

DD Council 5-Year State plan Summary Information

Background:

There are 56 Councils in the United States and select US Territories. All are required to develop and submit a plan that includes 5-year goals, developed through data driven strategic planning for advocacy, capacity building, and systemic change related to areas of emphasis to be undertaken by the Council (DD Act, Section 124 (c)(4)(A)).

Each Council conducts a comprehensive review and analysis of the extent to which services, supports, and other assistance are available to individuals with developmental disabilities and their families and the extent of unmet needs for services, supports and other assistance for those individuals and their families in the State/Territory (DD Act, Section 124 (c)(4)(A)(i) and (B)(ii-iii). As a result of the review and analysis, each Council develops state plan goals that are derived from the unmet needs of individuals with developmental disabilities and their families.

Each plan must include a goal for each year related to self-advocacy and include the three mandated activities (DD Act, Section 124 (c)(4)(A) (ii (I-III))).

2017-2021 5-year State Plan Summary

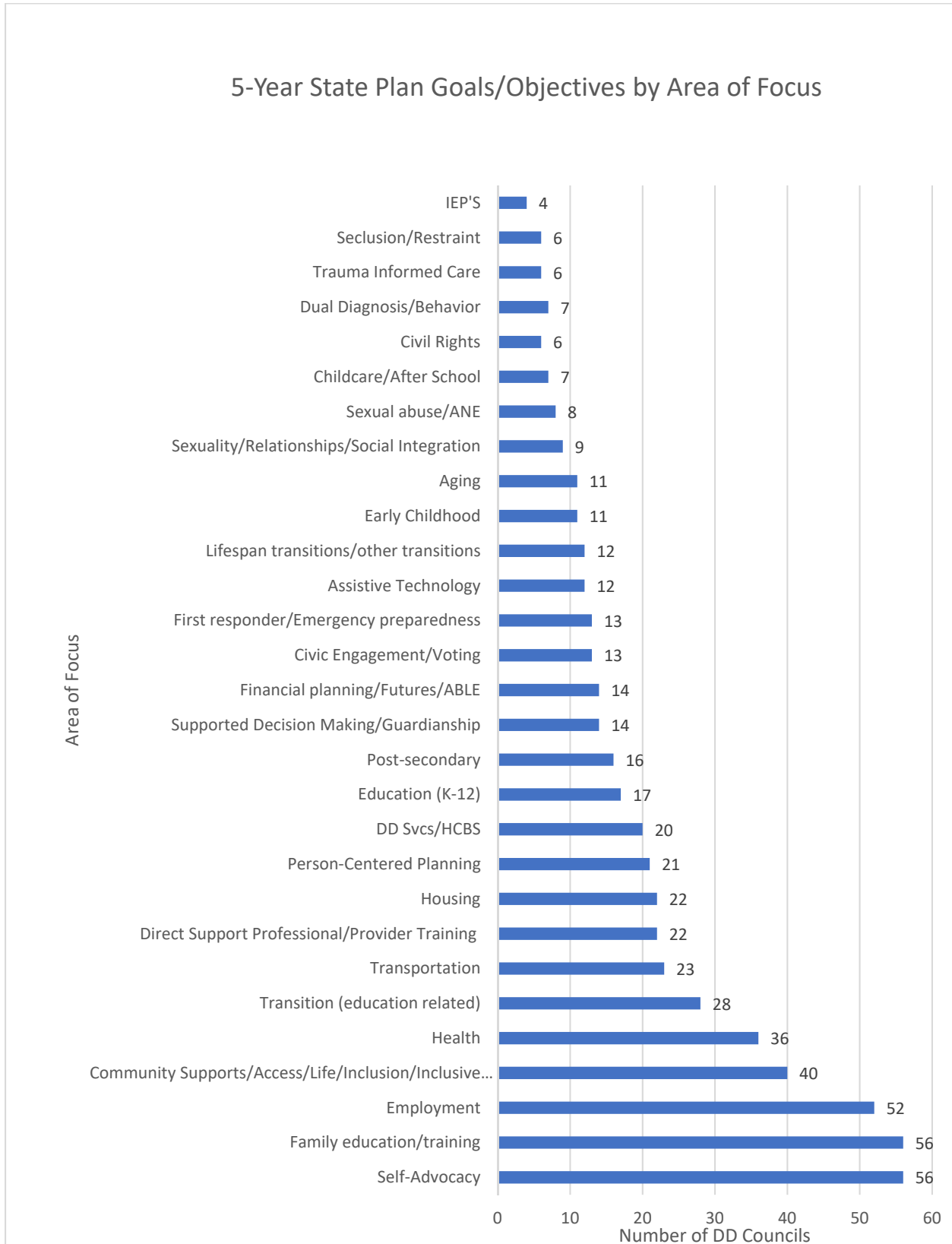
State Developmental Disabilities Councils submitted 56 plans. Overall, the plans contained 228 goals with 818 corresponding objectives that reflect the individual needs of people with developmental disabilities and their families as identified by each Council within the States/Territories.

A total of 29 topics were identified for this summary and presented in Figure 1. Because all Council plans were individualized, some topical areas Councils included in their plans are not reflected in this document. All goals and objectives are included in this document and organized alphabetically by State/Territory. Highlighted topic areas in Council plans included 100% of Councils with a goal/objective to support self-advocacy and all Councils (100%) included activities to inform, educate, share information and knowledge about specific topics with families of individuals with developmental disabilities. In addition, 91% of Councils included objectives focused on the topic of employment of people with developmental disabilities; 66 % included goals/objectives focused on community supports, access, life, inclusion; and 61% of plans included health and health related objectives. All Councils (100%) developed a goal and/or objective to address a targeted disparity for a subpopulation within the developmental disability population for the state/territory. The targeted disparity information is presented in Figure 2.

Method of summarization:

Council plan goals and objectives were reviewed by ACL Regions. Plan objectives were then categorized by topic area. Several Councils included objectives that were not specific to a topic such as emerging trends and are not reflected in Figure 1.

Figure 1



A listing of Councils working on a specific area of focus is found in Table 1.

Targeted Disparity: Subpopulation and Area of Disparity

A total of 19 target subpopulations and 19 areas of disparity were reflected in Council plans. A review of the information showed the most frequent subpopulation identified was Hispanic/Latino and the most frequent disparity was access. Variations of access were identified and included language access, knowledge access, information access, and services and supports access. All subpopulations are represented in Figure 2 and all areas of disparity are represented in Figure 3.

