Treatment](#)
- [Transportation Services](#)
- [Youth Services/Youth Transition \(14-24\)](#)
- [Vocational Services](#)
- [Other Services](#)

Individual Services Definitions

Advocacy/Self Advocacy/Legal Services

Assistance and /or representation in obtaining access to benefits, services, and programs to which a consumer may be entitled or teaching them the skills to self-advocate for those benefits and programs. Advocacy services aim at maintenance or increase of access to services, benefits, or other rights, which have been reduced or denied. These rights include (but are not limited to) equal access for persons with disabilities to employment, housing, education, public benefits programs, medical assistance or

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treatment, legal services, probation, parole, and diversion/education programs mandated by the penal system, and other community services and governmental programs.

Assistive Technology (AT)

Assistive Technology (AT) is any item, device, or piece of equipment used to maintain or improve the lives of people with disabilities, allowing them to be more independent in education, employment, recreation, and daily living activities. An AT Program includes the services necessary to get and use the devices, including assessment, customization, repair, and training.

Children's Services

The provision of specific IL services designed to serve individuals with significant disabilities under the age of 14.

Communication Services

Services directed to enable consumers to better communicate, such as interpreter services, training in communication equipment use, Braille instruction, and reading services

Counseling and Related Services

These include information sharing, psychological services of a non-psychiatric, non-therapeutic nature, and related services.

Family Services

Services provided to the family members of an individual with a significant disability when necessary for improving the individual's ability to live and function more independently, or ability to engage or continue in employment. Such services may include respite care. Record the service in the consumer's CSR on behalf of whom services were provided to the family.

Housing, Home Modifications & Shelter Services

These services are related to securing housing or shelter, adaptive housing services (including appropriate accommodations to and modifications of any space used to serve or occupied by individuals with significant disabilities).

Note: A CIL may not provide housing or shelter as an IL service on either a temporary or long-term basis unless the housing or shelter is incidental to

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the overall operation of the CIL and is provided to any individual for a period not to exceed eight weeks during any six-month period.

[IL Skills Training & Life Skill Training](#)

Independent Living Skills are any skills that can help an individual with a disability do what they want to do on their own, including instruction to develop independent living skills in areas such as personal care, coping, financial management, social skills, and household management. This may also include education and training necessary for living in the community and participating in community activities.

[Information & Referral Services \(Independent Living Section\)](#)

Identify all individuals who requested this type of assistance. This is the only service (other than services to family members and caregivers) that may be provided to all individuals, whether or not the individual has a disability. Some entities record this service using strokes on an answering pad without opening a CSR, others create a CSR or other such file for future contact and outreach.

Information and Referral centers provide helpful information or referrals to other agencies or people who can provide services.

[Mental Restoration Services](#)

Psychiatric restoration services including maintenance on psychotropic medication, psychological services, and treatment management for substance abuse.

[Mobility/Transportation Services](#)

Services to improve a consumer's access to her/his life space, environment, and community. This may occur by improving the consumer's ability to move, travel, transport himself/herself, or use public transportation.

[Peer Counseling Services](#)

Counseling, teaching, information sharing, and similar kinds of contact provided to consumers by other people with disabilities. IL Philosophy is that people with disabilities are better equipped to assist the consumer to adapt and cope with his/her disability by offering peer support, goal assessment and role modeling.

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Personal Assistance Services

These include, but are not limited to, assistance with personal bodily functions; communicative, household, mobility, work, emotional, cognitive, personal, and financial affairs; community participation; parenting; leisure; and other related needs.

Physical Restoration Services

Restoration services including medical services, health maintenance, eyeglasses, and visual services.

Preventive Services

Service's intended to prevent additional disabilities, or to prevent an increase in the severity of an existing disability.

Prostheses, Orthotics, & Other Appliances

Provision of, or assistance in obtaining through other sources, an adaptive device or appliance to substitute for one or more parts of the human body.

Recreational Services

Provision or identification of opportunities for the involvement of consumers in meaningful leisure time activities. These may include such things as participation in community affairs and other recreation activities that may be competitive, active, or quiet.

