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.

\sim Objectives 1.1 – 1.3 \sim

Inputs

Participation/
Resources DDPC
uses to support
activities

- People with intellectual /developmental disabilities and family members
- Disability Coalition Steering Committee administrated by Disability Rights New Mexico (P&A)
- Infrastructure
 Project
 administrated by
 NM Allies
- Information
 Network
 administrated by
 the UNM-CDD
 (UCDD)
- Policy & Legislative Advocacy Network administrated by Disability Rights New Mexico (P&A)
- DDPC's Center for Self-Advocacy

Activities Measurement

Outputs

Products of activities; items delivered as

measured by count or other data.

- **1.1.1.** Support legislation to increase the State General Fund dollars appropriated for and spent on the DD Waiver.
- **1.1.2.** Support legislation to require stronger transition planning and stronger data sets to understand the services people are waiting for.
- **1.1.3.** Work to continue to improve Council's understanding of the needs of individuals with intellectual/developmental disabilities through the Disability Coalition Steering Committee.
- **1.2.1.** Re-distribute the DDPC DD waiver commercial originally aired in advance of the 2015 Legislative session through available channels and explore the possibility of re-broadcasting in markets which reach New Mexicans but aren't served by the same traditional media channels.
- **1.2.2.** Through the Center for Self –Advocacy (CSA) continue to provide training and informational sessions statewide.
- **1.2.3.** Support the Information Network to provide accurate, useful information concerning services and supports and other issues related to intellectual/developmental disabilities.
- **1.3.1**. Explore collaborative opportunities for additional training, information, and outreach activities to identify underserved areas and schedule outreach activities through the CSA.
- **1.3.2.** Through contractors, outreach activities, and collaborative partnerships, conduct regular input gathering activities, particularly in rural areas, which will support targeted training and outreach activities.

Measurement

- Train up to 300 advocates through Pre-Legislative Forum and DRAD.
- Increase State General Fund dollars by \$25 million for Medicaid Waiver.
- 3. Use weekly legislative alerts during the legislative session to 400 people.
- Provide quarterly reports on the DD waiver waiting list and other needs of individuals with I/DD to the Council.
- Increase the number of individuals on the DD Waiver that opt-in to the Mi Via Program through outreach.
- 75-90 people responded to DDPC from across the state as a result of airing the commercial through social media.
- 7. CSA conducts monthly trainings/information sessions statewide.
- 8. 2600-2800 contacts and referrals quarterly from Information Network.
- Quarterly statewide meetings among self-advocates using online technology, with follow up discussions through social media to explore new ideas and get feedback on how to best help the selfadvocacy movement.
- 10. Fund the creation of the NM Allies infrastructure to coordinate two (FY 17) to three (FY 18) regional conferences per year in outlying rural areas and collaborate with community partners to affect system change in these areas.

Outcomes – Impact Intended outcomes or specific changes that are direct result of implementation activities

1. DDPC oversees the
commercial to ensure
that it's viewed through
social media, internet
channels, and by
broadcasting it in smaller
markets not previously
reached in FY 15.

Short-term

1-3 years

- CSA travels to areas throughout the state including rural areas to provide training.
- 3. 10,000 contacts provided resources per year by the Information Network.
- 25% increase in the number of events held in rural areas related to specific activities per year.
- 80% satisfaction among rural group members with collaborative projects.

Increase the number of individuals receiving the DD Waiver by 10% over

the next five years.

3-5 years

Intermediate/

Long-term

- 2. Reduce the wait time for New Mexicans needing DD Waiver Services by 10% over the next five years.
- 10,000 contacts provided resources per year by the Information Network.
- 25% increase in the number of events held in rural areas related to specific activities per year.
- 80% satisfaction among rural group members with collaborative projects.

Data source to document accomplishments

Objective 1.1

- 1. Satisfaction surveys and registrations.
- 2. Legislation appropriation for Medicaid.
- 3. Data on the DD Waiver waiting list.

Objective 1.2

- 1. Phone calls will be screened and information logged.
- 2. Quarterly Reporting will be completed by Project Manager.
- 3. Quarterly Reporting will be completed by contractor.