Figure 2

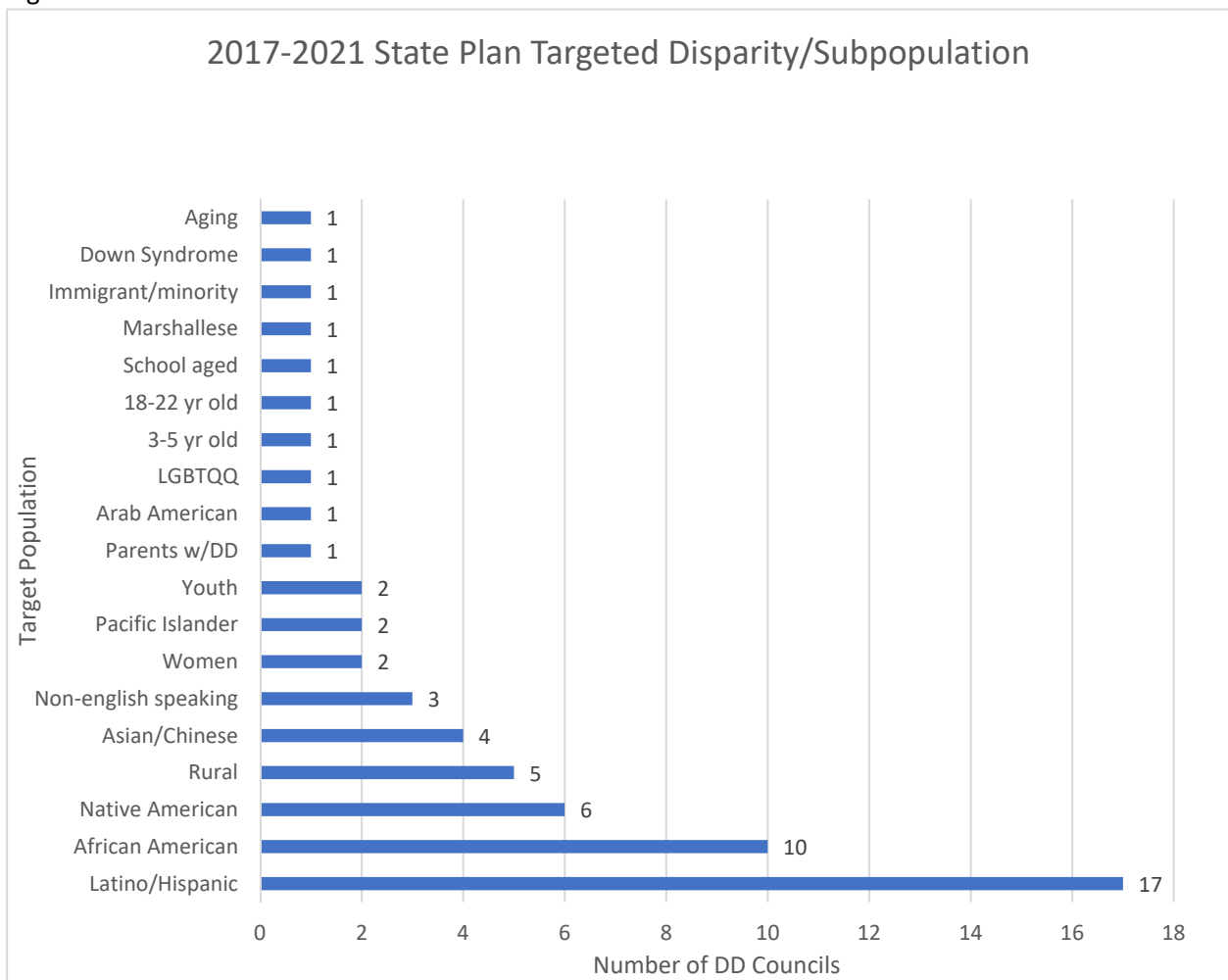


Figure 3

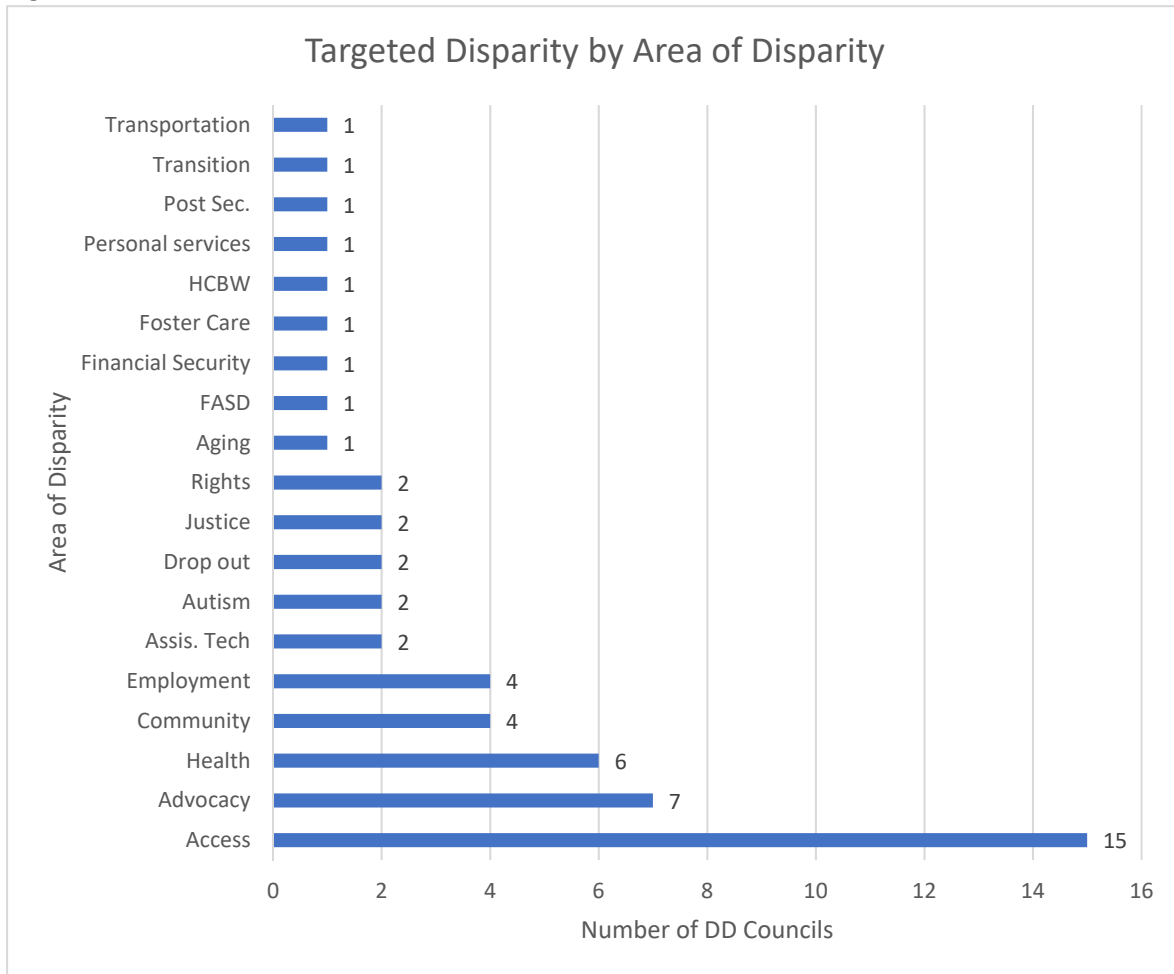


Table 1

<p>Employment (52 Councils) AK; AL; AR; AS; AZ; CA; CNMI; CO; CT; DC; DE; FL; GA; GU; HI; IA; ID; IL; IN; KS; KY; LA; MA; MD; MI; MN; MO; MS; NC; ND; NE; NH; NJ; NM; NV; NY; OH; OK; OR; PA; PR; SC; SD; TN; TX; UT; VA; VT; WA; WI; WV; WY</p>
<p>Community Supports/Access/Life/Inclusion/Inclusive Communities (40 Councils) AK; AL; AR; AZ; CT; DC; DE; FL; GA; IA; IL; IN; KY; LA; MA; MD; MI; MN; MO; MT; NC; ND; NE; NH; NJ; NM; NV; NY; OH; OK; OR; PA; PR; SC; TN; TX; VA; WI; WV; WY</p>
<p>Health (36 Councils) AK; AL; CA; CT; DC; DE; FL; GA; HI; IL; IN; KY; LA; MI; MO; MS; MT; NC; ND; NE; NH; NJ; NM; NV; NY; OH; OK; PA; SC; TN; TX; UT; VA; VT; WI; WV</p>
<p>Transition - education related (28 Councils) AK; AZ; CA; CNMI; CO; DC; FL; GA; GU; HI; ID; IL; IN; KS; MD; MI; MN; MO; NE; NH; NJ; NM; OH; OK; TN; VA; WV; WY</p>
<p>Direct Support Professional/Provider Training (22 Councils) AK; AL; CA; CT; DC; FL; GA; HI; ID; IN; KS; LA; MI; MT; NE; NH; NJ; NY; OH; PA; RI; SD;</p>
<p>Transportation (23 Councils) AL; CA; CT; FL; GU; HI; IA; IL; IN; MI; MO; MS; NC; ND; NH; NJ; NV; NY; OH; PA; TN; TX; VA</p>
<p>Housing (22 Councils) CA; CO; CT; DC; FL; GA; HI; IL; IN; KY; MA; MI; MN; NC; NH; NJ; NY; OH; OR; PA; PR; VA</p>
<p>Person Centered Planning (21 Councils) AK; AL; AZ; CA; DC; FL; ID; IL; KS; MD; NE; NV; NY; OK; PA; RI; TN; TX; VA; WA; WV</p>
<p>DD Services/Systems/HCBS (20 Councils) AK; CA; DC; HI; IA; ID; IL; LA; MA; MD; ME; MI; MT; NH; NV; NY; PA; VA; VT; WV</p>
<p>Education: K-12 (17 Councils) AK; AZ; CA; CT; GA; GU; IL; KS; LA; MD; MI; MO; NM; OK; PA; TN; VA</p>
<p>Post-secondary (16 Councils) AK; AS; CA; CT; DC; FL; GA; GU; MD; MN; NY; OK; SD; TN; TX; VA</p>
<p>Supported decision making/Guardianship (14 Councils) AK; CT; DC; GA; MA; MI; MO; NM; NY; RI; TN; TX; WV; WY</p>
<p>Financial Planning/Financial Futures; ABLE (14 Councils) DC; DE; GA; GU; IN; LA; MD; NC; NY; OK; RI; TN; TX; VA</p>
<p>Civic Engagement/Voting (13 Councils) DC; FL; IA; IL; MA; ME; NE; NJ; NY; OK; PA; TN; VA</p>

First responder/Emergency Preparedness (13 Councils) AK; CA; CNMI; DC; IN; MO; NH; NV; NY; OK; SD; VA; WV
Assistive Technology/Technology (12 Councils) DE; HI; MN; NJ; NV; OH; OK; PA; RI; VA; WA; WY
Lifespan transitions/other transitions (12 Councils) HI; IL; IN; KS; MO; NH; NJ; PA; TN; VA; WA
Aging (11 Councils) AK; DE; MS; NE; NH; NY; OH; OK; TN; TX; WV
Early Childhood (11 Councils) AK; CO; DE; OH; IL; MD; MO; NM; OR; PA; VA
Sexuality/Relationships/Social Integration (9 Councils) DC; DE; IL; MO; NC; NH; NY; OK; VA
Sexual Abuse/Abuse Neglect Exploitation (8 Councils) DE; KS; NY; PR; RI; VA; WA; WV
Childcare/After school (7 Councils) AK; CA; MD; MO; NE; NM OH
Civil Rights (6 Councils) CT; GA; NY; RI; WA; WY
Dual Diagnosis/Behavior (7 Councils) ID; IN; NM; NY; TX; UT; WV
Trauma Informed Care (6 Councils) ID; OK; NY; RI; VA; WV
Seclusion/Restraint (6 Councils) AK; CO; NM; NY; RI; VA
Individual Education Plans (4 Councils) LA; NM; VA; WV

DD Council Goals and Objectives in Alphabetical Order

Council	5-year goals	Objectives