Rehabilitation Technology Services

Provision of, or assistance to obtain through other sources, adaptive modifications, such as wheelchairs and lifts, which address the barriers confronted by individuals with significant disabilities with respect to education, rehabilitation, employment, transportation, IL and/or recreation. Provided by registered occupational, physical, recreational, hearing, language, or speech therapists.

Therapeutic Treatment

Services provided by registered occupational, physical, recreational, hearing, language, or speech therapists.

Transportation Services

Provision of, or arrangements for, transportation.

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Youth/Transition Services (14-24)

Any service that develops skills specifically designed for youth with significant disabilities between the ages of 14 and 24 to promote self-awareness and esteem, develop advocacy and self-empowerment skills, and the exploration of career options, including the transition from school to post school activities such as postsecondary education, vocational training, employment, continuing and adult education, adult services, independent living, or community participation. The number of youth services must match the number of youth served age 14 to 24.

Vocational Services

Any services designed to achieve or maintain employment or advance in employment. Such as Job Readiness/Seeking Skills Training: Assessment of consumer's personal and professional skills (hygiene, communication, ability to understand and take direction, etc.) necessary to "job readiness" and counseling in those areas; career exploration counseling; training/instruction of a consumer in techniques of seeking appropriate employment and resume preparation.

Diversion Services

Diversion includes services that help people with significant disabilities who self-identify as being in risk of entering institutions stay in the community of their choosing. Diversion included keeping individuals from moving into a more restricted setting, such as an emergency shelter, temporary housing, becoming homeless, or hospitals,

Transition Services

Facilitate the move of individuals with significant disabilities from one of the following types of institutional facilities: licensed skilled nursing facility, intermediate care facility for the developmentally disabled, state Hospital for the mentally ill, developmental center, Rehabilitation hospital, California Veterans home, Acute Care Hospital. May also include assistance transitioning from a more restricted setting, such as an emergency shelter, temporary housing, or hospitals, into the community setting of their choice. Also includes moving youth from parent's home or foster care into a community setting of their own choice.

Other Services

Any IL services not specified above.

Section VII: Significant Life Area

Significant Life Area Instructions

Consumers CAN be reported in more than one Significant Life Area category.

Consumers CANNOT be reported more than once in any one Significant Life Area Category.

For each of the following goals enter the number of goals set and the number of goals met:

- [Self-Advocacy/Self-Empowerment Goal](#)
- [Communication Goal](#)
- [Mobility/Transportation Goal](#)
- [Community Based Living Goals \(Enhanced Independence Goals\)](#)
- [Community Based Living \(Diversion\) Goal](#)
- [Educational Goal](#)
- [Information Access/Technology Goal](#)
- [Personal Resource Management Goal](#)
- [Transition Goal](#)
- [Community/Social Participation Goal](#)
- [Youth Service/Youth Transition Goal](#)
- [Other Goal Type](#)
- [Vocational Goal](#)

Significant Life Area Definitions

[Self-Advocacy/Self-Empowerment Goal](#)

Goals involving improvement in a consumer's ability to represent himself/herself with public and/or private entities, the ability to make key decisions involving himself/herself, or the ability to organize and manage his/her own activities to achieve desired objectives.

[Communication Goal](#)

Goals involving either improvement in a consumer's ability to understand communication by others (receptive skills), and/or improvement in a consumer's ability to share communication with others (expressive skills).

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Mobility/Transportation Goal

Goals to improve a consumer's access to her/his life space, environment, and community. This may occur by improving the consumer's ability to move, travel, transport himself/herself, or use public transportation.

Community-Based Living Goal (Enhanced Independence) Goals

Goals that provide for a change in living situations with increased autonomy for the consumer. This may involve a consumer's goals related to obtaining/modifying an apartment or house. Community-based living arrangements may include apartments, privately owned housing, self-directed assisted living, or self-directed living with family/friends.

Educational Goal

Academic or training goals that are expected to improve the consumer's knowledge or ability to perform certain skills that would expand his/her independence, productivity, or income-generating potential.

