

Attachment B

Federal Areas of Interest, ranked by survey priorities	Current Plan	Goals	Objectives	Action Items
1. Community Supports	Community Action and Supports	<ul style="list-style-type: none"> - Increase support and information to families on the DD waiver wait list concerning state general funds available for treatment and services - Advocate to expand the number of people served by the DD and Mi Via waivers - Advocate to increase state general funds - Distribute the DDPC commercial through social media, e.g., YouTube, etc. 	<ul style="list-style-type: none"> - Outreach - Advocacy - Services: guardianship and alternatives/less restrictive options 	<ul style="list-style-type: none"> - Outreach: Increase support for families; increase awareness of DDPC (e.g., social media, survey untapped areas of outreach, guardianship, PED, email); coordinate meetings in rural areas (e.g., Native American areas); networking; radio (networking, Spanish), conferences, workshops - Advocacy: increase state general fund dollars available; infographs
2. Employment	Employment	<ul style="list-style-type: none"> - Expand training and employment options – integrated and mainstream - Integrated jobs for transitioning youth – start early per Work Incentives and Opportunities Act – educate employers, create incentives to hire people with disabilities, promote vocational exploration, internships, etc. 		<ul style="list-style-type: none"> - Identify 3-5 advocacy agencies or independent advocates who can help expand training opportunities - Solicit via direct mailings to agencies, or community presentations, to get advocates - Integrated jobs: funding for incentives to hire people with developmental disabilities - Vocational school opportunities - Internships through the high schools, much like those done in collect (inclusion for

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				schools with developmental disabilities)
3. Health		<ul style="list-style-type: none"> - Identify available resources for students, parents, and local educational agencies in the areas of, but not limited to, mental health, emotional support, and medical and physical health. 	DDPC will identify collaborative partners, such as the nutritionist and federal nutrition bureau, administrators and teachers, parents, the SEB, other service agencies, and guardians, with the state and community.	<ul style="list-style-type: none"> - Identify funding source and create required budget for identified collaborative efforts. - Stakeholder group led by DDPC will identify resources available. - Stakeholder group will develop message to be delivered to students, parents, and LEAs. - Stakeholders will identify regional support groups for parents to offer guidance and support, and connect them to available resources.
4. Self-Advocacy and Leadership	Self-advocacy Leadership	<ul style="list-style-type: none"> - Create and support opportunities for individuals with developmental disabilities to become leaders, and to train others with developmental disabilities to become leaders 	<ul style="list-style-type: none"> - Increase the number of self-advocate leaders who are trained to train other self-advocates as leaders - Transitioning high school graduates get the opportunity to engage in self-advocacy training with the prospect of going on to leadership training 	<ul style="list-style-type: none"> - Partners in Policymaking, with a focus on using self-advocate graduates to train other self-advocates - CSA provides self-advocacy training to transitioning high school - Consumer and family support for conferences, seminars, and trainings with self-advocacy leadership tracks or focus, such as the annual Leadership Conference in Las Cruces (scholarships and stipends) (CSA, DRNM/DRAD,

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				Southwest Conference, etc.)
		<ul style="list-style-type: none"> - Create and support resources and opportunities for self-advocates and other stakeholders to obtain information about best practices, advocacy, and leadership opportunities, and current events 	<ul style="list-style-type: none"> - Update objectives/activities language to “self-advocates and other stakeholders” in goal 4 of last five-year plan 	<ul style="list-style-type: none"> - CDD/Information Network - CSA/DDPC/website/etc. - Conferences/training/etc - CSA outreach and training
		<ul style="list-style-type: none"> - Individuals with developmental disabilities will achieve and maintain self-advocacy through self-directed leadership training and related opportunities 	<ul style="list-style-type: none"> - Support the Allies for Advocacy in their work to develop, strengthen, and grow a statewide self-advocacy network - 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 	<ul style="list-style-type: none"> - Support outreach efforts to identify and recruit self-advocates, and train new self-advocates - Connect them with and provide opportunities for self-advocacy and leadership (scholarships and stipends, CSA, DRNM/DRAD, Southwest Conference, Leadership Conference, etc.) - Support projects to develop webinar and other communication capacity in rural communities - Support public awareness campaigns developed by self-advocates
5. Education and Early Intervention	Education	<ul style="list-style-type: none"> - NEW – transition planning and implementation - Increase integration and inclusion - Increase satisfaction with IEP content and implementation - Develop and implement more appropriate ways to address behavioral issues, to reduce suspension, expulsion, seclusion, and restraint, and to reduce referrals to 	<ul style="list-style-type: none"> - Peer mentor program where advocates and self-advocates go into the schools to work with students passing through transition points (elementary to middle, etc.) - Peer groups to work with parents of the above students on the transition and 	<ul style="list-style-type: none"> - CSA mentors for the transition to adulthood - Peer mentors from elementary to junior high, and junior high to high school - Full inclusion for children with one on one support where appropriate

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		<p>juvenile justice</p> <ul style="list-style-type: none"> - Increase opportunities for higher education for students with developmental disabilities 	<p>integration issues</p> <ul style="list-style-type: none"> - Behavioral issues: Identifying the problem and getting more training for parents and the teachers, but also increase funding for the schools and expand training for parents who are new to the IEP process through a peer mentor process - Streamline the IEP process and decrease the paperwork 	<ul style="list-style-type: none"> - Special education with general education integration for children who need the extra support - Behavior issues: provide more training for teachers and teacher aides - Preparing the student for the classroom - Identifying aggravations and allowing the student to leave the classroom if needed
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