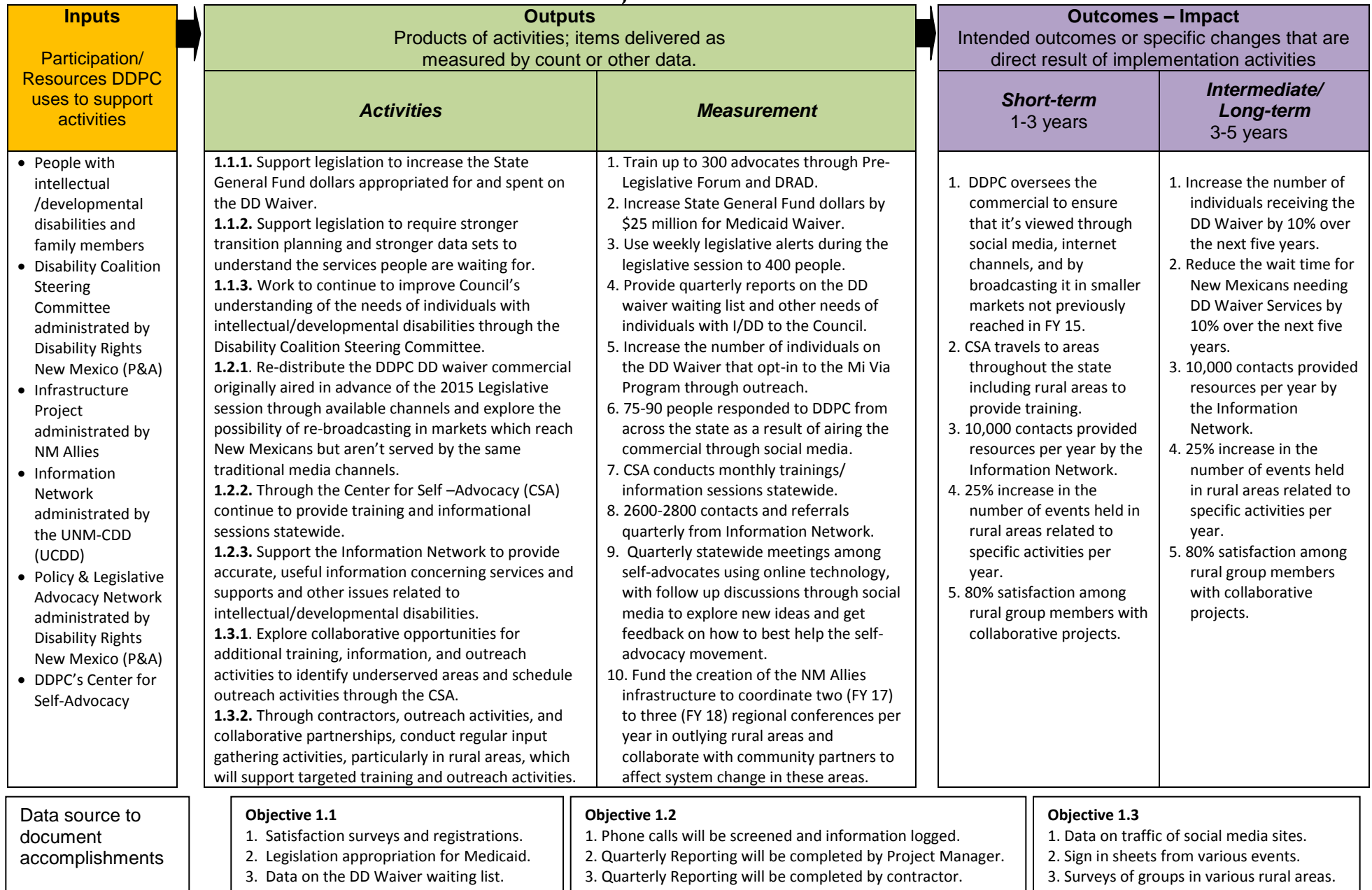


Goal 1 – Community Supports

All individuals with intellectual/developmental disabilities, and their families, will have access to the community supports and services, based on their needs and preferences that will support them in leading productive, dignified, inclusive, and self-determined lives.

~ Objectives 1.1 – 1.3 ~



Goal 1 – Community Supports

All individuals with intellectual/developmental disabilities, and their families, will have access to the community supports and services, based on their needs and preferences that will support them in leading productive, dignified, inclusive, and self-determined lives.