Objective 1.3

- 1. Data on traffic of social media sites.
- 2. Sign in sheets from various events.
- 3. Surveys of groups in various rural areas.

-◇oal 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

- 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 (EPICSadvocacy organization)

Outputs Products of activities; items delivered as measured by count or other data.

Activities Measurement

- **1.4.1.** Identify two (2) or more organizations which provide supports to Native Americans with intellectual/developmental disabilities.
- **1.4.2.** Sponsor outreach, education, training, and other events which target Native Americans with intellectual/developmental disabilities.
- Two organizations identified and visited that support Native Americans with I/DD in New Mexico.
- \$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.
- DDPC staff conduct presentation at the annual EPICS conference with 25 Native Americans with I/DD and 10 family members.
- 4. DDPC/CSA staff reaches out to at least one other Native American community quarterly.

Outcomes – Impact Intended outcomes or specific changes that are direct result of implementation activities

1. Promising best practices
and resources to Native
Americans with I/DD and
their families identified at
the two organizations.

Short-term

1-3 years

- 2. \$2500 sponsorship to EPICS conference on Native American issues in New Mexico funded per year.
- DDPC staff continues
 participation on the Jemez
 Vocational Rehabilitation
 (JVR) Advisory Council
 meetings per year.
- 4. Outreach to 4 Native
 American communities
 per year through CSA.

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.

2. DDPC representative

Intermediate/

Long-term

3-5 years

- 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.

 3. Outreach to 20 Native
- Outreach to 20 Native American communities through CSA.

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

Participation/ Resources DDPC uses to support activities

- 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

Activities Measurement

Outputs

Products of activities; items delivered as

measured by count or other data.

- 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.
- 2:1:1a Identify employers and businesses who provide inclusive employment opportunities to individuals with intellectual/developmental disabilities.
- 2:1:1b Work with employers and businesses who want to provide inclusive employment opportunities to develop the capacity to do so.
- **2.1.2.** Advocate for legislative support and for legislation which will provide incentives for businesses to hire individuals with developmental disabilities.
- 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.
- **2.1.4** Advocate prohibiting payment of sub-minimum wages to persons with disabilities.

- 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.

Outcomes - Impact Intended outcomes or specific changes that are

direct result of implementation activities

1. Three inclusive employers
statewide, who hire
people with I/DD,
identified and accessed as

Short-term

1-3 years

2. Inclusive employment legislation that utilizes best practices introduced and promoted.

collaborative partners.

1. Five inclusive employers statewide, who hire people with I/DD, identified and accessed as collaborative partners.

Intermediate/

Long-term

3-5 years

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 ~

Legislators by December 1 to improve

compliance with Senate Memorial 25

the school-to-work system in

Inputs

Participation/ Resources DDPC uses to support activities

- People with intellectual /developmental disabilities and family members
- Disability Coalition Steering Committee administrated by Disability **Rights New** Mexico (P&A)
- SM25 Taskforce & School to **Work Transition** Alliance administered by **UNM-CDD**
- Policymakers

Outputs

Products of activities; items delivered as measured by count or other data.

Activities	Measurement	
2.2.1. Identify senior staff who will participate in the taskforce.	Needs assessment and recommendations provided to	

(SM25).

- **2.2.2**. Assist with taskforce activities, including developing proposals to:
 - 2:2:2a Address barriers affecting the school-towork transition for students with disabilities. 2:2:2b Ensure that services for students with disabilities making the school-to-work transition are effective.
 - 2:2:2c Improve the efficiency of the school-to-work transition for students with disabilities. 2:2:2d Educate these students, and their families, about options for school-to-work transition. 2:2:2e Improve outcomes for these students, including attainment of lifelong opportunities for

persons with disabilities to obtain competitive

Outcomes - Impact Intended outcomes or specific changes that are direct result of implementation activities

Short-term

Intermediate/

1-3 years	Long-term 3-5 years
Recommendations from SM 25 written and presented to Legislatures.	1. Based on 2017 Legislative results related to SM 25 recommendations, the School to Work Transition Alliance promotes and testifies on recommended practices.

Data source to document accomplishments



Objective 2.2

integrated employment..

