

New Mexico Developmental Disabilities Planning Council

Fiscal Year 2021 Interim Strategic Plan



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A Message from the Executive Director

The Developmental Disabilities Planning Council (DDPC) presents our Fiscal Year 2021 Interim Strategic Plan in the midst of a historic global pandemic. The many obstacles New Mexicans with disabilities have always experienced now rise starkly before us—as immediate problems that require immediate solutions. We must seize this opportunity to establish a far better, more sustainable future for the constituents we serve. Most importantly, we must center the voices, perspectives, and needs of the New Mexicans we serve.

As New Mexico stands on the brink of massive systemic change, DDPC is forging powerful partnerships between government, both state and local, and New Mexicans living with disabilities. Since the current Council members were appointed in July 2019, both the Council and DDPC as a state agency have listened carefully to communities statewide, as we shape our priorities and work tirelessly with legislators, the Executive, and state agencies to promote and problem solve the most pressing issues New Mexicans with disabilities face today.

DDPC is federally mandated to advocate for systemic change to improve the lives of New Mexicans living with developmental and intellectual disabilities, pursuant to our federal Five-Year Plan (5YP). This year's Interim Strategic Plan reflects the tremendous planning year before us as we wrap up the final year of the previous Council's federal 5YP and complete development of the current Council's federal 5YP, which will be implemented in fiscal year 2022.

This Interim Strategic Plan also anticipates an immense cultural change in the way this state approaches guardianship, led by DDPC's Office of Guardianship. As needs rapidly outpace available resources, the only way forward to protect the rights and safety of New Mexicans living with disabilities, as well as maximize our state's limited resources, is to develop a comprehensive service system that will provide the most appropriate level of support for every level of ability, including alternatives to guardianship such as supported decision making and limited guardianship.

Disability rights is the final frontier in this country's fight for civil rights. We must face the challenges before us with courage, unflinching persistence, and the willingness to invest in a better tomorrow for New Mexicans of all abilities. The return on our investment will surpass any expectation we can imagine today.

Alice Liu McCoy
Executive Director

Mission

The New Mexico Developmental Disabilities Planning Council will promote advocacy, capacity building, and systemic change to improve the quality of life for individuals with developmental disabilities and their families.

Vision

New Mexicans with developmental disabilities and their families will have a culturally competent and coordinated individual and family-centered and -directed comprehensive system of community services, individualized supports, and other forms of assistance that will enable New Mexicans with developmental disabilities to exercise self-determination, be independent, productive, and integrated, and included in all facets of community life.

Guiding Principles

“Nothing about us without us”

- Provide person-centered services
- Prioritize self-determination and inclusion
- Empower and amplify the voices of New Mexicans with disabilities and their families
- Build and maintain strong, sustainable statewide advocacy networks
- Promote cultural competence
- Pursue inclusive, integrated education and employment for New Mexicans with disabilities
- Protect the rights, safety, and welfare of New Mexicans with disabilities
- Ensure governmental agencies and service providers maximize available resources and provide adequate services to New Mexicans with disabilities and their families