<p>Alabama Goal 1</p>	<p>People with intellectual and developmental disabilities, their families and others will have increased information, education, and public awareness to participate in all aspects of community life and take part in decisions that affect their lives and the lives of others.</p>	<p>By 2021, educate and provide information to people with I/DD, their family members and others to increase leadership opportunities and inclusive participation in communities' activities.</p> <p>By 2021, ACDD will collaborate with transportation agencies, state and local agencies, organizations, and advocacy groups to identify and implement strategies to eliminate barriers to transportation for people with I/DD and others in targeted communities.</p> <p>By 2021, ACDD will support activities that increase the knowledge of employers, community providers, people with I/DD and their families, and others about the benefit of having people with I/DD participate in community-based workforce and volunteer activities in the community.</p> <p>By 2021, ACDD will support leadership development and advocacy training for families and people with I/DD, including young adults and others that will increase their knowledge about self-determination, service delivery systems, person-centered supports, educating and influencing policy-makers, and awareness of rights and federal law</p> <p>For each year of the State Plan, in collaboration with the DD Network Partners, ACDD will strengthen at least one statewide advocacy organization, support leadership training opportunities for self-advocates, and support and expand participation of self-advocates in cross-disability and culturally diverse coalitions.</p> <p>In collaboration with people with I/DD, their families and stakeholders, the ACDD will reduce language barriers for Hispanic families in targeted areas when they are accessing Information and referral services and services.</p>

AL - 2	Support Systems are improved so that people with I/DD and their families live and thrive in the broader community	<p>By 2021, the ACDD will increase the capacity of organizations serving people with I/DD and their families to improve service delivery for the people they serve.</p> <p>By 2021, the ACDD will support activities to create, improve, and/or implement policies and procedures to impact access and awareness for people with I/DD.</p> <p>ACDD will support initiatives to increase capacity and knowledge of people with I/DD, their families, and organizations about Alabama's Able Act and Alabama's Managed Care Organizations through sustainable training and development and dissemination of reliable user-friendly information.</p>
Alaska – 1	Improve service delivery to empower individuals with intellectual and developmental disabilities (I/DDs) to live and thrive in their communities with formal and informal supports and services that promote independence.	<p>Targeted Disparity Objective: Expand early identification of school age children (0-22 years) who experience Autism and/or FASD.</p> <p>Increase person-centered practices for home and community-based service (HCBS) settings in the Alaskan service delivery system.</p> <p>Expand the public's knowledge and awareness through outreach and community involvement on advocacy issues of importance to people who experience I/DDs.</p> <p>Increase self-advocacy and self-advocacy leadership opportunities for individuals with I/DDs and their families in Alaska, including participation in coalitions and strengthening the state's self-advocacy organization.</p>
AK – 2	Alaskans with disabilities and their families will receive the necessary employment services and supports needed to become competitively employed in an integrated setting.	<p>Improve Alaska employment policies, procedures, or regulations around individuals with disabilities.</p> <p>In collaboration with the DD network and state self-advocacy organization, improve the Alaska transition system from school to work for individuals with disabilities.</p> <p>Increase the number of individuals with I/DDs who are employed in integrated and competitive employment through collaboration with partners.</p>

