

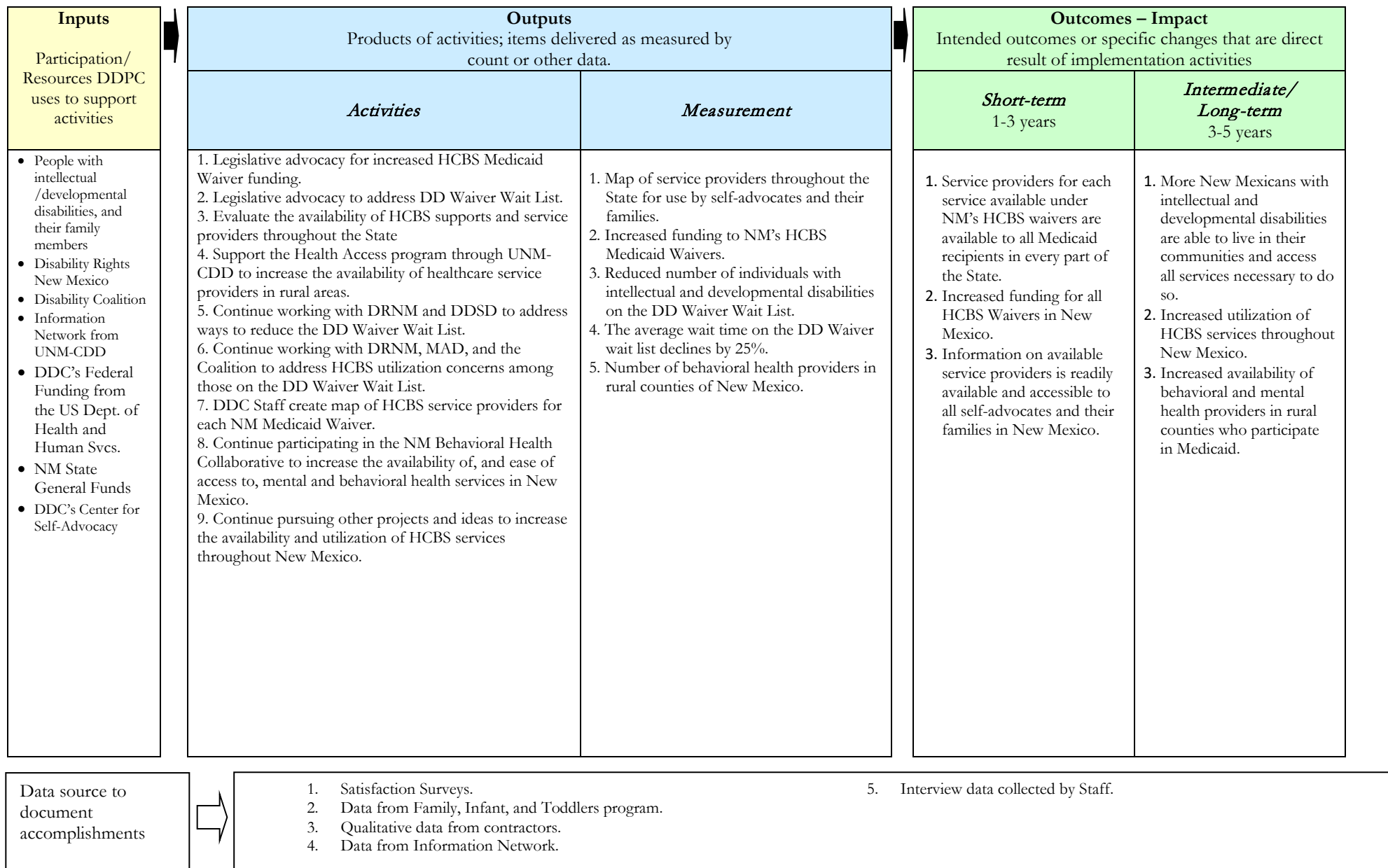
## Goal 1 – Education

Every child and student in New Mexico will receive individualized, evidence-based supports and services, including opportunities for extracurricular activities, in inclusive settings throughout the State, to help them attain their maximum potential.