Council Members

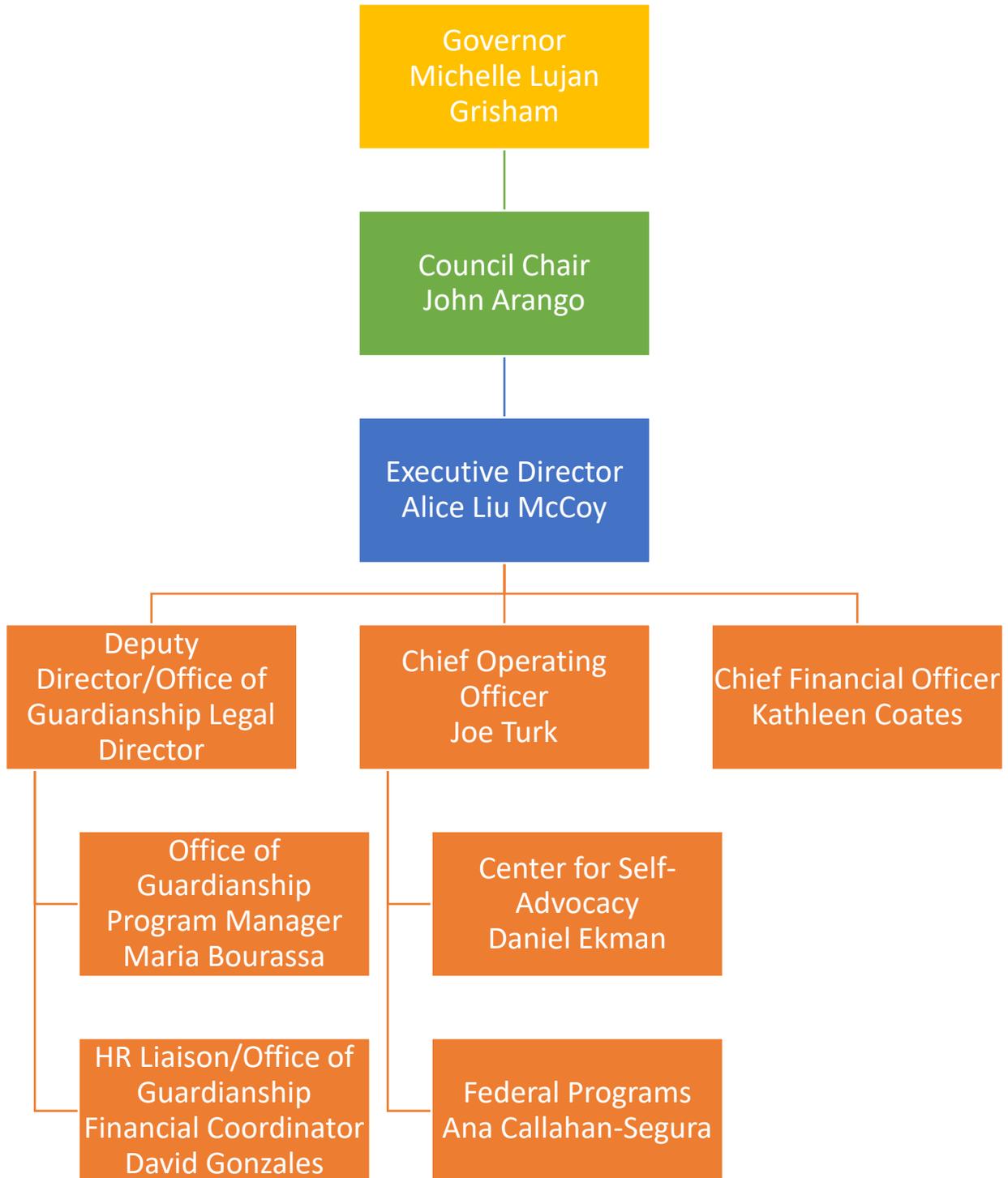
Self-Advocates &
Family Members

John Arango – Chair
Katie Stone – Vice Chair & Education Committee Co-Chair
Valentin Anaya – Secretary/Treasurer
Elisheva Levin – Employment Committee Co-Chair
Joel Davis
Laurel Deans
Emma Farris
Joseph Melvyn Jaramillo
Chinda Lucoski
Tarra Main
Selma Ramos Nevarez
Jennifer Sanchez

State Agencies &
Organizational
Members

Jason Cornwell, Interim Deputy Secretary, Department of Health – Health & Community-Based Services Chair
Deborah Dominguez-Clark, Director of Special Education, Public Education Department – Education Committee Co-Chair
Gary Housepian, CEO, Disability Rights New Mexico – Legal & Civil Rights Chair
Diane Mourning-Brown, Director, Public Education Department, Division of Vocational Rehabilitation – Employment Committee Co-Chair
Kathleen Holmes Cates, President & CEO, LifeROOTS
Eli Fresquez, Assistant General Counsel, Children, Youth & Families Department (designee)
Dolores Gonzales, Policy Director, Aging & Long-Term Services Department
Lanthia Miles, Owner, LMG Consulting
Pat Osborn, Neurodevelopmental Services Division Director, University of New Mexico Center for Development & Disability (designee)
Sharilyn Roanhorse, Exempt Services & Programs Bureau Chief, Human Services Department, Medical Assistance Division
Lupe Sanchez, Santa Fe County