AK – 3	Strengthen policies and programs so that infants and toddlers with disabilities, their families, and caregivers receive appropriate early intervention services and supports.	<p>Improve the use of funding sources, program parity, and utilization of early intervention services and inclusive childcare for infants and toddlers with disabilities statewide.</p> <p>Increase early screenings, identifications, referrals, and interventions of infants and toddlers with disabilities through information and education outreach for professionals and families.</p> <p>Increase the number, scope, and use of evidenced-based practice of early childhood professionals to meet the needs of the state through partner collaboration and coordination.</p>
AK – 4	Participate in activities that lead to enhanced practices so that children and youth with disabilities have access to appropriate qualified professionals, curriculum, inclusion, support, and resources to ensure they have the skills they need for educational success and future independence.	<p>Increase graduation rates and postsecondary transition activities for students with disabilities through collaboration.</p> <p>Improve the training, recruitment, and professional development of education professionals to meet the needs of students with disabilities.</p>
AK – 5	Alaskans with disabilities will have greater access to needed health care services that will improve their quality of life.	<p>Increase access to knowledge and education on health promotion, safety, and/or emergency preparedness for individuals with disabilities.</p> <p>Increase the number of individuals aging with I/DDs that have appropriate support systems in place through collaboration with partners.</p> <p>Improve the Alaska Medicaid system for individuals with disabilities through collaboration with partners and community workgroups.</p>
American Samoa – 1	There will be an increase in skills and training for individuals with developmental disabilities transitioning to secondary education and gaining employment opportunities.	By 2021, there should be an increase in successful transition of one or two individuals with developmental disabilities from high school through post-secondary education/training.
AS – 2	People with developmental disabilities will have increased access to employment opportunities that meet their needs and preferences.	Work with the private sector and government agencies to provide opportunities for young adults with developmental disabilities to gain employment in areas of their capabilities in an inclusive setting.

AS - 3	People with developmental disabilities will have increased opportunities to develop leadership and self-advocacy skills to participate and be involved in the community.	The American Samoa Developmental Disabilities Planning Council in collaboration with the Office of Protection and Advocacy and the University Centers for Excellence on Developmental Disabilities will strengthen one statewide advocacy organization namely (AIGA), support opportunities for people with developmental disabilities who are considered leaders to provide leadership training to individuals with developmental disabilities to become leaders, and support and expand participation of self-advocates in cross disability and cultural diverse coalitions.
Arizona – 1	Establish, strengthen, and expand self-advocacy activities among persons with developmental disabilities so they will become empowered to be self-determined.	<p>The ADDPC will increase and support opportunities for persons with developmental disabilities who are community leaders, to provide leadership training and mentoring that will prepare and support their peers who wish to promote the positive perception and inclusion of persons with developmental disabilities in their community.</p> <p>The ADDPC will support the participation of persons with developmental disabilities in cross disability, culturally diverse leadership coalitions and groups that address issues of importance to persons with developmental disabilities.</p> <p>The ADDPC will establish and promote the success of one or more collaborative, culturally competent self-advocacy coalitions that are led by persons who have developmental disabilities and that includes representatives of unserved/underserved populations, by providing funding, technical assistance, and supports.</p>

<p>AZ – 2</p>	<p>Persons with developmental disabilities and their families and those that support them will be provided resources on integrated employment options, including self-employment.</p>	<p>Through collaboration with DD Network partners (Institute for Human Development UCEDD, Sonoran UCEDD, Arizona Center for Disability Law, and Arizona Developmental Disabilities Planning Council - ADDPC), the DD Network and Employment First Core Group will increase awareness of the employment potential of persons who have developmental disabilities, among themselves, their families, employers, a wide variety of professionals who provide support, and the public</p> <p>Promote/support the acquisition of job readiness and technical skills that persons with developmental disabilities require for competitive integrated employment and/or self-employment which is consistent with informed choice by working with individuals starting at an early age through the life span, their families, and those who provide education and support to them.</p> <p>Foster job creation, hiring, retention, and promotion, by supporting employer to employer contacts to engage new employers in the hiring of persons with disabilities. Build support and collaboration for self-employment.</p>
<p>AZ – 3</p>	<p>Community barriers will be addressed and decreased for persons with developmental disabilities so that they can fully participate in daily life.</p>	<p>In collaboration with youth with developmental disabilities who are transitioning out of foster care, their families/foster families, the foster care system, and other stakeholders decrease barriers to successful transition to adulthood through outreach, person-centered planning, education, linkage to community resources, and community engagement (targeted disparity objective).</p> <p>Increase inclusion and build communities of support for persons of all ages who have developmental disabilities and behavioral challenges through outreach, education, and system change by working in collaboration with people with developmental disabilities, their families, schools, other stakeholders, and communities (including Tribal communities).</p> <p>Identify and decrease barriers to inclusion in community life for persons who have developmental disabilities throughout their lifespan by providing outreach, education, linkage to community resources, and community engagement.</p>

<p>Arkansas - 1</p>	<p>The Arkansas DD Council will collaborate with state agencies and community programs to improve competitive, integrated employment of Arkansans with developmental disabilities.</p>	<p>The Council will promote participation of people with DD in Employment First activities and similar community programs to advocate for legislative and policy changes to increase competitive, integrative employment.</p> <p>Support increased capacity of vocational service providers and employers to provide opportunities for competitive integrated employment of people with DD.</p>
<p>AR - 2</p>	<p>People with DD and their families will have increased access to community support and services.</p>	<p>Provide support to community partners to strengthen access to information, training and education for Arkansans with developmental disabilities and their families about available programs and services within the State</p> <p>To address targeted disparity, the Council, together with partners in Northwest Arkansas, will work with Marshallese people with intellectual and developmental disabilities to reduce language barriers when accessing information and services.</p> <p>The Council will collaborate with regional community partners to identify and prioritize strategies to reduce barriers to supports and services for Arkansas with I/DD who do not speak English and/or speak English as a second language</p>
<p>AR - 3</p>	<p>People with DD and their families will be active in advocacy activities that improve their lives and the lives of others and the service system.</p>	<p>Each year of the five-year plan, the Council will provide support to strengthen a statewide self-advocacy organization by increasing activity and participation by self-advocates in Arkansas.</p> <p>The Council will collaborate with Disability Rights Arkansas and Partners for Inclusive Communities to support self-advocates and their families by providing technical assistance and administrative support to increase leadership training</p> <p>Each year of the five-year plan, the Council will increase opportunities for self-advocates who are leaders to train other self-advocates to become leaders and increase opportunities for participation in cross-disability, culturally diverse organizations</p>

AR – 1	The Arkansas DD Council will collaborate with state agencies and community programs to improve competitive, integrated employment of Arkansans with developmental disabilities.	<p>The Council will promote participation of people with DD in Employment First activities and similar community programs to advocate for legislative and policy changes to increase competitive, integrative employment.</p> <p>Support increased capacity of vocational service providers and employers to provide opportunities for competitive integrated employment of people with DD.</p>
California – 1	By 2021, collaborate with the CNMI Homeland Security and Emergency Management, CNMI Disability Network Partners, Commonwealth Healthcare Corporation, and other community-based stakeholders to effectively incorporate the functional and accessibility needs of CNMI residents with intellectual and developmental disabilities and their families in emergency planning.	<p>The Council will increase knowledge about self-determination and person-centered planning by monitoring, supporting and actively engaging in the implementation of the Self-Determination Program.</p> <p>The Council will promote self-advocates in leadership roles in statewide networks a) through the strengthening of a statewide self-advocacy organization and by supporting self-advocates; b) within cross-disability leadership coalitions; and c) in training other self-advocates to become leaders.</p>