~ Objective 1.4 ~

Inputs Participation/ Resources DDPC uses to support activities	Outputs Products of activities; items delivered as measured by count or other data.		Outcomes – Impact Intended outcomes or specific changes that are direct result of implementation activities	
	Activities	Measurement	Short-term 1-3 years	Intermediate/ Long-term 3-5 years
<ul style="list-style-type: none"> • People with intellectual /developmental disabilities and family members • Native American tribes and pueblo communities • Center for Self-Advocacy at the DDPC • Educating Parent Indian Children Services (EPICS-advocacy organization) 	<p>1.4.1. Identify two (2) or more organizations which provide supports to Native Americans with intellectual/developmental disabilities.</p> <p>1.4.2. Sponsor outreach, education, training, and other events which target Native Americans with intellectual/developmental disabilities.</p>	<p>1. Two organizations identified and visited that support Native Americans with I/DD in New Mexico.</p> <p>2. \$2500 sponsorship to support the annual 3-day EPICS conference, national special education conference on Native American issues, in New Mexico with 500 attendees funded.</p> <p>3. DDPC staff conduct presentation at the annual EPICS conference with 25 Native Americans with I/DD and 10 family members.</p> <p>4. DDPC/CSA staff reaches out to at least one other Native American community quarterly.</p>	<p>1. Promising best practices and resources to Native Americans with I/DD and their families identified at the two organizations.</p> <p>2. \$2500 sponsorship to EPICS conference on Native American issues in New Mexico funded per year.</p> <p>3. DDPC staff continues participation on the Jemez Vocational Rehabilitation (JVR) Advisory Council meetings per year.</p> <p>4. Outreach to 4 Native American communities per year through CSA.</p>	<p>1. Native Americans with I/DD and their families are 80% satisfied with participating in conference sessions that provide education and information on increasing their advocacy skills.</p> <p>2. DDPC representative continues participation on the Jemez Vocational Rehabilitation (JVR) Advisory Council meetings and conference to connect and collaborate with tribes and pueblos supporting Native Americans with I/DD.</p> <p>3. Outreach to 20 Native American communities through CSA.</p>

Data source to document accomplishments

Objective 1.4

1. Compilation of organization's practices and resources.
2. Evaluation survey data from EPICS conference, JVR conference, and training and outreach events collected and compiled.
3. Measurement indicates satisfactory ratings of the conferences and trainings on the survey results.

Goal 2 – Employment

People with intellectual/developmental disabilities who want to work will have meaningful job options and opportunities in inclusive settings within their communities.

~ Objective 2.1 ~

Inputs	Outputs		Outcomes – Impact	
	Products of activities; items delivered as measured by count or other data.		Intended outcomes or specific changes that are direct result of implementation activities	
Participation/ Resources DDPC uses to support activities	Activities	Measurement	Short-term 1-3 years	Intermediate/ Long-term 3-5 years
<ul style="list-style-type: none"> • People with intellectual/developmental disabilities and family members • Transitions Conference & Forward @ 14 administered by Parents Reaching Out (Advocacy Organization) • Disability Coalition Steering Committee administrated by Disability Rights New Mexico (P&A) • Policy & Legislative Advocacy Network (P&A) • DDPC/ Center for Self-Advocacy • Inclusive employers 	<p>2.1.1. Identify and work with three (3) to five (5) advocacy agencies or independent advocates who are experienced with employing, and finding employment for, individuals with intellectual/developmental disabilities.</p> <p>2:1:1a Identify employers and businesses who provide inclusive employment opportunities to individuals with intellectual/developmental disabilities.</p> <p>2:1:1b Work with employers and businesses who want to provide inclusive employment opportunities to develop the capacity to do so.</p> <p>2.1.2. Advocate for legislative support and for legislation which will provide incentives for businesses to hire individuals with developmental disabilities.</p> <p>2.1.3. Advocate for funding for, and expansion of, vocational school opportunities, and for inclusive internships, for high school students with intellectual/developmental disabilities.</p> <p>2.1.4 Advocate prohibiting payment of sub-minimum wages to persons with disabilities.</p>	<ol style="list-style-type: none"> 1. Orientation with former Business Leadership Network (BLN) members in order to obtain information on best practices with respect to inclusive employment in New Mexico setup. 2. List of potential employers for inclusive employment statewide compiled. 3. Outreach materials for employers with the assistance of BLN for use with employers organized. 4. Relationships with 2-3 potential employers established quarterly. 5. Legislation introduced per 60 day legislative session (2017, 2019, and 2021) promoting inclusive employment for individuals with disabilities, including business incentives, expansion of post-secondary education and elimination of sub-minimum wage. 	<ol style="list-style-type: none"> 1. Three inclusive employers statewide, who hire people with I/DD, identified and accessed as collaborative partners. 2. Inclusive employment legislation that utilizes best practices introduced and promoted. 	<ol style="list-style-type: none"> 1. Five inclusive employers statewide, who hire people with I/DD, identified and accessed as collaborative partners. 2. Inclusive employment legislation that utilizes best practices passed.