DDPC Organizational Chart



Council Priorities & Activities

In FY20, the Council formed working committees around the following substantive issues and goals important to New Mexicans living with developmental, intellectual, and other disabilities:

- Education
 - Inclusive, effective, and appropriate education that supports achievement of academic goals.
- Health & Community-Based Services
 - Comprehensive service system that supports healthy, fully integrated lives in the community.
- Employment
 - A broad range of meaningful, inclusive employment opportunities.
- Legal & Civil Rights
 - A legal system that understands the unique issues faced by people living with disabilities and protects their legal and civil rights.

The committees were created to engage and invite New Mexicans directly affected by these issues to identify important projects and initiatives, obtain information on these issues, learn how to advocate effectively for systemic change, and connect with governmental entities and other policy decision makers.

The Council specifically requested funding to lead these committee activities. Although DDPC did not receive the requested funding to pursue the proposed committee activities across the state, the Council nevertheless forged ahead with its committee work, utilizing available resources to engage remotely, as necessitated by pandemic restrictions.

Federal Programs

Program Description

DDPC's Federal Programs promotes self-advocacy, self-determination, and inclusion of New Mexicans with intellectual and developmental disabilities (I/DD) in the community at large by partnering with agencies and non-profit organizations throughout the state to develop, administer, and operate programs promoting integration and inclusion at every stage of life.

Primary Services

Under the U.S. Developmental Disabilities Assistance and Bill of Rights Act, 42 U.S.C. Section 15001 Act, *et seq* (the DD Act), DDPC is required to prepare a 5-Year-Plan setting forth the goals and objectives regarding integration, inclusion, and self-advocacy to be addressed by the DDPC during each five-year period. Federal Programs uses the federal funding to partner with agencies and non-profit organizations to achieve the 5YP's goals and objectives. Federal funds are also used by DDPC directly to achieve the goals and objectives in the 5YP.

In addition to working on the 5YP, Federal Programs prepares reports necessary for federal funding, and works with the Council to prepare a new 5YP every five years. Each 5YP must be prepared with input from a wide variety of New Mexicans – both geographically diverse, and diverse community members, including but not limited to people with I/DD, family members, service providers, state employees, educators, and guardians.

Goal 1: Community Support

All individuals with I/DD, 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: Outreach. Advocate to expand the number of people served by the Developmental Disabilities (DD) Waiver and Mi Via Self-Directed Waiver.

Activities:

1. Support legislation to increase the State General Fund dollars appropriate for and spent on the DD Waiver.
2. Support legislation to require stronger transition planning and stronger data sets to understand the services people are waiting for.

3. Work to continue to improve the Council’s understanding of the needs of individuals with I/DD through the Disability Steering Committee.

Objective 2: Outreach. Work to expand awareness of the DDPC, and of supports and services already available in the community, such as guardianship and least-restrictive alternatives to guardianship, through social media, networking, collaborative efforts, rural meetings, conferences, and workshops.

Activities:

1. Through the Center for Self-Advocacy, continue to provide training and informational sessions across the state.
2. Support the Information Network located at UNM’s Center for Development and Disabilities (“CDD”) to continue to provide accurate, useful information concerning services and supports and other issues related to I/DD.

Objective 3: Work to continue to improve the Council’s understanding of the needs of New Mexicans with I/DD, their families, and communities.

Activities:

1. Explore collaborative opportunities for additional training, information, and outreach activities to identify underserved areas and schedule outreach activities through the CSA.
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.

Objective 4: Support Native Americans with I/DD by supporting organizations which provide supports to Native Americans with I/DD.

Activities:

1. Identify two or more organizations which provide supports to Native Americans with I/DD.
2. Sponsor outreach, education, training, and other events which target Native Americans with I/DD.

Goal 2: Employment

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

Objective 1: Expand training and employment options, which are inclusive and meaningful, for individuals with I/DD.