- 1. The number of SM 25 task force/sub-committee meetings measured by the minutes.
- 2. The final recommendations for SM 25.
- 3. The number of LHHS and Disability Concerns Subcommittee meetings attended.

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 ~

1. UNM-CDD promotes the Information

Network and Medical Home portal

2. The Educational Rights Project,

identify the gaps and needs in

quarterly reports.

other resources.

located at UNM-CDD through thirty-six

(36) to forty (40) outreach events per

administered by DRNM, collaborates

with PED/SEB and other agencies to

underserved areas related to health.

3. DDPC contractors gather regular input

health services and support gaps in

rural areas and inform DDPC in their

identification of advocates and peer

mentors in rural areas to offer guidance

about accessing health information and

4. Two (2) to five (5) regional support

groups established through

during activities to identify and address

Inputs

Participation/ Resources DDPC uses to support activities

- 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/Spe
 cial Education
 Bureau
 (PED/SEB)

Outputs

Products of activities; items delivered as measured by count or other data.

Activities Measurement

- **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.

Outcomes – Impact Intended outcomes or specific changes that are direct result of implementation activities

Collaboration plan with PED/SEB and other agencies established and implemented related to gaps and needs in health services in rural areas.

Short-term

1-3 years

2. One to two active regional support groups established statewide related to health information per year.

- Intermediate/ Long-term 3-5 years
- Increased traffic (inquiries, visits, referrals) regarding the Information Network /Medical Home portal.
 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 ~

Inputs

Participation/ Resources DDPC uses to support activities

- People with intellectual/ developmental disabilities and family members
- Information Network administrated by the UNM-CDD (UCDD)
- Center for Self-Advocacy at the **DDPC**

Outputs

Products of activities; items delivered as measured by count or other data.

3.2.1 . Collaborate with the Information Network
located at UNM-CDD to develop a plan to support the
provision of statewide telehealth portal access,

3.2.2. Implement a plan to support the provision of statewide telehealth portal access, including rural areas and other healthcare providers such as Project Echo.

including rural areas and other healthcare providers

Activities

Measurement	1-3 years

service provision and access. 2. Plan implemented in sixteen (16) rural areas for statewide telehealth service provision and access.

Measurement

1. Plan developed for statewide telehealth

Outcomes - Impact Intended outcomes or specific changes that are direct result of implementation activities

Short-term

Intermediate/

Long-term

3-5 years

1. Telehealth options are	1. Telehealth options are
explored for potential	implemented throughor
usa thraughaut tha stata	the state

out use throughout the state. the state.

Data source to document accomplishments



such as Project Echo.

- 1. The telehealth plan.
- 2. The use of telehealth services measured by the various services.

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.

trainings.

~ Objective 4.1 ~

Inputs

Participation/ Resources DDPC uses to support activities

- 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)

Outputs
Products of activities; items delivered as measured by count or other data.

Activities Measurement

- **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.
- A Self-Advocacy Leadership Program developed and implemented statewide with fifteen (15) individuals with IDD per year, including People First officer
- 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.
- Using an application process, up to 60 stipends or scholarships for selfadvocates and family members provided to attend conferences per year.

Outcomes – Impact Intended outcomes or specific changes that are direct result of implementation activities

Short-term
1-3 years

Intermediate/
Long-term
3-5 years

- A Self-Advocacy
 Leadership and Peer
 Mentorship Program
 developed and piloted.
- A Self-Advocacy
 Leadership Program
 implemented with 15 self advocacy graduates per
 vear.
- Scholarship application process developed and implemented to attend conferences.
- 4. Active self-advocate leaders in local communities.
- 5. Interested PIP selfadvocates graduates mentored in facilitation of PIP sessions.
- Recruitment of 18-25 year old individuals who participate in CSA selfadvocacy training.

- Active self-advocate
 leaders statewide
 graduated from the SelfAdvocacy Leadership
- 2. All PIP sessions include self-advocate graduates as facilitators.

Program.

- Transitioning high school graduates become more active community members through selfadvocacy training.
- Wider range of selfadvocate and family member participation in conferences that reflect cultural and demographic diversity.

