

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 1:1** Outreach. Advocate to expand the number of people served by the Developmental Disabilities (DD) Waiver and Mi Via Self-Directed Waiver.
- 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.
- Objective 1:2** Outreach. Work to expand awareness of the Developmental Disabilities Planning Council (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.
- 1:2:1 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 such as airing on the Texas-based television stations which serve the south-eastern and Las Cruces areas).
 - 1:2:2 Through the Center for Self-Advocacy (CSA), continue to provide training and informational sessions across the state.
 - 1:2:3 Support the Information Network located at the University of New Mexico’s (UNM) Center for Development and Disabilities (CDD) to continue to provide accurate, useful information concerning services and supports and other issues related to intellectual/developmental disabilities.
- Objective 1:3** Work to continue to improve the Council’s understanding of the needs of New Mexicans with intellectual/developmental disabilities, their families and communities.
- 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.

Objective 1:4 Support Native Americans with intellectual/developmental disabilities by supporting organizations which provide services, education, and advocacy efforts to this population.

- 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.

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 Expand training and employment options, which are inclusive and meaningful, for individuals with intellectual/developmental disabilities.

- 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 With assistance from the identified agencies/advocates, identify employers and businesses who provide inclusive employment opportunities to individuals with intellectual/developmental disabilities, and develop an informational resource which will be made available for individuals seeking employment.
 - 2:1:1b Support these identified agencies/advocates to help employers and businesses who want to provide inclusive employment opportunities to develop the capacity to do so.
- 2:1:2 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 to prohibit payment of sub-minimum wages to persons with disabilities.

Objective 2:2 Help fulfill New Mexico's obligations under the Work Incentives and Opportunities Act (WIOA) 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 participate in 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 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 integrated employment.

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** Through collaborative partnerships, ensure that individuals with intellectual/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 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.
 - 3.1.2a 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..
 - 3:1:3 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.
 - 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.

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

- 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, including rural areas, with telehealth projects such as Project Echo.
- 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.

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 Create and support opportunities for individuals with intellectual/developmental disabilities to become leaders to train and mentor others with intellectual/developmental disabilities.

- 4:1:1a Implement a program to train and mentor self-advocates as leaders.
- 4.1.1b Ensure that self-advocate graduates of the Partners in Policymaking (PIP) program facilitate PIP sessions.
- 4:1:2 Implement a program that provides transitioning high school graduates the opportunity to engage in self-advocacy and leadership training through CSA.
- 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.

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.
- 4:2:4 Support existing initiatives and outreach efforts to develop webinar and other communication capacity in rural communities.

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

4:3:1 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.

4:3:1a Support existing initiatives and outreach efforts to identify and recruit self-advocates, and train new self-advocates.

4:3:1b Provide training and networking opportunities to self-advocates and leaders, such as CSA, Disability Rights Awareness Day (DRAD), Summit on Self-Advocacy, Partners in Policymaking, Southwest Conference on Disability.

4:3:1c Support public awareness campaigns developed by self-advocates.

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 Increase satisfaction with Individualized Education Plan (IEP) content and implementation.

5:1:1 Advocate for increased funding to schools to adequately support special education programs.

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 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.

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 for students with intellectual/developmental disabilities and/or dual diagnosis.

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 through evidence-based programs for higher education for students with intellectual/developmental disabilities.

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.

Objective 5:4 Improve transition planning and implementation in the schools.

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.

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 (I.e. elementary to middle school).

5.4.3 Provide information to parents regarding the role of the Division of Vocational Rehabilitation in the IEP process.

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 them.

Objective 5:6 Fund one (1) to three (3) locations to implement an inclusive, community-based After School program bringing together all students, including those with intellectual/developmental disabilities and siblings, and increase opportunities for accessible tutoring.

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.