<p>CA – 2</p>	<p>Californians with I/DD and their families reflecting the diversity of the state will have increased information and supports to access community-based services available to the general population.</p>	<p>The Council, in collaboration with our federal DD partners, will reduce service access barriers and decrease the disparity in available information, which describes services and supports that may be purchased throughout California’s Regional Center system, by translating and providing that information in Spanish and tracking statewide POS disparity data for Spanish-speaking self-advocates and families.</p> <p>The Council will increase the knowledge and skills of people with I/DD to move from institutional to community settings and to increase their ability to self-advocate.</p> <p>The Council will increase outreach, training, and technical assistance to improve the quality of and access to services, including (but not limited to) Regional Centers, education, transportation, public benefits, child care, and recreation for people with I/DD and their families.</p> <p>The Council, in consultation with its federal partners, will increase identification, advocacy and/or sponsorship of legislative, regulatory, policy, procedure and/or practice changes to increase access to quality community-based services for people with I/DD and their families.</p>
<p>CA – 3</p>	<p>Californians with I/DD and their families reflecting the diversity of the state will have increased access to affordable, accessible, safe, and fully integrated housing that provides choice and flexibility regarding where and with whom they live.</p>	<p>The Council will work with housing entities to increase the development and/or provision of community housing for people with I/DD.</p> <p>The Council will identify and decrease barriers to housing for people with I/DD.</p> <p>The Council, in consultation with its federal partners, will increase identification, advocacy and/or sponsorship of legislative, regulatory, policy, procedure and/or practice changes to increase housing for people with I/DD.</p>

<p>CA – 4</p>	<p>Californians w/ I/DD and their families reflecting the diversity of the state will have increased information to access health, public safety, and related services that meet their needs and health care choices.</p>	<p>The Council and its federal partners will increase knowledge and awareness for people with I/DD and their families about the availability of and access to health and public safety-related services and supports.</p> <p>The Council, its federal partners, and self-advocates will increase information and training to law enforcement, court personnel, health care providers and/or other care professionals about disability-related health and safety issues.</p> <p>The Council, in consultation with its federal partners, will increase identification, advocacy and/or sponsorship of legislative, regulatory, policy, procedure and/or practice changes to increase accessibility to health care and public safety services for people with I/DD and their families.</p>
<p>CA - 5</p>	<p>Californians with I/DD and their families reflecting the diversity of the state will have increased information to obtain competitive, integrated employment (CIE).</p>	<p>The Council will increase and promote culturally competent strategies and resources that facilitate competitive, integrated employment (CIE) of people with I/DD.</p> <p>The Council, in consultation with its federal partners, will increase identification, advocacy and/or sponsorship of legislative, regulatory, policy, procedure and/or practice changes to increase CIE for people with I/DD.</p>

<p>CA – 6</p>	<p>Californians with I/DD and their families reflecting the diversity of the state will have increased information, in order to obtain inclusive education services throughout the lifespan.</p>	<p>The Council and its federal partners will increase knowledge and awareness of developmental milestones and intervention services for families of young children and professionals.</p> <p>The Council, in consultation with its federal partners and other stakeholders, will increase awareness and knowledge for families and self-advocates about the availability of and access to services which support inclusive education.</p> <p>The Council, in consultation with its federal partners and in collaboration with educators and stakeholders, will increase information and technical assistance to prepare and empower students, families and professionals in developing individualized transition plans that lead to employment, post-secondary education &/or independent living options & opportunities.</p> <p>The Council, in consultation with its federal partners, will increase identification, advocacy and/or sponsorship of legislative, regulatory, policy, procedure and/or practice changes to increase access to quality education services throughout the lifespan for people with I/DD.</p>
<p>CNMI – 1</p>	<p>Promote and support the development of leadership and self-advocacy capacity among people with intellectual and development disabilities.</p>	<p>Provide support to strengthen a State Self-Advocacy organization led by people with intellectual and developmental disabilities.</p> <p>Support opportunities for people with intellectual and developmental disabilities who are considered leaders to provide leadership training to individuals with intellectual and developmental disabilities who may become leaders.</p> <p>Support participation of people with intellectual and developmental disabilities in cross-disability and culturally diverse leadership coalitions.</p>

<p>CNMI – 2</p>	<p>By 2021, the Council will work with partners on at least two (2) systems change initiatives and provide information, education, and skill building activities so that individuals and/or students with intellectual and developmental disabilities will have improved transition services from high school through post-school into meaningful outcomes with adequate services and supports and increased opportunities in employment in the CNMI.</p>	<p>Employment: By 2021, create more opportunities for young adults and job seekers with intellectual and developmental disabilities to have meaningful employment opportunities with competitive wages and exhibit their abilities and skills in an inclusive environment working alongside their peers without disabilities by working with the CNMI Disability Network Partners to educate communities, training staff, and writing one state policy to improve services that support fully integrated, competitive employment.</p> <p>Transition: By 2021, collaborate with the CNMI Transition Coalition, the CNMI Disability Network Partners and others to create or improve at least one practice designed to improve transition outcomes for students with intellectual and developmental disabilities from high school through postsecondary education/training.</p>
<p>CNMI – 3</p>	<p>By 2021, family members and/or caregivers of individuals with intellectual and developmental disabilities and individuals who are medically fragile will have access to respite services made available through the Commonwealth Respite Services Program (CNMI PL 14-36).</p>	<p>By 2021, collaborate with the Commonwealth Respite Service Program and partners to improve and/or expand training to thirty (30) respite caregivers in underserved and unserved communities of Tinian and Rota.</p>
<p>CNMI – 4</p>	<p>By 2021, people with intellectual and developmental disabilities and their families will be afforded the same level of safety as all, be involved in the process to plan, advocate, and take charge for themselves when an emergency arise, and to have a clear idea of what to do in such situation.</p>	<p>By 2021, collaborate with the CNMI Homeland Security and Emergency Management, CNMI Disability Network Partners, Commonwealth Healthcare Corporation, and other community-based stakeholders to effectively incorporate the functional and accessibility needs of CNMI residents with intellectual and developmental disabilities and their families in emergency planning.</p>

<p>Colorado – 1</p>	<p>Youth with disabilities will transition from high school better prepared for an integrated life in the community.</p>	<p>Youth, their family members, and support teams will receive the knowledge and tools they need to advocate for the housing of their choice.</p> <p>Employment First principles will be implemented for students transitioning to work and/or higher education.</p> <p>Transition-aged youth and their families will have access to training on self-advocacy and self-determination.</p> <p>Transition-aged youth and family members will be supported to continue their community participation efforts throughout transition and into their adult lives.</p>
<p>CO – 2</p>	<p>People with intellectual and developmental disabilities and their family members (including siblings) will increase their self-determination, advocacy, and leadership skills to become agents for system change in Colorado</p>	<p>For each year of the Plan (as appropriate) provide logistical and financial support for the formation of a state level self-advocacy group through collaborating with self-advocacy and peer mentoring groups, and individual self-advocates.</p> <p>Provide and support opportunities for individuals with intellectual and developmental disabilities and family members (including siblings) who are considered leaders to provide leadership training to individuals with intellectual and developmental disabilities and family members (including siblings) who may become leaders.</p> <p>Support and expand participation of individuals with IDD and family members (including siblings) in cross-disability and culturally diverse leadership coalitions.</p>
<p>CO - 3</p>	<p>Children and adults with disabilities, their families and their support teams will have the resources they need so that the use of seclusion, restraint, expulsion, and suspension to manage behavior will decrease significantly</p>	<p>The CDDC, Disability Law CO, and JFK Partners will work collaboratively to decrease the use of expulsion and suspension as a means of managing behavior in early childhood settings for African American youth with disabilities in one school district in CO. (Targeted Disparity and Collaboration Requirements)</p> <p>The Council, JFK Partners, and Disability Law Colorado will work collaboratively to decrease the use of seclusion and restraint for managing behavior in the K-12 system. (Collaboration Requirement)</p> <p>The Council and other stakeholders will work together to decrease the use of restraint as a means of managing behavior for adults.</p>