Data source to document accomplishments



- 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 ~

Inputs

Participation/ Resources DDPC uses to support activities

- People with intellectual/ developmental disabilities and family members
- DDPC Information **Technology Staff** and Media Team
- DDPC's contractors and partner organizations
- Community organizations

Outputs

Products of activities: items delivered as

	measured by count or	
	Activities	Measurement
4:2:1. 4:2:2.	Continue to improve and maintain the DDPC website to ensure it is an easily accessible, dynamic resource, with up-to-date information on resources and opportunities. Through the DDPC website and other means of electronic communications, disseminate and promote resources developed through DDPC-funded initiatives.	1. Quarterly DDPC Media Team meeting for website quality assurance. 2. Monthly e-blast to 400-500 people from Constant Contact to provide information on DDPC projects. 3. Monthly updates to calendars and descriptions of each program through the DDPC website and social media
4:2:3. 4:2:4.	Through the DDPC website and other means of electronic communications, provide regular, up-to-date information about best practices, state and federal legislation and policy, advocacy and leadership opportunities, and other events, resources, and opportunities. Support existing initiatives and outreach efforts to develop webinar and other communication capacity in rural communities.	platforms. 4. Assessment of webinar capacity for communication in rural areas.

Outcomes - Impact Intended outcomes or specific changes that are

direct result of implementation activities	
Short-term 1-3 years	Intermediate/ Long-term 3-5 years
1. DDPC Media Team developed and meets quarterly to plan updates to website, e-blast and calendar communications. 2. Webinar capacity for communications in rural areas assessed.	1. Website and social media platforms with up to date information and opportunities for interaction among advocates and stakeholders. 2. Website and social media raises attendance and participation in advocacy and leadership events, as well as awareness of DDPC projects. 3. Webinar capacity available in rural areas.

Data source to document accomplishments



- 1. Media team meeting minutes.
- 2. Traffic report from website, social media and Constant Contact.
- 3. Council feedback on website, social media and Constant Contact.

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 ~

Inputs

Participation/ **Resources DDPC** uses to support activities

- People with intellectual/ developmental disabilities and family members
- SWCD and PIP administrated by the UNM-CDD (UCDD)
- Transitions Conference & Forward @ 14 administered by Parents Reaching Out (Advocacy Organization)
- DDPC's Center for Self-Advocacy
- DRAD and Summit administrated by The Arc of NM (Advocacy organization)
- Infrastructure Project administrated by NM Allies

Outputs

Products of activities; items delivered as measured by count or other data.

4.3.1	. Support e	existing self-advocacy leadership
	initiatives	s, such as the New Mexico Allies for
	Advocacy	, Inc. (Allies) in their work to develop,
	strengthe	en, and grow a statewide self-advocacy
	network.	
	4:3:1a	Support existing initiatives and
		outreach efforts to identify and recruit

Activities

- self-advocates, and train new selfadvocates.
- Provide training and networking 4:3:1b opportunities to self-advocates and leaders, such as CSA, Disability Rights Awareness Day (DRAD), Summit on Self-Advocacy (Summit), Partners in Policymaking (PIP), Southwest Conference on Disability (SWCD).
- Support public awareness campaigns 4:3:1c developed by self-advocates.

Measurement

- 1. CSA and the Infrastructure project recruits and trains 20-25 selfadvocates statewide annually. 2. Annual training and networking
- opportunities conducted through Disability Rights Awareness Day (DRAD), Summit on Self-Advocacy (Summit), Partners in Policymaking (PIP), Southwest Conference on Disability (SWCD), Transitions Conference & Forward @ 14 and Center for Self-Advocacy (CSA) initiatives.
- 3. Conduct at least 12 self-advocate developed outreach campaigns and other activities per year.

Outcomes - Impact Intended outcomes or specific changes that are

direct result of implementation activities

1. Fund Infrastructure
project to support existing
self-advocacy leadership
initiative to develop and
grow a statewide self-
advocacy network.

Short-term

1-3 years

- 2. Technical assistance and mentoring provided, through DDPC's CSA, to the Infrastructure project on how to develop and grow a statewide selfadvocacy network.
- 1. Self-advocacy network initiative (Allies) is in place with sustainable infrastructure and consistent recruitment of new self-advocates for the statewide selfadvocacy network.