Self-Care Goal – Goals related to finding, retaining, and advancing in competitive integrated employment.

Goals to improve/maintain a consumer's autonomy with respect to activities of daily living such as personal grooming and hygiene, meal preparation and nutrition, shopping, eating, and other aspects of personal health and safety.

Information Access/Technology Goal

Goals related to a consumer obtaining and/or using information necessary for the consumer's independence and community integration. These may include use of a computer or other assistive technology, devices, or equipment, as well as developing information technology skills, such as using computer screen-reading software.

Personal Resource Management Goal

Goals related to a consumer learning to establish and maintain a personal/family budget, managing a checkbook, and/or obtaining knowledge of available direct and indirect resources related to income, housing, food, medical, and/or other benefits.

Transition Goal

Goals related to moving from one of the following types of institutional facilities: licensed skilled nursing facility, intermediate care facility for the

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developmentally disabled, state Hospital for the mentally ill, developmental center, Rehabilitation hospital, California Veterans home, Acute Care Hospital and homelessness. May also include assistance transitioning from a more restricted setting, such as an emergency shelter, temporary housing, or hospitals, into the community setting of their choice. Also includes moving youth from parent's home or foster care into a community setting of their own choice.

[Community/Social Participation Goal](#)

Goals related to full participation in the mainstream of American society, including the ability to participate in community events such as community fairs and government functions, attend worship services and access recreational activities and facilities.

[Youth Service/Youth Transition Goal](#)

Any service that develops skills specifically designed for youth with significant disabilities between the ages of 14 and 24 to promote self-awareness and esteem, develop advocacy and self-empowerment skills, and the exploration of career options, including the transition from school to post school activities such as postsecondary education, vocational training, employment, continuing and adult education, adult services, independent living, or community participation.

[Other - Goal Type](#)

IL goals not included in the above categories.

[Vocational Goal](#)

Goals related to obtaining, maintaining, or advancing in employment.

Section VIII: Community Service Hours

[Community Service Hours Instructions](#)

Please provide the following information for your ILC. Please do not include data from consumer services. This section is designed to be non-consumer service hours related to:

- [Community/Systems Advocacy](#)
- [Technical Assistance](#)
- [Community Education & Public Information](#)
- [Outreach Efforts](#)

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- [Collaboration & Networking](#)
- [Other – Community Activities](#)

Community Service hours Definitions

Community / Systems Advocacy

Advocacy and organized promotion of the rights of people with disabilities to bring about change for individuals and the systems in which they live. Systems change advocacy includes activities that results in systemic change that increases access to public and private resources that enhance independence.

Report the number of Community/Systems Change hours conducted for the reporting period.

Technical Assistance – Service & Community Activity

To provide advice, assistance, and training for the development of technical skills or knowledge on disability related issues to organizations such as community partners, businesses, and peer to peer ILCs. (For consumer related assistance, please see Information and Assistance in [Section IX: Assistive Technology](#) below.)

Report the number of Technical Assistance hours conducted for the reporting period.

Community Education & Public Information

To provide awareness about disabilities related issues through educational, recreational, social, and cultural services for all people in the community.

Report the number of Community Education and Public Information hours conducted for the reporting period.

Outreach Efforts

Outreach efforts include activities to reach individuals with disabilities, businesses, community partners, or other entities to improve access to services and independent living. Outreach also includes reaching underserved or unserved population that might not otherwise have access to independent living services, including minority groups and urban and rural populations.

Report the number of Outreach hours conducted for the reporting period.

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Collaborating & Networking

Working together with individuals or organizations to achieve a common goal. This includes working with various organizations, programs, and services to ensure the needs of people with disabilities are met across local, state, and federal programs and services.

Report the number of Collaboration and Networking hours conducted for the reporting period.

Other – Community Activity

Any other outreach efforts not included in the above categories.

Report the number of Other – Community Activity hours conducted for the reporting period.

