

Goal 1. Community Supports

All individuals with 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 1:1 Outreach. Advocate to expand the number of people served by the DD and Mi Via waivers.

1:1:1 Propose and support legislation to reduce the Waiting List and to increase the state general fund dollars spent on both the DD waiver and the state-only programs.

1:1:2 Propose and support legislation to require stronger transition planning and stronger data sets to understand the services people are waiting for.

Objective 1:2 Outreach. Advocate to increase state general funds that provide services and supports to this population.

1:2:1 Propose and support legislation to increase the state general funds spent on both state-only programs and programs with Medicaid matching funds.

Objective 1:3 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.

1:3:1 Re-distribute the DDPC DD waiver commercial originally aired in advance of the 2015 Legislative session through available channels (e.g., YouTube, embedded video), and explore the possibility of re-broadcasting in markets which reach New Mexicans but aren't served by the same traditional media channels (e.g., airing on the Texas-based television stations which serve the south-eastern and Las Cruces areas).

1:3:2 Through the Center for Self-Advocacy (CSA), continue to provide training and informational sessions across the state.

1:3:3 Support the Information Network Center at the UNM Center for Development and Disabilities to continue to provide accurate, useful information concerning services and supports and other issues related to developmental disabilities.

1:3:4 Explore collaborative opportunities for additional training, information, and outreach activities.

1:3:4a Working with current collaborators, identify underserved areas and schedule outreach activities through the CSA.

Objective 1:4 Develop a true and clear understanding of the needs of New Mexicans with developmental disabilities, their families and communities.

- 1:4:1 Through contractors, outreach activities, and collaborative partnerships, conduct regular surveying activities, particularly in rural areas, which will support targeted training and outreach activities.

Objective 1:5 Support Native Americans with disabilities by supporting organizations which provide support, education, and advocacy efforts to this population.

- 1:5:1 Identify 1 to 3 organizations which provide such supports.
- 1:5:2 Sponsor outreach, education, training, and other events which target this population.

Goal 2. Employment.

People with developmental disabilities who want to work will have meaningful job options and opportunities in inclusive settings.

Objective 2:1 Expand training and employment options, which are integrated and mainstream, for individuals with developmental disabilities.

- 2:1:1 Identify and work with 3 to 5 advocacy agencies or independent advocates who are experienced with employing, and finding employment for, individuals with developmental disabilities.
 - 2:1:1a Identify employers and businesses who provide inclusive employment opportunities to individuals with 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 disabilities.

Objective 2:2 Help fulfill New Mexico’s obligations under the Work Incentives and Opportunities Act by participating on the taskforce established by Senate Memorial 25 of the Second Session of the Fifty-Second Legislature (2016).

- 2:2:1 Identify senior staff who will sit on the taskforce.
- 2:2:2 Assist with taskforce activities, including developing proposals to:
 - 2:2:2a Address barriers affecting the school-to-work transition for youth with disabilities.
 - 2:2:2b Ensure that services for youth 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 integrated employment.

Goal 3: Health

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

Objective 3:1 Through collaborative partnerships, ensure that individuals with disabilities, 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.

3:1:1 Through outreach activities, promote the UNM CDD Information Network, and its medical portal.

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.

3:1:3 Through contractors, outreach activities, and collaborative partnerships, conduct regular surveying activities, particularly in rural areas, to identify service and support gaps, and to help focus outreach and training activities that address these gaps.

3:1:4 Identify advocates in rural communities who are positioned to help establish regional support groups that can offer guidance to individuals with disabilities and their families, on accessing available information and other resources. Through these advocates, identify underserved areas and other gaps and needs.

Objective 3:2 Explore options to ensure all rural communities have central, accessible telehealth portals and internet access that allow individuals with disabilities in rural, underserved communities to access quality healthcare located in more central areas.

3:2:1 Collaborate with the CDD Information Network to develop a plan to support the provision of statewide telehealth portal access.

Goal 4. Self-Advocacy and Leadership.

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

Objective 4:1 Create and support opportunities for individuals with developmental disabilities to become leaders, and to train others with developmental disabilities to become leaders.

- 4:1:1 Increase the number of self-advocate leaders who are trained to train other self-advocates as leaders, through the Partners in Policymaking program, with a specific focus on engaging self-advocate graduates to train other self-advocates.
- 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 developmental disabilities, and their families, to attend conferences, seminars, and trainings with self-advocacy leadership tracks or focus, by making scholarships and stipends available.

Objective 4:2 Create resources, and support opportunities, for self-advocates and other stakeholders to obtain information about best practices, advocacy, and leadership opportunities, and current events.

- 4:2:1 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.
- 4:2:2 Through the DDPC website and other means of electronic communications, disseminate and promote resources developed through DDPC-funded initiatives.
- 4:2:3 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.

Objective 4:3 Individuals with developmental disabilities will achieve and maintain self-advocacy through self-directed leadership training and related opportunities.

- 4:3:1 Support existing self-directed leadership initiatives, such as the Allies for Advocacy, in their work to develop, strengthen, and grow a statewide self-advocacy network.
 - 4:3:1a Support outreach efforts to identify and recruit self-advocates, and train new self-advocates.
 - 4:3:1b Connect them with and provide opportunities for self-advocacy and leadership (scholarships and stipends, CSA, DRNM/DRAD, Southwest Conference, Leadership Conference, etc.).
 - 4:3:1c Support projects to develop webinar and other communication capacity in rural communities.
 - 4:3:1d Support public awareness campaigns developed by self-advocates.
- 4:3:2 Work to ensure that service agencies providing services to self-advocates do so in a way that fully empowers the self-advocate to lead a fully self-directed life.

Goal 5. Education and Early Intervention

All children, youth, and students with 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.

- Objective 5:1** Increase satisfaction with Individualized Education Program (IEP) content and implementation.
- 5:1:1 Advocate for increased funding for the schools to ensure special education programs are adequately supported and staff properly trained.
 - 5:1:2 Expand training for parents who are new to the IEP process through contractors
 - 5:1:2a Explore a peer mentor process for this training.
 - 5:1:3 Collaborate with the Public Education Department (PED)'s Special Education Bureau (SEB) to identify ways to streamline the IEP process and decrease the paperwork.
- Objective 5:2** Advocate for, and support, the development and implementation of more appropriate ways to address behavioral issues, to reduce suspension, expulsion, seclusion, and restraint, and to reduce referrals to juvenile justice.
- 5:2:1 Collaborate with the PED's SEB to expand training for parents, teachers, and teacher's aides in dealing with behavioral issues in the classroom.
 - 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.
- Objective 5:3** Increase opportunities for higher education for students with developmental disabilities.
- Objective 5:4** Improve transition planning and implementation in the schools.
- 5:4:1 Through the Center for Self Advocacy, develop a peer mentor program where advocates and self-advocates go into the schools to work with students passing through transition points (elementary to middle, etc.).
 - 5:4:2 Identify local self-advocates and parents who can help establish peer groups to work with parents of students with developmental disabilities on the transition and integration issues.
- Objective 5:5** Identify service and support gaps and needs for children aged birth to three years.
- 5:5:1 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 same.