Activities:

1. Identify and work with three to five advocacy agencies or independent advocates who are experienced with employing, and finding employment for, individuals with I/DD.
 - a. With assistance from the identified agencies/advocates, identify employers and businesses who provide inclusive employment opportunities to individual with I/DD, and develop an informational resource which will be made available for individuals seeking employment.
 - b. Support these identified agencies/advocates to help employers and businesses who want to provide inclusive employment opportunities to develop the capacity to do so.
2. Advocate for legislative support and for legislation which will provide incentives for businesses to hire individuals with I/DD.
3. Advocate for funding for, and expansion of, vocational school opportunities, and for inclusive internships, for high school students with I/DD.
4. Advocate to prohibit payment of sub-minimum wages to people with disabilities.

Goal 3: Health

Individuals with I/DD 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 1: Through collaborative partnerships, ensure that individuals with I/DD, and their families, have the information they need to identify, locate, and access the community supports best-suited to maintaining a healthy quality of life.

Activities:

1. Through outreach activities, promote the Information Network located at UNM-CDD, and its medical information web portal to individuals with I/DD and their families.

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.
 - a. Explore expanding collaboration effort, including adding the following agencies: NM Council of Administrators of Special Education, NM School of Superintendents Association, Parents-Teachers Associations, and NM Autism Society.
3. Through contractors, outreach activities, and collaborative partnerships, conduct regular input-gathering activities, particularly in rural areas, to identify health service and support gaps, and to help focus outreach and training activities that address these gaps.
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 I/DD and their families, on accessing available health information and other resources. Through these advocates, identify underserved areas and other gaps and needs.

Objective 2: Explore options to ensure all rural communities have local, accessible telehealth portals and internet access that allow individuals with I/DD in rural, underserved communities to access quality healthcare located in more central areas.

Activities:

1. Collaborate with the Information Network located at UNM CDD to develop a plan to support the provisions of statewide telehealth portal access, including rural areas, with telehealth projects such as Project Echo.
2. Implement a plan to support the provision of statewide telehealth portal access, including rural areas and other healthcare providers, such as Project Echo.

Goal 4: Self-Advocacy and Leadership

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

Objective 1: Create and support opportunities for individuals with I/DD to become leaders to train and mentor others with I/DD.

Activities:

- 1a. Implement a program to train and mentor self-advocates as leaders.
- 1b. Ensure that self-advocate graduates of the Partners in Policymaking (“PIP”) program facilitate PIP sessions.
2. Implement a program that provides transitioning high school graduates the opportunity to engage in self-advocacy and leadership training through CSA.
3. Continue to provide support to individuals with I/DD, and their families, to attend conferences, seminars, and trainings with self-advocacy leadership tracks or focus, by making scholarships and stipends available.

Objective 2: Create resources, and support opportunities, for self-advocates and other stakeholders to obtain information about best practices, advocacy, and leadership opportunities, and current events.

Activities:

1. 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.
2. Through the DDPC website and other means of electronic communications, disseminate and promote resources developed through DDPC-funded initiatives.
3. 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.
4. Support existing initiatives and outreach efforts to develop webinar and other communication capacity in rural communications.

Objective 3: Individuals with I/DD will achieve and maintain self-advocacy through self-directed leadership training and related opportunities.

Activities:

1. Support existing self-advocacy leadership initiatives, such as the New Mexico Allies for Advocacy, Inc., in their work to develop, strengthen, and grow a statewide self-advocacy network.

- a. Support existing initiatives and outreach efforts to identify and recruit self-advocates, and train new self-advocates.
- b. Provide training and networking opportunities to self-advocates and leaders, such as CSA, Disability Rights Awareness Day (“DRAD”), Summit on Self-Advocacy, and Partners in Policymaking.
- c. Support public awareness campaigns developed by self-advocates.

Goal 5: Education and Early Intervention

All children, youth, and students with I/DD 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 1: Increase satisfaction with Individualized Education Plans (“IEP”) content and implementation.

Activities:

- 1. Advocate for increased funding to schools to adequately support special education programs.
- 2. Expand training for parents who are new to the IEP process through contractors.
 - a. Explore a peer mentor process for this training.
- 3. Collaborate with the Public Education Department’s Special Education Bureau (“SEB”) 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.
- 4. Support advocacy or legal assistance to students and families, as needed, to obtain a free, appropriate, public education for a student with I/DD, when there is a clear opportunity to improve policies or practices of a school or school district.