Section IX: Assistive Technology (AT)

The AT Act of 1998, as amended in 2004 and enacted as “The 21st Century Assistive Technology Act” on 12/23/2022 breaks AT services into two categories. State Leadership Activities and State Level Activities. State Leadership Activities include Educational Activities (formerly “training”), Technical Assistance and Public Awareness. State Level Activities include Device Demonstration, Device Lending, State Financing and Device Reuse Activities. This section has been updated to reflect the AT Act requirements.

Assistive Technology Instructions

- Data in this section should be cumulative for the current reporting period.
- Reporting in the AT section will be done in ONE of the following data bases. ILCs can report the following AT services to DOR either through:
 - NATADS or other database that may be approved by the Administration for Community Living (ACL)
 - CILR quarterly reports
- Using the NATADS database for AT reporting will require your center to enter data on a consumer-by-consumer basis.

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- Using the CILR for AT reporting will require your center to submit AT data in an aggregate format so that DOR can input your AT data annually into NATADS or other ACL designated database.
- Technical assistance for reporting AT data will be provided by DOR and the AT Act contractor in California.

Assistive Technology Definitions

AT State Leadership

AT Education/Training Activities

Educational/training activities are instructional events, usually planned for a specific purpose or audiences, which are designed to increase participants' knowledge, skills, and competencies regarding AT. Such events can be delivered to large or small groups, in-person, or via telecommunications or other distance education mechanisms. In general, participants in educational/training activities can be individually identified and could complete an evaluation of the educational/training event. Examples of educational/training activities include classes, workshops, and presentations that have a goal of increasing skills, knowledge, and competency, as opposed to something intended only to increase general awareness of AT. Source: ACL 2024 AT APR Reporting Data Collection Instrument.

- Reporting - Training activities should include:
 - Quantity of participants by type of recipient
 - Quantity of participants by participant county
 - Quantity of participants by Training activity category
 - Outcome for each participant of Information & Communication Technology (ICT) educational/training activities

AT Technical Assistance

Technical assistance is focused on providing extensive assistance to state or local agencies or other entities (rather than individuals) and generally involves problem solving to achieve a mutually agreed-upon goal.

Technical assistance typically involves multiple contacts and interactions

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over an extended period. Source: ACL 2024 AT APR Reporting Data Collection Instrument page 31 of 48

- Reporting - Technical Assistance (TA) activities should include:
 - Time spent, by category, performing TA (typically recorded in hours)

AT Public Awareness and Information and Assistance

Public awareness activities are designed to reach large numbers of people, including activities such as public service announcements, radio talk's shows and news reports, newspaper stories and columns, newsletters, brochures, and public forums.

In this section report on one or two high impact public awareness activities. This can include newsletters (paper or digital), listservs, blogs, social media, web-based information, public service announcement via television, radio, online broadcasts, podcasts, internet streamed or live presentations, or many other mechanisms designed to disseminate awareness level information to a wide audience. Please remember that presentations reported in this section are for the purpose of general awareness.

Educational/training sessions with the intended outcome of participants applying new knowledge or skills in addressing AT device/service issues should be reported as an educational/training activity. (NOTE: Purchasing promotional items is not allowable under OMB Circular direction and as such should not be reported in this section as a public awareness activity.)

Source: ACL 2024 AT APR Reporting Data Collection Instrument page 37 of 48

AT Information and Assistance (I&A) (formerly known as Information and Referral I&R) (AT Section)

Information and assistance (I&A) activities are those in which the AT program responds to requests for information and/or puts individuals in contact with other agencies, organizations, or companies that can provide them with needed information on AT products, devices, services, or funding sources or provides intensive assistance to individuals about AT products, devices, services, or funding sources. This information may be provided in person, over the telephone, via email, or by some other communication mechanism. Source: ACL 2024 AT APR Reporting Data Collection Instrument page 38 of 48

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- Reporting - Public Awareness/Information and Assistance activities should include:
 - Approximate quantity of Public Awareness activities and an overview of two to three high level activities performed
 - Quantity of individuals receiving I&A by type of individual/entity and by content of I&A activities