Data source to document accomplishments

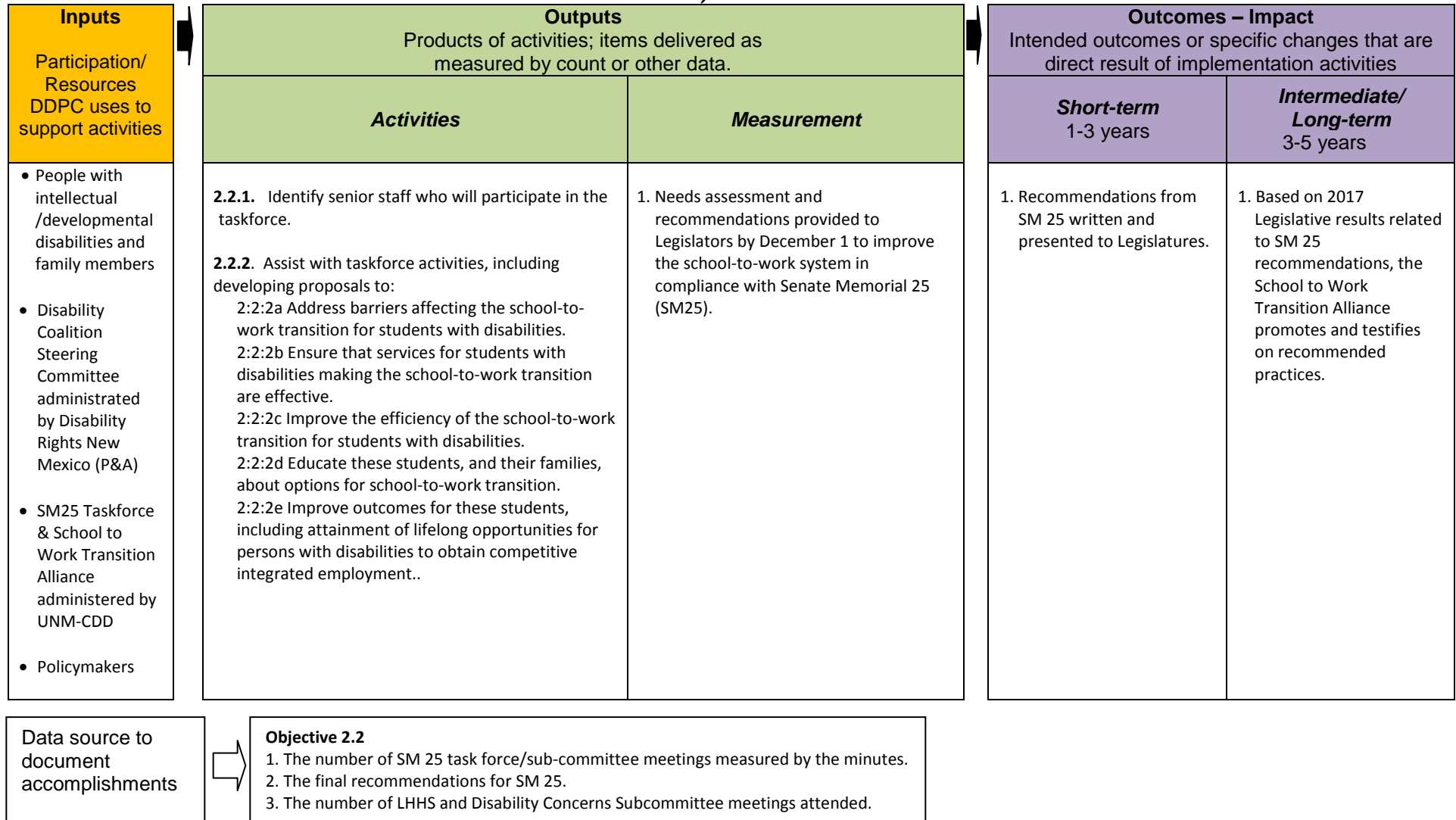
Objective 2.1

1. Number of legislative initiatives related to inclusive employment for individuals with disabilities as shown on nmlegis.gov and in DRNM reports.
2. Number of meetings with employers regarding inclusive employment opportunities for people with disabilities each year.

Goal 2 – Employment

People with intellectual/developmental disabilities who want to work will have meaningful job options and opportunities in inclusive settings within their communities.

~ Objective 2.2 ~



Goal 3 – Health

Individuals with intellectual/developmental disabilities and their families, will have access to the community-based health supports, services and resources which will ensure they achieve and maintain a healthy quality of life.

~ Objective 3.1 ~

Inputs	Outputs		Outcomes – Impact	
	Products of activities; items delivered as measured by count or other data.		Intended outcomes or specific changes that are direct result of implementation activities	
	Activities	Measurement	Short-term 1-3 years	Intermediate/ Long-term 3-5 years
Participation/ Resources DDPC uses to support activities <ul style="list-style-type: none"> • People with intellectual/developmental disabilities and family members • Information Network administrated by the UNM-CDD (UCDD) • Educational Rights Project administrated by Disability Rights New Mexico (P&A) • Center for Self-Advocacy at the DDPC • Policymakers • Infrastructure Project administrated by NM Allies for Advocacy • Public Education Department/Special Education Bureau (PED/SEB) 	3.1.1. Through outreach activities, promote the Information Network located at UNM-CDD, and its medical information web portal to individuals with intellectual /developmental disabilities and their families. 3.1.2. Collaborate with the Public Education Department to provide information through the Special Education Bureau and the Nutrition Program about available supports, services, and the Information Network. Through this collaboration, identify underserved areas and other gaps and needs. Explore expanding collaboration effort, including adding the following agencies: NM Council of Administrators of Special Education, NM School of Superintendents Association, Parents-Teachers Associations, NM Autism Society. 3.1.3. Through contractors, outreach activities, and collaborative partnerships, conduct regular input gathering activities, particularly in rural areas, to identify health services and support gaps, and to help focus on outreach and training activities that address these gaps. 3.1.4. Identify advocates and peer mentors in rural communities who are positioned to help establish regional support groups that can offer guidance to individuals with intellectual/developmental disabilities and their families, on accessing available health information and other resources. Through these advocates, identify underserved areas and other gaps and needs.	1. UNM-CDD promotes the Information Network and Medical Home portal located at UNM-CDD through thirty-six (36) to forty (40) outreach events per year. 2. The Educational Rights Project, administered by DRNM, collaborates with PED/SEB and other agencies to identify the gaps and needs in underserved areas related to health. 3. DDPC contractors gather regular input during activities to identify and address health services and support gaps in rural areas and inform DDPC in their quarterly reports. 4. Two (2) to five (5) regional support groups established through identification of advocates and peer mentors in rural areas to offer guidance about accessing health information and other resources.	1. Collaboration plan with PED/SEB and other agencies established and implemented related to gaps and needs in health services in rural areas. 2. One to two active regional support groups established statewide related to health information per year.	1. Increased traffic (inquiries, visits, referrals) regarding the Information Network /Medical Home portal. 2. Input and information regarding health gathered and compiled quarterly. 3. Five active regional support groups established statewide related to health information.