Inputs	Outputs		Outcomes – Impact	
	<i>Activities</i>	<i>Measurement</i>	<i>Short-term</i> 1-3 years	<i>Intermediate/Long-term</i> 3-5 years
<p>Participation/ Resources DDC uses to support activities</p> <ul style="list-style-type: none"> <li>• People with intellectual /developmental disabilities, and their family members</li> <li>• Disability Rights New Mexico</li> <li>• Parents Reaching Out to Help, Inc.</li> <li>• Educating Parents of Indian Children with Special Needs</li> <li>• Disability Coalition</li> <li>• Information Network from UNM-CDD</li> <li>• DDC’s Federal Funding from the US Dept. of Health and Human Svcs.</li> <li>• NM State General Funds</li> <li>• DDC’s Center for Self-Advocacy</li> <li>• DDC’s Office of the Special Education Ombud</li> </ul>	<p>Products of activities; items delivered as measured by count or other data.</p> <ol style="list-style-type: none"> <li>1. Support the newly-established Office of Special Education Ombud (“OSEO”), created within NM DDC, to create a volunteer network of parents to assist families navigating the special education system.</li> <li>2. Provide direct technical support to families navigating the special education system, to assist families of students with intellectual and developmental disabilities to receive necessary supports and services.</li> <li>3. Conduct trainings throughout the State to educate students, parents, and families on their educational rights under IDEA and the Rehabilitation Act.</li> <li>4. Provide information, referrals, and resources to students, parents, and families regarding special education resources, service providers, and regional assistance in educational support.</li> <li>5. Collaborate with New Mexico pediatric associations to ensure children are screened for developmental disabilities from 0 to 3 years old.</li> <li>6. Collaborate with UNM-CDD’s Family Infant Toddler (FIT) program to advertise, assist, and publicize the availability of screening for developmental delays for children from 0 to 3 years old.</li> <li>7. Evaluate available extracurricular activity opportunities are available for students with disabilities.</li> <li>8. Conduct statewide research into what transition opportunities are available statewide to assist students with intellectual and developmental disabilities to move from secondary education into the career/postsecondary education/independent living/vocation they choose.</li> <li>9. Increase availability of supports and services for Native American students with intellectual and developmental disabilities.</li> </ol>	<ol style="list-style-type: none"> <li>1. Train 20 volunteers to work with OSEO to assist families throughout New Mexico navigating the special education system.</li> <li>2. Provide direct technical assistance to at least 30 families throughout New Mexico with the IEP and/or Section 504 Plan process.</li> <li>3. At least 300 children aged 0 to 3 years old will be screened for developmental delays every year.</li> <li>4. Survey available extracurricular activities throughout the State for elementary, middle, and high school students.</li> <li>5. Survey of supports and services available in each school district throughout the State.</li> <li>6. 90% satisfaction among survey respondents in response to activities funded by DDC.</li> <li>7. 40,000 contacts, by telephone and internet access, to InfoNet’s Resource Directory.</li> </ol>	<p>Intended outcomes or specific changes that are direct result of implementation activities</p> <ol style="list-style-type: none"> <li>1. Families have additional support and advocacy while navigating the special education system.</li> <li>2. More families are aware of educational supports and services available throughout the State.</li> <li>3. The services needed by each special education student in New Mexico are available in every school district in the State.</li> </ol>	<ol style="list-style-type: none"> <li>1. Decreased number of CAPs issued by NM PED in response to complaints regarding special education services.</li> <li>2. Opportunities are available for all students with intellectual and developmental disabilities in every school district to pursue the postsecondary career, vocation, or independent living situation they choose.</li> <li>3. Extracurricular activity opportunities are available for students with intellectual and developmental disabilities in every school district in New Mexico.</li> <li>4. Job training opportunities are available in every school district in New Mexico.</li> </ol>
Data sources to document accomplishments	<ol style="list-style-type: none"> <li>1. Satisfaction Surveys.</li> <li>2. Data from Family, Infant, and Toddlers program.</li> <li>3. Qualitative data from contractors.</li> <li>4. Data from Information Network.</li> </ol>	<ol style="list-style-type: none"> <li>5. Interview data collected by Staff.</li> </ol>		

## Goal 2 – Health and Community-Based Services

Every New Mexican with intellectual and developmental disabilities, and their families, will have access to all medically necessary community supports and services, based on their needs and preferences that will support them in leading productive, dignified, inclusive, and self-determined lives.



# Goal 3 – Employment

All New Mexicans with intellectual and developmental disabilities who want to work will have meaningful job options and opportunities in inclusive settings, at market rate wages, within their communities..