Objective 2: Advocate for, and support, the development and implementation of some appropriate ways to address behavioral issues, to reduce suspension, expulsion, seclusion, and to reduce referrals to juvenile justice for students with I/DD and/or dual diagnosis.

Activities:

1. Collaborate with the PED's SEB to expand training for parents, teachers, and teacher's aides in dealing with behavioral issues in the classroom.
2. Support legislation to eliminate disproportionate responses to behavioral issues, and to provide funding and support for full inclusion for children with I/DD, including the use of one-on-one support where appropriate.

Objective 3: Increase opportunities through evidence-based programs; identify and support new programs working with students with I/DD in higher education.

Activities:

1. Work with current, active evidence-based programs working with students with I/DD in higher education.

Objective 4: Improve transition planning and implementation in the schools.

Activities:

1. Identify local self-advocates and parents who can help establish peer support groups to work with parents of students with I/DD disabilities on the transition and inclusion issues in rural communities.
2. Through CSA, develop a peer mentor program where advocates and self-advocates collaborate with schools to work with students with I/DD through transition (i.e., elementary to middle school).
3. Provide information to parents regarding the role of the Division of Vocational Rehabilitation in the IEP process.

Objective 5: Identify service and support gaps and needs for children aged birth to three years.

Activities:

1. Through contractors and other collaborators, determine the need for extra outreach/awareness to ensure all those eligible for 0-3 services and supports/programs are aware of and accessing them.

Objective 6: Fund one to three locations to implement an inclusive, community-based After School program bringing together all students, including those with I/DD and siblings, and increase opportunities for accessible tutoring.

Activities:

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 I/DD, their siblings, and other students with or without self-reported disabilities.

Center for Self-Advocacy

Program Description

The Center for Self-Advocacy teaches, educates, and promotes the right of New Mexicans with intellectual and developmental disabilities, and their families, to become self-advocates; to achieve inclusion and integration; to participate in civic and community life; and to have a stronger voice in the systems, laws, regulations, and policies, that affect their lives.

Primary Services

In conjunction with DDPC's Federal Programs, the Center for Self-Advocacy promotes integration, inclusivity, and self-determination of New Mexicans with developmental disabilities, in several ways. First, CSA conducts the Advocate Leadership Academy, a three-month course held at least twice each year, which teaches individuals with I/DD and their family members to become self-advocates and community leaders. Second, CSA reaches out to schools, communities, non-profit organizations, and Native American communities, to participate in trainings, conferences, and seminars that promote inclusivity, self-determination, integration, and self-advocacy.

Goal 1: Reach out to rural and underserved areas throughout New Mexico

Objective 1: Provide trainings and information sessions across the state.

Activities:

1. Send out inquiries to organizations and individuals throughout the State of New Mexico.
2. Communicate with interested parties in scheduling presentations and outreach.
3. Conduct trainings and outreach events in interested areas.

Objective 2: Conduct outreach to underserved areas of the state

Activities:

1. Identify areas of the state that are underserved by the DDPC.
2. Collaborate with organizations reaching out to or located in underserved areas of the State.
3. Find a contact person in each of the underserved areas of the State.
4. Find relevant training(s) for the underserved areas within the State.
5. Conduct trainings or outreach in the underserved areas within the State.
6. Maintain the relationship with contact person in order to continue outreach to the underserved area.

Objective 3: Work with two or more organizations that work with Native Americans with disabilities

Activities:

1. Research contact people that have relationships with Native American Communities.
2. Meet with leadership in the Native American Communities and explain the operations of the DDPC.
3. Work with the contact person to establish relevant outreach in each community.
4. Stay connected with the community through membership on local community bodies, attendance at community disability events, and continued interaction with community liaisons.