AT State Level Activities

AT State Financing Activities

A state financing activity is an activity approved as part of your State Plan for AT that provides for the purchase, lease, or other acquisition of, or payment for AT including State-financed or privately financed alternative financing systems of subsidies. Examples of state financing activities include, but are not limited to administering financial loan programs, administering “last resort” activities funded with non-AT Act dollars, administering cooperative buying programs, administering telecommunications distribution programs, and other activities that result in the acquisition of AT devices and services. Programs that directly provide AT may be programs operated with funds that are earmarked for types of consumers (such as children), particular types of AT (such as home modification), or for individuals who meet certain income limitations. States may not use AT Act dollars to provide funds or devices directly to individuals. AT Act dollars may be used to administer a last resort fund comprised of non-AT Act dollars. Source: ACL 2024 AT APR Reporting Data Collection Instrument page 4 of 48

- Reporting – Loan activities should include:
 - Quantity and area of residence of loan applicants
 - Outcome of loan applications
 - 1. Approved - Loan made
 - 2. Approved - Loan not made (application withdrawn after approval, loan approved but not accepted by consumer)
 - 3. Rejected
 - Reported gross annual income of loan applicants
 - Type and quantity of loans
 - Revolving Loan
 - 2. Partnership Loan

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- 2a- w/out interest buy down or loan guarantee
 - 2b- w/ interest buy down only
 - 2c- w/ loan guarantee only
 - 2d- w/ both interest buy down and loan guarantee
- Type and quantity of AT devices financed
- Dollar value and interest rate of each loan
- Quantity of loans in default and net dollar loss
- Reporting Reduced cost/Other financing activities:
 - Quantity and area of residence of individuals served
 - Quantity and type of AT provided
 - Total (sum) estimated retail price of each category of AT
 - Total (sum) price which each category of AT devices was sold
- Reporting performance measures for all financing activities:
 - Primary purpose of the AT acquired (Education, Employment, or Community Living)
 - Whether the AT will meet needs (will meet needs, does not meet needs, has not decided, or non-respondent)
 - Level of customer satisfaction (highly satisfied, satisfied, satisfied somewhat, not satisfied, nonrespondent)

AT Device Reuse Activities

Is the exchange, refurbishment, reassignment, and/or open-ended loan of an AT device.

Device reassignment and refurbishment activities are those in which devices are accepted (usually by donation) into an inventory; are sanitized and/or refurbished as needed; and then offered for sale, loan, rental, or given away to consumers as redistributed products. The consumer becomes the permanent owner of the device.

Repair activities are those in which device(s) are repaired for an individual (without the ownership of the device changing hands) thus avoiding the owner's need to purchase a new device.

Devices in a reuse inventory can be reassigned on a permanent basis to a new "owner" or provided as an open-ended loan to a borrower. Open-ended device loans are generally distinguishable from short-term device

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loans by the length of the loan period. Open-ended loans are generally long term (at least several months) with the device provided to the consumer for as long as s/he needs it; ownership usually does not transfer to the consumer.

Device reuse activities are covered by the Acquisition Performance Measure. To report data for this measure, state AT programs must collect follow-up information from consumers regarding the primary purpose for which AT was needed and customer satisfaction. Data elements include the number, type, estimated value, and scope of assistive technology devices exchanged, repaired, recycled, or reutilized (including redistributed through device sales, loans, rentals, or donations) through the device reutilization activities. Programs must also provide one anecdote about an individual who benefited from the activity. Programs are required to meet a minimum performance measure of 75% for acquisition activities. Detailed information on performance measures and the required data collection elements can be found in the instructions for the Annual Progress Report (APR) and the APR reporting instrument.

Device reuse includes device exchange activities and device refurbishment/repair activities in which the device can be reassigned or placed on open-ended loan where the borrower can keep the device for as long as it is needed. All of these types of reuse are considered a form of “acquisition.”