Intermediate/

Long-term

3-5years

- 2. Favorability rate of at least 90% of those attending trainings, presentations and other DDPC sponsored activities.
- 3. Reach at least 75% of the targeted population through outreach campaigns developed by self-advocates.

Data source to document accomplishments



- 1. Sign-in sheets at outreach events.
- 2. Quarterly project reports from Allies and other DDPC contractors.

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 ~

Inputs

Participation/
Resources DDPC
uses to support
activities

- People with intellectual/ developmental disabilities and family members
- School to Work Transition Alliance (SWTA) administrated by the UNM-CDD (UCDD)
- Educational Rights Project administrated by Disability Rights New Mexico (P&A)
- Disability
 Coalition Steering
 Committee
 administrated by
 Disability Rights
 New Mexico
 (P&A)
- Public Education Department/Spec ial Education Bureau (PED/SEB)
- School districts

Outputs

Products of activities; items delivered as measured by count or other data.

Activities Measurement

adequately support special education programs. **5.1.2.** Expand training for parents who are new to the IEP process through contractors. Explore peer mentor process for this training.

5.1.1.. Advocate for increased funding to schools to

- **5.1.3.** Collaborate with Public Education Department's Special Education Bureau to identify ways to streamline the IEP process and decrease the paperwork in order to encourage student and parent involvement and without limiting their rights.
- **5.1.4.** Support advocacy or legal assistance to students and families, as needed to obtain a free, appropriate public education for a student with intellectual/developmental disabilities, when there is a clear opportunity to improve policies or practices of a school or school district.

- Promote legislation to increase funding to special education services in schools through the Disability Coalition Steering Committee.
- 2. DRNM reaches out through special education training sessions, provide individual advocacy and support and expand their services in order to mentor up to 60 parents annually on how the IEP process works.
- 3. PED/SEB invited to collaborate with DRNM to streamline IEP process, including a quarterly report by the PED/SEB to the DD Council.
- 4. DRNM provides a list of special education legal resources, assistance and advocacy to families.

Outcomes – Impact Intended outcomes or specific changes that are direct result of implementation activities

1.	Disability Coalition
	Steering Committee
	strategizes how to
	promote legislation to
	increase funding for
	special education in
	schools.

Short-term

1-3 years

- 2. Educational Rights
 Project develops and
 implements plan to
 mentor 60 parents per
 year on how IEP process
 works.
- DRNM develops plan to collaborate with PED/SEB to streamline IEP process.
- List of special education legal assistance and resources developed and disseminated.

- Intermediate/ Long-term 3-5 years
- Funding for special education services increased to adequate levels.
 DRNM expands training
- for parents including special education sessions, consisting of overview training on special education rights and the full range of remedies available to address disputes or violations of those rights, with individual consultation with students or parents of students in special education.
- 3. Increased access and visibility of PED/SEB statewide.
- More residents of New Mexico are aware of legal assistance regarding special education and parental rights.

Data source to document accomplishments



- 1. DRNM provides quarterly reports that will provide information regarding how they are providing additional training for parents who are going through the IEP process.
- 2. DRNM provides quarterly reports that will provide information regarding how they are working the PED to streamline the IEP process.
- 3. Meeting minutes from DD Council on PED updates.
- 4. Disability Coalition Steering Committee Meeting Minutes.

use of one-on-one support where appropriate.

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.

Inputs Participation/ Resources DDPC uses to support activities 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/Spec ial Education Bureau (PED/SEB)
- Policymakers

Data source to document accomplishments

~ Objective 5.2~ **Outputs** Products of activities; items delivered as measured by count or other data. **Activities** Measurement 1. DRNM invites PED/SEB to collaborate 5.2.1. Collaborate with the PED/SEB to expand training for parents, teachers, and teacher's aides in monthly on dealing with behavioral dealing with behavioral issues in the classroom. issues in the schools to include school 5.2.2. Support legislation to eliminate staff and parent training. disproportionate responses to behavioral issues, and 2. DRNM promotes passage of legislation to provide funding and support for full inclusion for to address restraint/seclusion, including children with developmental disabilities, including the

well-defined limits, data collection by schools and parent notification.