Goal 2: Empower individuals with disabilities in rural areas in New Mexico

Objective 1: Work with individuals in rural areas to help establish regional support groups

Activities:

1. Work with Corry Consulting and the Developmental Disabilities Supports Division to establish the current state of regional self-advocacy groups in each region of the State.
2. Work with Corry Consulting to reach out to contact people in each of the communities.
3. Arrange to attend initial self-advocacy group meetings in each of the regions of New Mexico.
4. Identify needs and wants of each self-advocacy group.
5. Maintain contacts with the self-advocacy groups and provide technical assistance to the groups.

Goal 3: Build self-advocacy capacity

Objective 1: Provide leadership opportunities for individuals with developmental disabilities

Activities:

1. Establish a schedule of classes for the Advocate Leadership Academy.
2. Use various methods to recruit participants for the Advocate Leadership Academy.
3. Select team leaders for the Advocate Leadership Academy.
4. Conduct Advocate Leadership Academy sessions
5. Identify program participants who are interested in further advocacy activities.
6. Share information about self-advocacy and disability-related programs and events.
7. Offer scholarships to various self-advocacy events for Academy participants.

Objective 2: Disseminate best practices and advocacy information to community members

Activities:

1. Research to find updated and relevant advocacy and disability-related information.
2. Choose the relevant ways to disseminate advocacy and disability-related information.
3. Use relevant means to distribute advocacy and disability-related information.
4. Remain active on various platforms by sharing best practices and advocacy and disability-related information.

Objective 3: Support self-advocacy initiatives and build capacity throughout the state

Activities:

1. Identify self-advocacy groups throughout the State of New Mexico.
2. Connect with self-advocacy groups through contact people.
3. Participate in self-advocacy groups throughout the State of New Mexico.
4. Through participation in and contact with the self-advocacy group, identify strengths and challenges within each group.

5. Provide technical assistance to assist self-advocacy group with challenges.
6. Share self-advocacy and leadership opportunities for members of each group.
7. Connect the self-advocacy group(s) with others group(s) in the State.

Goal 4: Build self-advocacy skills among transition age students in New Mexico

Objective 1: Develop a peer-mentoring program that assists young people through transition periods

Activities:

1. Identify already-existing groups that work with transition-age students.
2. Seek participation in programs that train transition-age youths.

Goal 5: Establish CSA goals under the new Five-Year Plan

Objective 1: Conduct needs assessment to establish strengths and weaknesses of the CSA

Activities:

1. Review date of the CSA Program
2. Conduct interviews with CSA team members
3. Evaluate the success of CSA in reaching past 5YP goals.

Objective 2: Work with Federal Programs to identify intersection of CSA with federal program objectives

Activities:

1. Continue meetings between CSA Staff and Federal Programs Staff.
2. Work with Federal Programs Staff on reporting.
3. Modify activities and objectives as needed.

Objective 3: Shift CSA efforts and resources to new Five Year Plan goals

Activities:

1. Work with Federal Programs Staff to identify areas of need.
2. Examine existing CSA resources.
3. Create a plan to establish how CSA resources can be used within the new 5YP.

Office of Guardianship

Program Description

The Office of Guardianship (OOG) is a publicly funded statewide “last resort” legal/guardianship services program for allegedly incapacitated New Mexican adults with very limited resources who are unable to pay for private legal and/or court-appointed guardianship services.

Program Services

OOG provides legal and professional guardianship services to eligible New Mexicans who may need a family or a professional guardian. OOG ensures its activities consistently adhere to all statutory and regulatory requirements. OOG services include:

- Educating the public about guardianship and least restrictive alternatives to guardianship.
- Providing legal services to request court appointment of a family or professional guardian for income-eligible adults.
- Providing professional guardians to protected persons who do not have family or natural supports.
- Providing mental health treatment guardians.
- Recruiting and contracting with professional guardians, attorneys, and court visitors.
- Responding to and investigating complaints against professional guardian contractors.
- Responding to and aiding protected persons and the public about the complaint process.

Goal 1: Provide quality legal and professional guardianship services

Objective 1: Ensure the rights of individuals are protected and promote their self-determination and quality of life.

Activities:

1. Conduct Protected Person Reviews to ensure contractors are adhering to the least restrictive standards of services and retain all legal and civil rights.
2. Assist, educate, empower, and support individuals regarding the complaints process.