Data source to document accomplishments

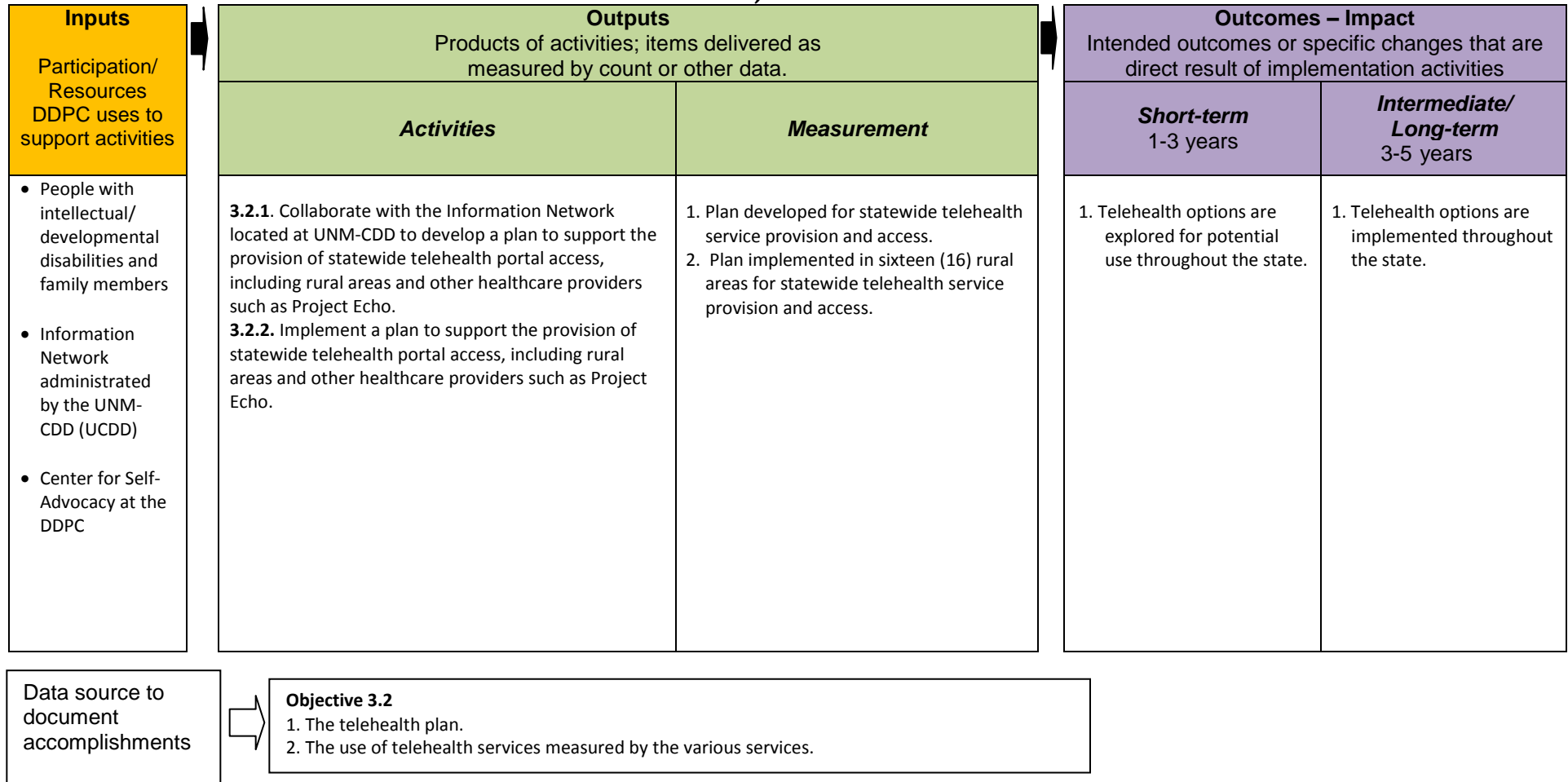
Objective 3.1

1. UNM-CDD tracks calls and provides DDPC with this information on a quarterly basis.
2. DRNM provides information to DDPC on a quarterly basis on the status of the collaborative plan.
3. DDPC contractors provide information to DDPC on a quarterly basis.
4. CSA reports status of regional support groups quarterly.

Goal 3 – Health

Individuals with intellectual/developmental disabilities and their families, will have access to the community-based health supports, services and resources which will ensure they achieve and maintain a healthy quality of life.