Device exchange activities are those in which devices are listed in a “want ad”-type posting and consumers can contact and arrange to obtain the device (either by purchasing it or obtaining it for free) from the current owner. Exchange activities do not involve warehousing inventory and do not include sanitation or refurbishing of used devices. Source: ACL 2024 AT APR Reporting Data Collection Instrument page 14 of 48

- Reporting –Device Reutilization activities should include:
 - Quantity of individuals receiving devices
 - Type of reutilization activity (device exchange, device refurbishment/repair, reassignment and/or open-ended loan)
 - *For Device Exchange Activities, by AT category:*
 - Quantity of devices exchanged
 - Total estimated purchase price

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- Total price for which device(s) were exchanged
- *For Device Refurbishment/Repair, by AT category:*
 - Quantity of devices sanitized/repaired/refurbished
 - Total estimated purchase price of devices
 - Total price for which devices were sold
- Reporting performance measures for all Reutilization activities:
 - Purpose of AT (education, employment, or community living)
 - Purpose of obtaining a Reuse device
 1. Could only afford AT through the AT program
 2. AT was only available through the AT program
 3. AT was available through other programs, but the system was too complex or wait time was too long
 4. None of the above
 5. Nonrespondent
 - Level of customer satisfaction (highly satisfied, satisfied, satisfied somewhat, not satisfied, nonrespondent)

AT Device Loan and Lending

AT device loan and lending is a short-term device loan, usually for a period of around 30-45 days, and may be for the purpose of (1) assisting in decision-making; (2) serving as a loaner while the consumer is waiting for device repair or funding; (3) providing an accommodation on a short-term basis; or (4) for professional development.

- Reporting – Metrics for device loans should include:
 - The primary purpose of each short-term loan (based on the four options identified above)
 - The quantity and type of participants (Individuals with disabilities, family members, guardians, authorized representatives
 - Reps. of Education
 - Reps. of Employment
 - Reps. of Health, allied health, rehabilitation
 - Reps. of Community Living
 - Reps. of Technology
 - receiving device loans
 - The duration, quantity, and type of AT device loans

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- Vision
- Hearing
- Speech Communication
- Learning, cognition, and developmental
- Mobility, seating, and positioning Daily living
- Environmental adaptation
- Vehicle modification and transportation
- Computers and related
- Recreation, sports, and leisure
- Performance measures from the demonstrations:
 - Primary purpose of the AT (Education, Employment, or Community Living)
 - Whether the AT will meet needs (will meet needs, does not meet needs, has not made a decision, or non-respondent)
 - Level of customer satisfaction (highly satisfied, satisfied, satisfied somewhat, not satisfied, nonrespondent)

AT Device Demonstration

Device demonstrations compare the features and benefits of a particular AT device or category of devices for an individual or small group of individuals. The purpose of a device demonstration is to enable an individual to make an informed choice. Whenever possible, the participant should be shown a variety of devices to compare features to support decision making.

Device demonstrations should not be confused with educational/training activities during which devices are demonstrated.

In a device demonstration individual, guided experience with the device(s) is provided to the participant decision-maker with the assistance of someone who has technical expertise related to the device(s). This expert may be in the same location as the participant or may assist the participant through Internet or distance learning mechanism that provides real-time, effective communication to deliver the necessary device exploration. A demonstration is characterized by its interactive nature whereby the participant can interact with an expert to increase their knowledge and understanding about the details and functions of a device; the participant

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drives the demonstration and has the ability to interact and have their individual questions about the device addressed. If the demonstration is conducted via the internet or distance learning mechanism it must be a real-time, interactive demonstration that provides one-on-one assistance to the participant. A web-based demonstration that is archived or is a static presentation without interaction is considered an awareness activity, not a demonstration. Source: ACL 2024 AT APR Reporting Data Collection Instrument page 24 of 48

- Reporting - Metrics for device demonstrations should include:
 - The quantity and type of participants receiving demonstrations
 - The type and quantity of AT devices/services demonstrated to each participant
 - The quantity and type of referrals (* Funding source (non-AT program), service provider, vendor, repair service, and other).
 - made through the demonstration
 - Performance measures from the demonstrations:
 - Primary purpose of the AT (Education, Employment, or Community Living)
 - Whether the AT will meet needs (will meet needs, does not meet needs, has not made a decision, or non-respondent)
 - Level of customer satisfaction (highly satisfied, satisfied, satisfied somewhat, not satisfied, nonrespondent)