<p>CT - 1</p>	<p>The Connecticut Council on Developmental Disabilities will defend and promote the civil rights of individuals with disabilities through the development of policies and programs to promote choice and independence in where they live and what they do.</p>	<p>By 2020 the Council will work with members of the 2020 Committee and state agencies and officials to close Southbury Training School and the remaining five regional centers</p> <p>By 2021 The Council will promote supported decision making so that 50 Self-Advocates have used this process rather than traditional guardianship.</p> <p>By 2021 150 families and self-advocates will implement strategies for self-directed services and supports</p> <p>By 2019 the Council and partners will plan and implement second Building a Great Life Conference for 400 families and self-advocates.</p>
<p>CT - 2</p>	<p>The CT Council on Developmental Disabilities will promote self-advocacy through leadership training and access to leadership opportunities for individuals with disabilities and family members.</p>	<p>By 2021 the Council will provide Partners in Policymaking Leadership Training to 125 individuals and parents (Total of 25 each year).</p> <p>By 2021 the Council will increase participation in the Cross-Disability Lifespan Alliance so that 75 self-advocates have participated in policy and advocacy initiatives.</p> <p>By 2021 the Council will provide financial support through the Consumer Involvement Fund to 50 Self advocates to support participation in the community of self-advocates and parents at conferences and other leadership opportunities.</p> <p>By 2021 the Council will provide support and training to 75 parents who have developmental disabilities to increase their participation in schools and community activities with their children.</p> <p>People First will receive financial support and technical assistance from the Council to develop and implement a strategic plan and annual work plan for their organization.</p>

CT - 3	The Council will promote programs and services that allow people with disabilities to be fully included in the community of their choice.	<p>By 2021 the Council will provide access to customized employment opportunities for 50 people with developmental disabilities.</p> <p>By 2021 the Council will develop information and training that provides access to two livable communities that include people with disabilities as members of those communities</p> <p>By 2021 the Council will Identify post-secondary educational opportunities for 25 individuals with disabilities so they can access post-secondary educational opportunistic.</p> <p>By 2021 the Council will Increase on-demand transportation options so that 75 individuals with disabilities can participate in community events when and where they choose.</p> <p>By 2021 the Council will provide training and support to CT KASA (Kids As Self-Advocates) to promote transition of 25 youth into adult health care.</p> <p>The Council will change two policies that will Increase access to affordable, accessible, and available housing for people with disabilities.</p>
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<p>Delaware DE – 1</p>	<p>Improve access to quality healthcare and enable holistic health care for individuals with disabilities throughout the lifespan by providing educational opportunities for the medical community regarding the need for and benefits of self-directed, skilled home care, and supports for people with disabilities.</p>	<p>Increase education on sexuality among young adults with disabilities and their parents by conducting 2 workshops per year over the course of the five (5) year state plan, with the goal of reaching twenty (20) individuals with disabilities and/or their families/caregivers during each Five (5) Year State Plan year.</p> <p>Develop and/or approve curriculum and provide training for physicians and other clinical professionals. Include information on assistive technology, cultural competence, physical/cognitive accessibility needs, telemedicine, patient rights and disability etiquette. Develop and/or approve curriculum during year one (1) of the Five (5) Year State Plan. Provide training to fifteen (15) clinicians per year during years two (2) through four (4) of the Five (5) Year State Plan.</p> <p>(*As described in the Comprehensive Review and Analysis, the correlation between Down syndrome and Alzheimer's disease is being used to address the Council's Targeted Disparity requirement.) Objective reads as follows: Build on existing public and private partnerships to support a comprehensive public education campaign addressing the medical and social impacts of the correlation between aging adults (age 50+) with Down syndrome who are at risk for developing Alzheimer's disease. Explore the impact on the individual with Down syndrome's quality of life and life expectancy as well as that of their caregiver(s). Educate key state policymakers, individuals with Down syndrome and their families/caregivers about the need for more research and development on this subject, as well as the health and social services needs and policy implications of the correlation between Down Syndrome and Alzheimer's Disease during each year of the Five (5) Year State Plan with the goal of reducing barriers to access of information, services and supports for individuals with Down syndrome and their families/caregivers.</p>
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<p>DE – 2</p>	<p>Develop and implement a person and family-centered approach to address needs across the lifespan of persons with disabilities and their families.</p>	<p>Plan and implement at least annual meetings among members of the Delaware Developmental Disabilities Council (DDC), State Council for Persons with Disabilities (SCPD), Governor’s Advisory Council for Exceptional Citizens (GACEC), and our network partners at the Center for Disabilities Studies (CDS) and the Disabilities Law Program (DLP) to identify policy priorities and collaborative advocacy opportunities. At least one (1) such meeting will take place for each of the five (5) years in the State Plan.</p> <p>Work collaboratively with our network partners at the Center for Disabilities Studies, the Delaware Disabilities Law Program and other local advocacy organizations to educate key state policymakers on the benefits of expanding state Medicaid and CHIP programs to include free or low-cost wellness, exercise and weight-loss options for individuals with disabilities. Key state policymakers will receive education over each of the five (5) years of the Five (5) Year State Plan. Request to present at the various Caucuses, particularly the Kids’ Caucus, within the Delaware Legislature, regarding the benefits of expanding state Medicaid and CHIP programs to include free or low-cost wellness, exercise and weight-loss options for individuals with disabilities.</p> <p>Collaborate with our network partners at the Center for Disabilities Studies, the Delaware Disabilities Law Program and other local health, wellness and advocacy agencies/organizations to secure expansion of access to at least one (1) free or low-cost wellness, exercise and/or weight-loss option per year of the Five (5) Year State Plan for individuals with disabilities making the most of community partnerships.</p> <p>Adult Issues Committee</p>
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<p>DE – 3</p>	<p>Using a collaborative approach, improve advocacy skills among a diverse group of individuals living with disabilities and their families.</p>	<p>Apply a "train the trainer" approach to enlist at least ten Partners in Policymaking and Junior Partners in Policymaking graduates with demonstrated leadership skills as presenters at Partners in Policymaking and other programs. Two presenters from the aforementioned programs will be successfully recruited during each year of the five-year state plan.</p> <p>Work collaboratively with other Delaware advocacy agencies and organizations such as our network partners at the Disabilities Law Program, Center for Disabilities Studies, State Council for Persons with Disabilities, Governor’s Advisory Council for Exceptional Citizens and the Division of Developmental Disabilities Services to improve access to the amount of information and resources that self-advocates can readily use for each year during the Five (5) Year State Plan.</p> <p>Increase awareness among self-advocates participating in defined Delaware Disabilities Council (DDC) programs, such as Partners in Policymaking®, Junior Partners in Policymaking™ and the LIFE Conference, regarding communication options available through the Center for Disabilities Studies Assistive Technology Services as well as “cutting edge” developments in assistive technology education, legal rights and public benefits. Two hundred and fifty (250) self-advocates will be reached over the course of the Five (5) Year State Plan at a rate of fifty (50) self-advocates for each Five (5) Year State Plan year.</p> <p>Disseminate information and increase social dialog between self-advocates and the community through a variety of approaches, including networking and community events, social media communication, sponsored roundtables, topical community conversations, community events, educational opportunities and conferences. Three hundred (300) self-advocates will be impacted over the course of the Five (5) Year State Plan at a rate of sixty (60) self-advocates per state plan year.</p> <p>The Delaware DDC will support efforts to improve self-advocacy through support of one Delaware self-advocacy organization during each year of the Five-Year State Plan.</p>
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<p>DE - 4</p>	<p>Maximize the potential of persons with developmental disabilities through the provision of vocational and life skills training from early childhood through adulthood for persons with disabilities living in poverty.</p>	<p>Advocate for improved awareness of career choices for children with disabilities, including those children receiving core services in segregated settings, through assessment and interest identification from early education to best match each student with associated career opportunities through planned communication with the Delaware Department of Education, Delaware School Districts, and families. Planned communications will take place twice per year for years one (1) through three (3) of the Five (5) Year State Plan.</p> <p>Develop and/or approve and implement one education and resource program over the course of the first year of the Five (5) Year State Plan for individuals currently receiving core services in segregated settings. The program will help to identify individuals' interests and match those interests with employment opportunities, financial literacy training and programs that promote healthy lifestyle choices. Twenty (20) individuals currently receiving core services in segregated settings will be reached during years two (2) through five (5) of the Five (5) Year State Plan through the presentation of this curriculum.</p>
<p>DC - 1</p>	<p>District residents with developmental disabilities and their families will be given accurate, timely information to make informed decisions regarding service delivery options available to them; and provided opportunities to exercise and exhibit their self-empowerment and determination that lead to their increased productivity, independence and quality of life as they choose.</p>	<p>DC residents with DD and family members will be supported in strengthening their self-determination, advocacy and leadership skills. (FY17-21)</p> <p>District residents with DD and/or family members will have opportunities to serve as a valued partner to the DC Homeland Security and Emergency Management Agency and other first responder stakeholders to incorporate the functional and accessibility needs of District residents with DD in emergency planning. (FY17-21)</p> <p>Individuals with DD and/or family members will be supported in their civic responsibility and voter registration/education. (FY20-21)</p> <p>The DDC in collaboration with Georgetown University Center for Child and Human Development (UCEDD) and Disability DC (P&A) will strengthen at least one statewide self-advocacy organization, support leadership training opportunities by and for self-advocates and support/expand participation of self-advocates in cross-disability and cultural diverse coalitions. (FY17-21)</p>