~ Objective 3.2 ~



Goal 4 – Self-Advocacy and Leadership

Individuals with intellectual/developmental disabilities will maintain self-advocacy through self-directed leadership in all life activities, actions, and decisions.

~ Objective 4.1 ~

Inputs	Outputs		Outcomes – Impact	
	Products of activities; items delivered as measured by count or other data.		Intended outcomes or specific changes that are direct result of implementation activities	
	Activities	Measurement	Short-term 1-3 years	Intermediate/ Long-term 3-5 years
Participation/ Resources DDPC uses to support activities <ul style="list-style-type: none"> • People with intellectual/developmental disabilities and family members • Partners in Policymaking (PIP) administrated by the UNM-CDD (UCDD) • Center for Self-Advocacy at the DDPC • Transitions Conference & Forward @ 14 Projects administered by Parents Reaching Out (Advocacy Organization) 	4.1.1.a Implement a program to train and mentor self-advocates as leaders. 4.1.1.b Ensure that self-advocate graduates of Partners in Policymaking (PIP) facilitate PIP sessions. 4.1.2. Transitioning high school graduates get the opportunity to engage in self-advocacy training with the prospect of going on to leadership training, through Center for Self-Advocacy training. 4.1.3. Continue to provide support to individuals with intellectual/developmental disabilities, and their families, to attend conferences, seminars, and trainings with self-advocacy leadership tracks or focus, by making scholarships and stipends available.	1. A Self-Advocacy Leadership Program developed and implemented statewide with fifteen (15) individuals with IDD per year, including People First officer trainings. 2. All Partners in Policymaking (PIP) sessions involve facilitation by self-advocate graduates with opportunities for facilitation mentorship by experienced self-advocate facilitators. 3. Of twenty (20) CSA self-advocacy training participants, at least 20% are 18-25 years old. 4. Using an application process, up to 60 stipends or scholarships for self-advocates and family members provided to attend conferences per year.	1. A Self-Advocacy Leadership and Peer Mentorship Program developed and piloted. 2. A Self-Advocacy Leadership Program implemented with 15 self-advocacy graduates per year. 3. Scholarship application process developed and implemented to attend conferences. 4. Active self-advocate leaders in local communities. 5. Interested PIP self-advocates graduates mentored in facilitation of PIP sessions. 6. Recruitment of 18-25 year old individuals who participate in CSA self-advocacy training.	1. Active self-advocate leaders statewide graduated from the Self-Advocacy Leadership Program. 2. All PIP sessions include self-advocate graduates as facilitators. 3. Transitioning high school graduates become more active community members through self-advocacy training. 4. Wider range of self-advocate and family member participation in conferences that reflect cultural and demographic diversity.