3. Identify protected persons whose guardianship can be modified, restored, or terminated.
4. Train legal and guardian contractors on best practices and statutory/regulatory standards.

Objective 2: Maintain a minimal wait list.

Activities:

1. Improve intake/application processes.
2. Develop a process to assist applicants who can utilize alternatives to guardianship.

Objective 3: Ensure consistent monitoring of contract services through oversight.

Activities:

1. Conduct statewide Comprehensive Service Reviews.
2. Ensure contractors are adhering to their Professional Services Contract and law.
3. Ensure that OOG consistently responds to complaints while adhering to statutory and regulatory requirements.

Objective 4: Ensure service reimbursement rates are appropriate.

Activities:

1. Conduct a rate study.
2. Provide a rate recommendation based on the results of the rate study.

Objective 5: Improve inter-agency collaboration and maximize available resources.

Activities:

1. Research and incorporate other revenue streams that can support OOG services, priorities, and initiatives.
2. Work with other state agencies to find opportunities for resource sharing.

Objective 6: Maintain a competent professional guardian workforce.

Activities:

1. Develop a plan to increase the number of certified guardians.
2. Conduct an Annual Guardian Contractors Meeting to update contractors regarding changes to the law and Professional Services Contract.
3. Provide CEU trainings for professional guardians.
4. Conduct Quarterly Roundtable discussions.
5. Attend guardianship best practices conferences and trainings.
6. Maintain active membership in the National Guardianship Association.

Goal 2: Increase community knowledge regarding alternatives to guardianship, the guardianship process, and guardianship best practices

Objective 1: Conduct statewide outreach and educational/training activities on current information about guardianship and alternatives to guardianship.

Activities:

1. Engage community stakeholders to participate in the development of supportive decision making.
2. Identify funding opportunities for the implementation of best practices.
3. Increase statewide outreach presentations.
4. Ensure presentations are focused on a person-centered approach, guardianship best practices, and alternatives to guardianship.
5. Conduct Family Guardian Roundtable discussion groups and trainings.
6. Develop a training packet for family guardians.
7. Develop and update educational and training materials for the public.
8. Update and rebrand the DDPC/OOG website.

Goal 3: Increase efficiency of internal processes

Objective 1: Implement and maintain a quality improvement process to improve and optimize OOG services.

Activities:

1. Acquire a database system that will streamline data collection and analysis
2. Develop internal quality improvement processes.

Goal 4: Design a statewide guardian monitoring system

Objective: Collaborate with the courts, state agencies, and other partners to build a comprehensive guardianship monitoring and oversight system.

Activities:

1. Design a pilot program to monitor guardianship services in two judicial districts, one in a more densely populated area and one in a rural area.
2. Develop database to interface with other state agencies to streamline data sharing.

Performance Measures

The following FY21 performance measures and targets reflect the goals for DDPC’s current federal Five-Year Plan, implemented by the previous Council and past DPC leadership. DDPC is wrapping up the final year of this Plan while developing the current Council’s next Five-Year Plan. Despite the ongoing public health emergency and pandemic restrictions, every effort will be made to meet these performance targets while safely interacting with constituents, contractors, and other agencies.

Performance Measure	Target
Percent of developmental disabilities planning council funded projects that promote meaningful employment opportunities and public awareness that people with developmental disabilities can work	100%
Number of individuals with developmental disabilities and family members trained on leadership, self-advocacy and disability related issues	3100
Number of outreach/training activities conducted statewide focused on accessing community supports	200
Number of contact with individuals with developmental disabilities and family members to assist in accessing information on local, community-based health resources	9900
Number of training opportunities for individuals with developmental disabilities to become leaders and train and mentor others with developmental disabilities	90
Number of presentations/training/technical assistance provided statewide that promotes individualized and inclusive educational opportunities within the school system for students with developmental disabilities	170
Average amount of time spent on wait list	6 months
Average number of people on wait list, monthly	50
Number of corporate guardianship contractor complaints received by the contractor	10
Number of comprehensive service reviews conducted	20
Number of guardianship investigations completed	20
Number of corporate guardianship contractor complaints processed by office of guardianship within state rule guidelines	Explanatory