Inputs	Outputs		Outcomes – Impact	
	Activities	Measurement	Short-term 1-3 years	Intermediate/ Long-term 3-5 years
Participation/ Resources DDPC uses to support activities  <ul style="list-style-type: none"> <li>• People with intellectual/ developmental disabilities and family members</li> <li>• Disability Rights New Mexico</li> <li>• DDC Center for Self-Advocacy</li> <li>• Disability Coalition</li> <li>• Information Network from UNM-CDD</li> <li>• DDC Federal Funding from the U.S. Dept. of Health and Human Svcs.</li> <li>• NM State General Funds</li> <li>• NM Division of Vocational Rehabilitation</li> <li>• Inclusive employers</li> </ul>	Products of activities; items delivered as measured by count or other data.		Intended outcomes or specific changes that are direct result of implementation activities	
	<ol style="list-style-type: none"> <li>1. Establish the Marilyn Martinez Job Training Program within DDC’s Center for Self-Advocacy.</li> <li>2. Hire</li> <li>3. Continue collaborating with other state agencies to promote the benefits of hiring individuals with intellectual and developmental disabilities.</li> <li>4. Advocate for the expansion of increased vocational rehabilitation services throughout New Mexico.</li> <li>5. Identify opportunities for internships, volunteering, and vocational training for transitioning high school students.</li> <li>5. Continue pursuing other projects and activities to promote the employment of individuals with intellectual and developmental disabilities throughout New Mexico.</li> </ol>	<ol style="list-style-type: none"> <li>1. Number of individuals trained by CSA to pursue employment in state government.</li> <li>2. Number of internship, job training, volunteering, or vocational opportunities for transitioning high school students throughout New Mexico.</li> <li>3. Amount of funding available for vocational rehabilitation services.</li> <li>4. Number of positions available with state government agencies to individuals with intellectual and developmental disabilities.</li> <li>5. Decrease in the unemployment rate of New Mexicans with disabilities.</li> <li>6. Increase in the labor participation rate of New Mexicans with disabilities.</li> </ol>	<ol style="list-style-type: none"> <li>1. Increased awareness among state agencies of the benefits of hiring .New Mexicans with developmental disabilities.</li> <li>2. Additional opportunities for market-rate employment for New Mexicans with developmental disabilities throughout New Mexico.</li> </ol>	<ol style="list-style-type: none"> <li>1. Reduction in the unemployment rate of New Mexicans with disabilities as business and the public become aware of the opportunities and benefits of hiring individuals with intellectual and developmental disabilities.</li> <li>2. Transitioning high school students have a variety of opportunities to explore vocational and career pursuits following their education.</li> </ol>

Data source to document accomplishments	<ol style="list-style-type: none"> <li>1. Satisfaction Surveys.</li> <li>2. Data from Family, Infant, and Toddlers program.</li> <li>3. Qualitative data from contractors.</li> <li>4. Data from Information Network.</li> <li>5. Interview data collected by Staff.</li> </ol>
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## Goal 4 – Legal and Civil Rights

All New Mexicans with intellectual and developmental disabilities, and their families, will be treated with dignity and respect, will be able to participate in every aspect of community life, and will have adequate access to all public services, resources, and assistance available.

Inputs	Outputs		Outcomes – Impact	
	Activities	Measurement	Short-term 1-3 years	Intermediate/ Long-term 3-5 years
Participation/ Resources DDPC uses to support activities  <ul style="list-style-type: none"> <li>• People with intellectual /developmental disabilities, and their family members</li> <li>• Disability Rights New Mexico</li> <li>• Disability Coalition</li> <li>• Information Network from UNM-CDD</li> <li>• DDC's Federal Funding from the U.S. Dept. of Health and Human Svcs.</li> <li>• Policymakers</li> <li>• DDC's Center for Self-Advocacy</li> <li>• Related NM State Agencies</li> </ul>	Products of activities; items delivered as measured by count or other data.  1. Continue collaborating with the Disability Coalition, DRNM, DDS, and HSD to increase the utilization of all available Medicaid Waiver services. 2. Continue collaborating with DRNM and DDS to address the DD Waiver Wait List. 3. Collaborate with non-profit organizations working with the unhome to address the high rate of individuals with intellectual and developmental disabilities experiencing interactions with law enforcement. 4. Legislative advocacy to pursue systemic changes to New Mexico's HCBS Waiver systems, including increasing funding and reducing barriers to services. 5. Promote and support the Supported Decisionmaking Task Force, to reduce unnecessary or overly restrictive guardianships. 6. Publicize opportunities for growth, learning, education, and participation in community and civic life through DDC's social media feeds, website, and E-blasts. 7. Continue pursuing other projects and activities to promote the inclusion of New Mexicans with intellectual and developmental disabilities in every aspect of civic and community life.	1. Decreased number of individuals on the DD Waiver Wait list. 2. Decreased average wait time for individuals on the DD Waiver Wait List by 25%. 3. Increased funding for New Mexico's HCBS Medicaid Waivers. 4. Trainings, information sessions, and conferences attended to publicize alternatives to guardianship and the benefits of supported decisionmaking.	Intended outcomes or specific changes that are direct result of implementation activities  1. Increased funding for DD Waiver services. 2. Increased funding for HCBS services. 3. Decreased number of individuals with intellectual and developmental disabilities 4. New Mexicans with developmental disabilities have greater access to the HCBS services they need to remain in their communities.	1. Increased participation in civic and community life by New Mexicans with intellectual and developmental disabilities. 2. Increased HCBS service utilization by New Mexicans with intellectual and developmental disabilities.