Data source to document accomplishments

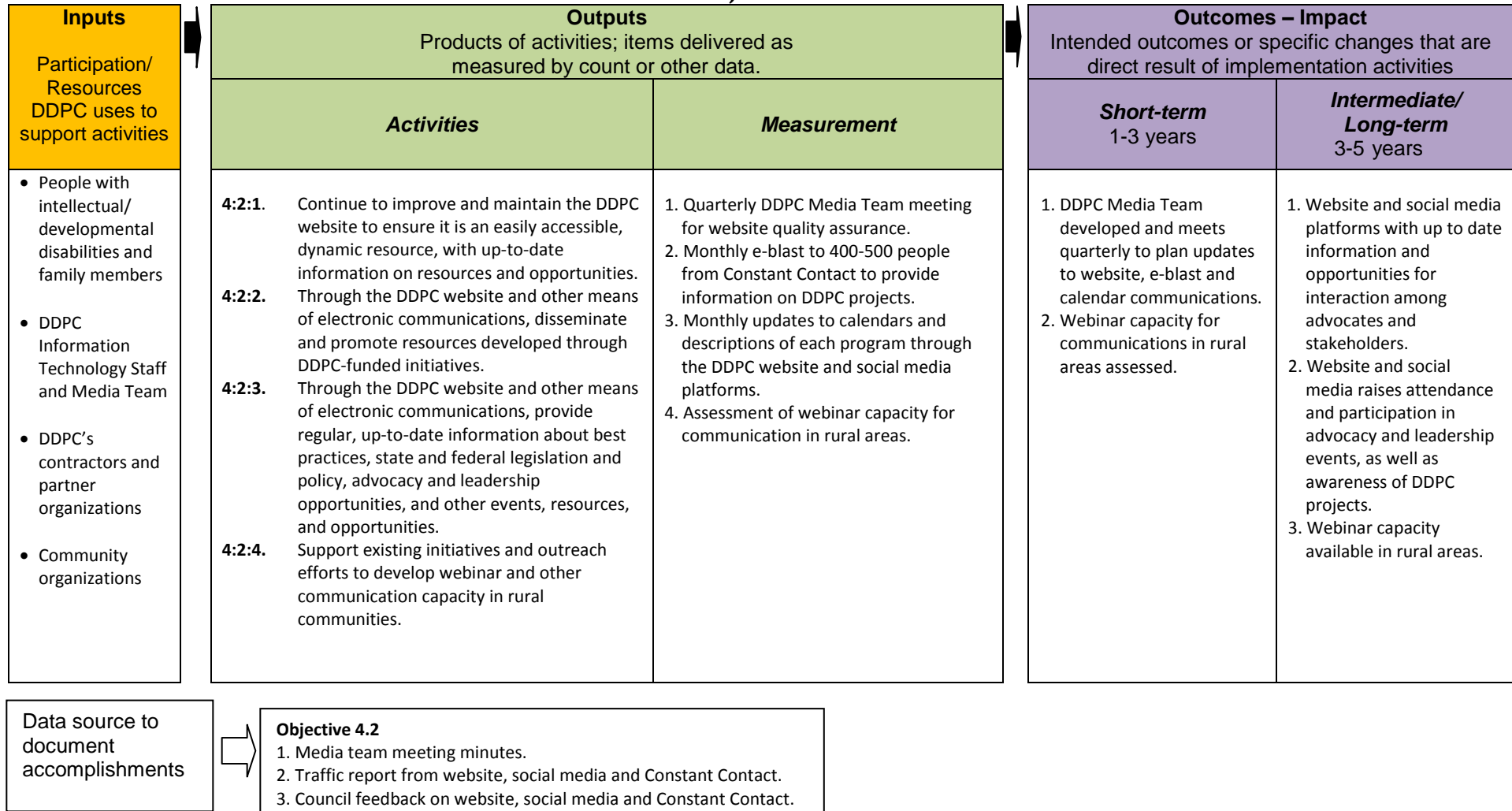
Objective 4.1

1. Numbers of individuals participating in local groups in each community as indicated by sign-in sheets.
2. The Self-Advocacy Leadership/Peer Mentor Curriculum.
3. Numbers of self-advocate graduates who facilitate Partners in Policymaking as indicated by the training schedule and reports.
4. Numbers of individuals participating in the CSA program as measured by sign-in sheets.
5. Number of scholarships and stipends provided by the DDPC for conferences as indicated by reports.

Goal 4 – Self-Advocacy and Leadership

Individuals with intellectual/developmental disabilities will maintain self-advocacy through self-directed leadership in all life activities, actions, and decisions.

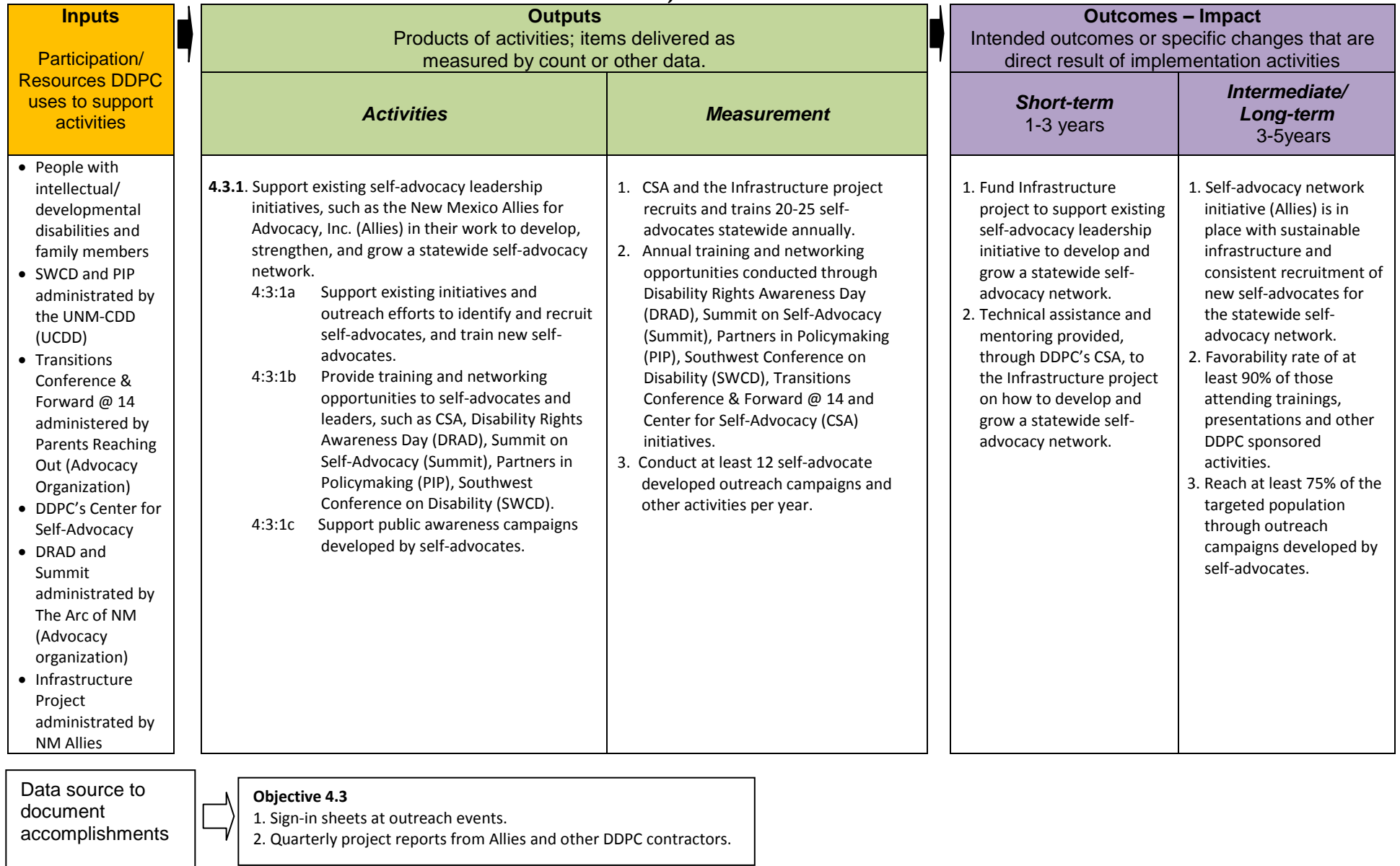
~ Objective 4.2 ~



Goal 4 – Self-Advocacy and Leadership

Individuals with intellectual/developmental disabilities will maintain self-advocacy through self-directed leadership in all life activities, actions, and decisions.