<p>DC – 2</p>	<p>District residents with developmental disabilities and their families are given accurate, timely information to make informed decisions regarding home and community-based services and options to them and provided educational opportunities to learn how to improve their own health and wellness outcomes while they are striving to be valued citizens actively contributing to all facets of community life in the District of Columbia.</p>	<p>In partnership with the DC Department on Disability Services (DDS) and other appropriate private and public stakeholders, continue strengthening the capacity of the Supporting Families Community of Practice and its initiatives. (FY17 - 21)</p> <p>At least ten or more District residents with DD will learn about and demonstrate principles of Living a Healthy Lifestyle. (FY 18-21)</p> <p>Individuals with DD and/or their family members will have access and opportunity to participate in the Next Chapter Book Clubs in the District of Columbia. (FY 18 and 20)</p> <p>District residents with DD and/or family members will have access to information about Housing Rights and Options to make informed decisions about their protected rights and housing options. (FY17- 21)</p> <p>At least 40 individuals with DD and/or family members will have access and the opportunity to participate in the Community Service and Recreational Opportunities Program. (FY20-21)</p>
<p>DC – 3</p>	<p>Students with developmental disabilities and their families are given accurate, timely information regarding the educational services available in the District of Columbia and the applicable District and Federal laws and policies that impact and protect our infants, toddlers and students receiving these services.</p>	<p>More than 300 high school students in transition will participate in meaningful opportunities to demonstrate their self-determination and advocacy skills and/or learn more about their protected rights, post-secondary education opportunities and employment options annually. (FY17 - 21)</p> <p>DDC will strengthen and increase utilization of Early Intervention Services in the District.</p>

<p>DC – 4</p>	<p>Transition youth and adults with developmental disabilities will have meaningful employment opportunities with competitive wages that allow these citizens to exhibit their talents, skills and abilities in an inclusive environment working alongside their peers without disabilities in the District of Columbia</p>	<p>At least 25 individuals with developmental and other disabilities between ages 14- 24 will receive competitive placements in the District's Summer Youth Employment Program (SYEP) annually. (FY17 - 21)</p> <p>Disability Mentoring Days (DMDs) - In recognition of October as "Disability Employment Awareness Month," DMDs introduce 30 or more job seekers and high school, college and/or graduate students with developmental and/or other disabilities to potential employment opportunities within the DC metropolitan area annually. (FY17 - 21)</p> <p>At least 20 youth with developmental disabilities, age fourteen (14) and under and their parents/guardians will participate in a program to begin setting high expectations and employment planning at an early age. (FY19-21)</p>
<p>DC - 5</p>	<p>The DDC will actively collaborate with national and local organizations and government agencies to develop or improve upon legislation, regulations, policies, programs and other related activities that result in increased level of cultural and linguistic competence; advance person-centered planning; understanding and acceptance of District residents with developmental disabilities, their families and the culturally diverse backgrounds they bring to our community.</p>	<p>Support the effective outreach and implementation of the new No Wrong Door (NWD) Program and its initiatives for people with developmental disabilities and their family/caregivers to make informed choices regarding long-term supports and services they prefer and need in order to live with dignity in their homes and be fully included in their communities. (FY 17 - 20)</p> <p>Residents of the District of Columbia will have increased information about people with developmental disabilities and their accomplishments and achievements. (FY 17-21)</p> <p>Collaborate with the DC Commission on Persons with Disabilities annually on events such as the Mayor's Expo on Disability Awareness.</p> <p>TARGETED DISPARITY --By FY 21, an increased number of American Indian, Asian & Pacific Islander students and/or adults with developmental disabilities will have information, access, and support to enable them to participate in the community.</p>

<p>FL – 1</p>	<p>By the end of the five-year state plan, the Council will work in collaboration with agencies and organizations to develop and implement a minimum of three sustainable transportation solutions to develop and implement at least one infrastructure change and advocate for increased funding to increase access to safe and affordable methods of transportation for individuals with intellectual and developmental disabilities.</p>	<p>By the end of the five-year state plan, a mobility manager structure will be in place state-wide that will provide evidence of increased access to the community and satisfaction with transportation services for two or more life activities (e.g., employment, postsecondary education, recreation, leisure activities, shopping, etc.) for individuals with intellectual and developmental disabilities.</p>
<p>FL – 2</p>	<p>By the end of the five-year state plan, working in collaboration with the nine signatory partner agencies/organizations to Florida’s Employment First efforts, the Council will provide technical assistance and training to individuals with intellectual and developmental disabilities, family members, employers and other key stakeholders to increase the number of individuals with intellectual and developmental disabilities gaining competitive employment at or above minimum wage by 25% over the 2014 Employment First baseline data.</p>	<p>By the end of each fiscal year in the five- year state plan, one or more of the nine signatory partner agencies/organizations to Florida’s Employment First efforts will have implemented at least one major policy or practice change that shifts or improves their services and system to increase competitive, integrated employment of Floridians with disabilities at minimum wage or greater.</p>