Outcomes - Impact Intended outcomes or specific changes that are direct result of implementation activities

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.

Short-term

1-3 years

- 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.

Intermediate/

Long-term

3-5 years

2. Less families experience problems with school districts regarding their students with disabilities.

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.

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.

 \sim Objective 5.3 – 5.4 \sim

Inputs

Participation/ Resources DDPC uses to support activities

- · People with intellectual/ developmental disabilities and family members
- · School to Work Transition Alliance (SWTA) administrated by the UNM-CDD (UCDD)
- Public Education Department/Speci al Education Bureau (PED/SEB)
- Parents Reaching Out (Advocacy Organization)
- Statewide Post-Secondary Committee
- Educational Rights administrated by **Disability Rights New Mexico** (P&A)

Outputs
Products of activities; items delivered as
measured by count or other data.

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. 5:4:1 Identify local self-advocates and parents who can help establish peer support groups to work with parents of students with

Activities

- intellectual/developmental disabilities on the transition and inclusion issues in rural communities. 5:4:2 Through CSA, develop a peer mentor
- program where advocates and selfadvocates collaborate with schools to work with students with intellectual/developmental disabilities through transition, such as, elementary to middle school.
- 5.4.3 Provide information to parents regarding the role of the Division of Vocational Rehabilitation in the IEP process.

Measurement

- 1. Increase in the number of students with intellectual/developmental disabilities pursuing classes at postsecondary/higher education level.
- 2. 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.
- 3. A Self-Advocacy Leadership Program developed and implemented statewide with fifteen (15) individuals with I/DD per year, including transition trainings.
- 4. 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.

Outcomes - Impact Intended outcomes or specific changes that are direct result of implementation activities

1.	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.

Short-term

1-3 years

2. Two regional support groups established to offer peer mentoring in transition and inclusion.

- Intermediate/
 - 1. Increase in percentage of students exiting high school with a plan to continue their education.

Long-term

3-5years

- Active regional support groups established statewide related to transition and inclusion.
- Active self-advocate leaders statewide graduated from the Self-Advocacy Leadership Program.
- 4. Information and materials provided by DVR disseminated to parents in schools.

Data source to document accomplishments

Objective 5.3

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

Objective 5.4

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

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.

\sim Objective 5.5 – 5.6 \sim

Inputs Participation/ Resources DDPC uses to support activities • People with intellectual/ developmental disabilities and

- family members Information
- Network administrated by the UNM-CDD (UCDD)
- Collaborators and partner organizations
- Parents Reaching Out (Advocacy Organization)

Outputs

Products of activities; items delivered as measured by count or other data.

Activities

- **5.5.1**. Through contractors and other collaborators, determine the need for extra outreach/awareness to ensure all those eligible for birth to three services and supports/programs are aware of and accessing them.
- **5.6.1.** Identify one to three middle schools to implement an inclusive afterschool program to provide tutoring, introduce life skills and other technical skills to students with disabilities, their siblings, and other students with or without self-reported disabilities.

Measurement

Information Network at UNM-CDD

- gathers information on support gaps and needs for children birth to three quarterly. One (1) to three (3) inclusive
- community-based afterschool programs implemented.

Outcomes - Impact Intended outcomes or specific changes that are direct result of implementation activities

1.	UNM-CDD gathers and
	disseminates information
	on support gaps and
	needs for children birth
	to three quarterly

Short-term

1-3 years

- 2. Parents Reaching Out develops and implements 2. a plan to identify 1 to 2 middle schools who implements an inclusive afterschool program.
- Information about service and support gaps and needs for early intervention identified and reported to the Council.

Intermediate/

Long-term

3-5years

- Afterschool participants introduced to several professions. businesses and other livelihood alternatives that they may wish to pursue.
- Mentor opportunities available where students within the program collaborate other students through the skill trainings.

Data source to document accomplishments

Objective 5.5

- 1. UNM-CDD quarterly reports. Objective 5.6
- 1. Satisfaction surveys.
- 2. Quarterly reports.