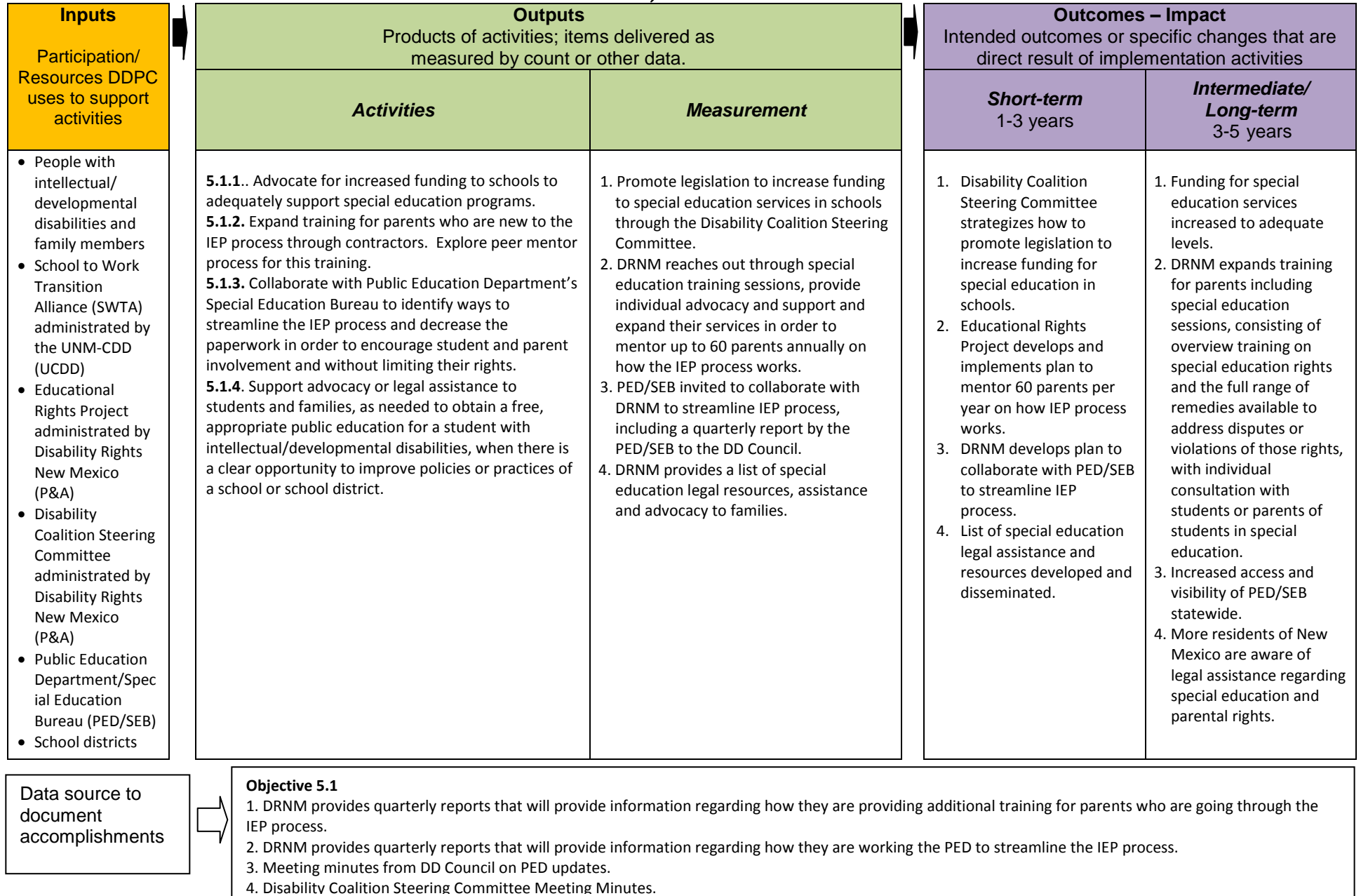
~ Objective 4.3 ~



Goal 5 – Education and Early Intervention

All children, youth, and students with intellectual/developmental disabilities, aged birth to 21 years, will receive individualized, evidence-based supports and services in inclusive settings that will help them attain their maximum potential, including extra-curricular activities.

~ Objective 5.1 ~



Goal 5 – Education and Early Intervention

All children, youth, and students with intellectual/developmental disabilities, aged birth to 21 years, will receive individualized, evidence-based supports and services in inclusive settings that will help them attain their maximum potential, including extra-curricular activities.