Data source to document accomplishments	<ol style="list-style-type: none"> <li>1. Satisfaction Surveys.</li> <li>2. Data from Family, Infant, and Toddlers program.</li> <li>3. Qualitative data from contractors.</li> <li>4. Data from Information Network.</li> <li>5. Interview data collected by Staff.</li> </ol>
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## Goal 5 – Self-Advocacy and Leadership

All New Mexicans with intellectual and developmental disabilities will have meaningful opportunities to increase their self-advocacy and leadership skills through programs, outreach, resources, and activities that are supported and funded by the Council.

Inputs	Outputs		Outcomes – Impact	
	Activities	Measurement	Short-term 1-3 years	Intermediate/ Long-term 3-5 years
Participation/ Resources DDPC uses to support activities  <ul style="list-style-type: none"> <li>• People with intellectual/ developmental disabilities and family members</li> <li>• Information Network administrated by the UNM-CDD (UCDD)</li> <li>• Educational Rights Project administrated by Disability Rights New Mexico (P&amp;A)</li> <li>• Center for Self-Advocacy at the DDPC</li> <li>• Policymakers</li> <li>• Infrastructure Project administrated by NM Allies for Advocacy</li> <li>• Public Education Department/Special Education Bureau (PED/SEB)</li> </ul>	Products of activities; items delivered as measured by count or other data.		Intended outcomes or specific changes that are direct result of implementation activities	
	<ol style="list-style-type: none"> <li>1. Continue fostering and supporting self-advocate networks throughout New Mexico.</li> <li>2. Continue conducting the Advocate Leadership Academy on a twice-annual basis.</li> <li>3. Provide self-advocacy opportunities to New Mexicans throughout the State.</li> <li>4. Increase DDC's social media presence to publicize self-advocacy opportunities.</li> <li>5. Continue supporting the InfoNet to publicize opportunities for self-advocacy and leadership.</li> <li>6. Continue offering individual information sessions over Zoom to self-advocates on a variety of subjects and topics.</li> <li>7. Continue supporting the Partners in Policymaking program to train self-advocates.</li> <li>8. Continue looking for additional opportunities to support self-advocacy and leadership opportunities for New Mexicans with developmental disabilities.</li> </ol>	<ol style="list-style-type: none"> <li>1. Number of participants in Advocate Leadership Academy.</li> <li>2. Number of trainings provided through CSA.</li> <li>3. Number of regional support networks fostered and supported.</li> <li>4. Number of social media posts regarding opportunities for self-advocacy and leadership.</li> </ol>	<ol style="list-style-type: none"> <li>1. New Mexicans with intellectual and developmental disabilities will have greater opportunities to engage in self-advocacy and act as leaders in their communities.</li> <li>2. Self-advocates from every part of New Mexico will have the opportunity to advocate on their own behalf.</li> <li>3. Self-advocates will have opportunities to influence policy and legislation affecting their lives.</li> </ol>	<ol style="list-style-type: none"> <li>1. Self-advocates will have a greater say on the governmental, policy, and civic decisions that affect their lives.</li> <li>2. DDC will become more of an active hub for self-advocates to find information about opportunities for self-advocacy and to have a greater say over their own lives..</li> </ol>
Data source to document accomplishments	<ol style="list-style-type: none"> <li>1. Satisfaction Surveys.</li> <li>2. Data from Family, Infant, and Toddlers program.</li> <li>3. Qualitative data from contractors.</li> <li>4. Data from Information Network.</li> <li>5. Interview data collected by Staff.</li> </ol>			