~ Objective 5.2~

Inputs	Outputs Products of activities; items delivered as measured by count or other data.		Outcomes – Impact Intended outcomes or specific changes that are direct result of implementation activities	
	Activities	Measurement	Short-term 1-3 years	Intermediate/ Long-term 3-5 years
Participation/ Resources DDPC uses to support activities <ul style="list-style-type: none"> • People with intellectual/developmental disabilities and family members • Educational Rights Project administrated by Disability Rights New Mexico (P&A) • Disability Coalition Steering Committee administrated by Disability Rights New Mexico (P&A) • Policy & Legislative Advocacy Network administrated by Disability Rights New Mexico (P&A) • Public Education Department/Special Education Bureau (PED/SEB) • Policymakers 	5.2.1. Collaborate with the PED/SEB to expand training for parents, teachers, and teacher's aides in dealing with behavioral issues in the classroom. 5.2.2. Support legislation to eliminate disproportionate responses to behavioral issues, and to provide funding and support for full inclusion for children with developmental disabilities, including the use of one-on-one support where appropriate.	1. DRNM invites PED/SEB to collaborate monthly on dealing with behavioral issues in the schools to include school staff and parent training. 2. DRNM promotes passage of legislation to address restraint/seclusion, including well-defined limits, data collection by schools and parent notification.	1. Disability Coalition Steering Committee strategizes how to promote legislation to address restraint/seclusion, including well-defined limits, data collection by schools and parent notification. 2. DRNM develops and implements a plan to collaborate with PED/SEB to deal with behavioral issues in school, including school staff and parent training.	1. DRNM works with PED/SEB and other entities to track progress toward improving the educational services or outcomes for student with developmental and other disabilities. 2. Less families experience problems with school districts regarding their students with disabilities.

Data source to document accomplishments

Objective 5.2

1. DRNM minutes from quarterly meetings with PED/SEB.
2. Successful legislation related to restraint/seclusion.
3. School district reports to PED on incidents quarterly.

Goal 5 – Education and Early Intervention

All children, youth, and students with intellectual/developmental disabilities, aged birth to 21 years, will receive individualized, evidence-based supports and services in inclusive settings that will help them attain their maximum potential, including extra-curricular activities.

~ Objective 5.3 – 5.4 ~

Inputs	Outputs		Outcomes – Impact	
	Products of activities; items delivered as measured by count or other data.		Intended outcomes or specific changes that are direct result of implementation activities	
Participation/ Resources DDPC uses to support activities	Activities	Measurement	Short-term 1-3 years	Intermediate/ Long-term 3-5years
<ul style="list-style-type: none"> People with intellectual/developmental disabilities and family members School to Work Transition Alliance (SWTA) administrated by the UNM-CDD (UCDD) Public Education Department/Special Education Bureau (PED/SEB) Parents Reaching Out (Advocacy Organization) Statewide Post-Secondary Committee Educational Rights administrated by Disability Rights New Mexico (P&A) 	<p>5.3.1. Work with current, active evidence-based programs; identify and support new programs working with students with intellectual/developmental disabilities in higher education.</p> <p>5:4:1 Identify local self-advocates and parents who can help establish peer support groups to work with parents of students with intellectual/developmental disabilities on the transition and inclusion issues in rural communities.</p> <p>5:4:2 Through CSA, develop a peer mentor program where advocates and self-advocates collaborate with schools to work with students with intellectual/developmental disabilities through transition, such as, elementary to middle school.</p> <p>5.4.3 Provide information to parents regarding the role of the Division of Vocational Rehabilitation in the IEP process.</p>	<ol style="list-style-type: none"> Increase in the number of students with intellectual/developmental disabilities pursuing classes at post-secondary/higher education level. Two (2) to five (5) regional support groups established through identification of advocates and peer mentors in rural areas to offer guidance about transition and inclusions. A Self-Advocacy Leadership Program developed and implemented statewide with fifteen (15) individuals with I/DD per year, including transition trainings. DRNM meets with DVR to create an informational packet to distribute to parents of children in middle and high schools, as well as, other schools. 	<ol style="list-style-type: none"> DDPC contractors Parents Reaching Out and UNM-CDD connect and collaborate with the statewide Post-Secondary Committee to identify and support existing and new programs working with students with I/DD in higher education. Two regional support groups established to offer peer mentoring in transition and inclusion. 	<ol style="list-style-type: none"> Increase in percentage of students exiting high school with a plan to continue their education. Active regional support groups established statewide related to transition and inclusion. Active self-advocate leaders statewide graduated from the Self-Advocacy Leadership Program. Information and materials provided by DVR disseminated to parents in schools.

Data source to document accomplishments

Objective 5.3

- Quarterly meeting with statewide post-secondary committee members to obtain enrollment numbers for individuals with developmental disabilities.
- Review of evidence-based programs, including those in use in New Mexico.

Objective 5.4

- CSA reports status of regional support groups quarterly.
- Numbers of individuals participating in local groups in each community as indicated by sign-in sheets.
- DRNM Educational Rights Project Quarterly Reports.

Goal 5 – Education and Early Intervention

All children, youth, and students with intellectual/developmental disabilities, aged birth to 21 years, will receive individualized, evidence-based supports and services in inclusive settings that will help them attain their maximum potential, including extra-curricular activities.

~ Objective 5.5 – 5.6 ~