FL – 3	By the end of the five-year state plan, the Council will have contributed to the implementation of at least four new improvements to transition services and two or more policies or practices that assist students with intellectual and developmental disabilities from elementary through post-school transition into meaningful post-school outcomes with adequate services and supports.	<p>Improve access to and completion of postsecondary education and training programs by a minimum of a 10 % increase over baseline data for students who identify as Autism Spectrum Disorder and Hispanic/Latino to address targeted disparity found in completing postsecondary education and training programs, particularly programs within the Division of Florida Colleges, through outreach efforts to identify key barriers and proposed solutions and marketing and implementing programs, supports and/or strategies based on findings to improve outcomes.</p> <p>Throughout the five-year State Plan, collaborate with agencies, school districts, and programs to create or expand two or more practices designed to improve transition outcomes for students with intellectual and developmental disabilities from elementary through postsecondary education/training.</p>
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<p>FL – 4</p>	<p>By the end of the five-year state plan, a minimum of 250 Floridians with intellectual and developmental disabilities and a minimum of 100 family members or allies who are not currently participating in leadership and advocacy will participate in leadership, advocacy and systems change activities in culturally diverse or cross-disability coalitions.</p>	<p>In each year of the state plan, support the statewide self-advocacy organization, Florida SAND, to encourage its members and their circles of support to participate in at least one grassroots effort to inform the community of issues affecting full inclusion or advocacy and engage in at least one specific public policy activity.</p> <p>By the end of the five-year state plan, a minimum of 100 individuals with intellectual and developmental disabilities and people in their circles of support will increase their knowledge of self-advocacy, public advocacy, leadership and self-determination</p> <p>Throughout the five-year plan, collaborate with all DD Network Partners to implement and sustain a leadership training program and efforts to build the next generation of top leaders among a minimum of eight self-advocates and eight mid-career institutional leaders.</p> <p>Throughout the five-year plan, collaborate with Disability Rights Florida, the DD Network State-wide Advocacy Center, to promote voting access for people with intellectual and developmental disabilities via training and opportunities to improve public speaking skills as Project VOTE co-trainers, building leadership and advocacy skills among a minimum of 25 self-advocates.</p> <p>By the end of the five-year state plan, through collaboration with the Florida Center for Inclusive Communities, and other DD Network Partners if determined appropriate, a minimum of one systemic change will have been made for one high priority issue impacting the lives of individuals with intellectual and developmental disabilities through the development and dissemination of policy briefs to be used by self-advocates and families.</p>
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FL – 5	By the end of the five-year state plan, there will have been at least one systemic change to federal and/or state statutes, rules, policies or procedures designed to mitigate the income limits imposed on people with intellectual and developmental disabilities in federal and state programs and restore their ability to independently control their income.	By the end of the five-year state plan, collaboratives of stakeholders, including individuals with intellectual and developmental disabilities, and state self-advocacy organizations will educate a minimum of 50 policy-makers at the federal and/or state level on the impact of waiver income limits and the benefits of the Medicaid Buy-In.
FL – 6	By the end of the five-year state plan, Florida will have made at least one systemic change to statutes, rules, policies or procedures designed to improve choice and provide for financial support for safe, affordable and inclusive housing with access to support services for individuals with intellectual and developmental disabilities.	By the end of the five-year state plan, the Council will have collaborated with profit, nonprofit, and governmental housing organizations to prioritize the needs of individuals with intellectual and developmental disabilities by monitoring and influencing the development of key federal and state housing plans and allocation of resources in a minimum of three (3) cities and three (3) counties representative of three (3) different geographical areas of the state.
FL – 7	By the end of the five-year state plan, one or more improvements will be made to practices, services and compensation for community-based service providers to ensure that individuals with intellectual and developmental disabilities have access to, and receive services and supports from, a sustainable, qualified provider base.	<p>By the end of the five-year plan, in collaboration with stakeholders, identify recommendations and advocate for competitive compensation for a minimum of two (2) categories of community-based service providers.</p> <p>By the end of the five-year plan, in collaboration with stakeholders, identify, develop, and implement evidence-based training for at least 250 community-based service providers (i.e., personal care attendants and residential habilitation/group home staff) and 25 supervisors, representing agencies/organizations of diverse sizes.</p>

<p>FL - 8</p>	<p>By the end of the five-year state plan, a minimum of six systemic changes to statutes, rules, policies or procedures at the state, regional or local levels designed to improve community inclusion for individuals with intellectual and developmental disabilities will have been achieved.</p>	<p>At the end of year one of the 2017-21 five-year state plan, initiatives started in the 2012-16 five-year state plan, will have been completed and a minimum of one systemic change from the work will be achieved in the area of transportation.</p> <p>At the end of year one of the 2017-21 five-year state plan, initiatives started in the 2012-16 five-year state plan will have been completed and a minimum of one systemic change from the work will be achieved in the area of employment.</p> <p>At the end of year one of the 2017-21 five-year state plan, initiatives started in the 2012-16 five-year state plan will have been completed and a minimum of one systemic change from the work will be achieved in the area of child development and education.</p> <p>At the end of year one of the 2017-21 five-year state plan, initiatives started in the 2012-16 five-year state plan will have been completed and a minimum of one systemic change from the work will be achieved in the area of self-advocacy leadership.</p> <p>At the end of year one of the 2017-21 five-year state plan, initiatives started in the 2012-16 five-year state plan will have been completed and a minimum of one systemic change from the work will be achieved in the area of community living.</p> <p>At the end of year one of the 2017-21 five-year state plan, initiatives started in the 2012-16 five-year state plan will have been completed and a minimum of one systemic change from the work will be achieved in the area of health care and prevention.</p> <p>By the end of the five-year state plan, one or more emerging needs of individuals with intellectual and developmental disabilities will have been addressed through the provision of technical assistance and supports, resulting in one or more systemic changes.</p>
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<p>GA – 1</p>	<p>GCDD will support efforts to increase access to quality long term supports and services provided in the most integrated setting through both demonstration of new practices and public policy advocacy efforts.</p>	<p>DD Network Partners: By 2021, the Georgia Council on Developmental Disabilities (GCDD), Georgia Advocacy Office (GAO), Center for Leadership and Disability at Georgia State University (CLD) and the Institute for Human Development and Disability at the University of Georgia (IHDD) will support a statewide policy that has moved move all children living in a nursing facility or private ICF/DD into a loving stable home.</p> <p>By 2021, GCDD will strengthen efforts to improve the quality of services and access to quality services and supports for individuals with intellectual and developmental disabilities throughout Georgia through improved wages and skills for direct support professionals, addressing the waiting list for home and community-based services</p> <p>By 2021, GCDD will strengthen efforts to support families and those families and individuals who self-direct services.</p>
<p>GA – 2</p>	<p>The Council will continue to improve its operations while meeting the requirements of the Developmental Disabilities Bill of Rights and Assistance Act</p>	<p>GCDD will meet four times during the year, set strategic direction of the organization, learn more about the initiatives supported by the organization, and meet federal reporting requirements</p> <p>GCDD will increase leadership development opportunities for Council members and staff including participating in learning journeys on the state and national levels and providing support to the National Association of Councils on Developmental Disabilities.</p>

<p>GA – 3</p>	<p>GCDD will support and advocacy will result in significant and measurable increases in the number of children with intellectual/developmental disabilities who are fully included in classrooms and actively involved in their local school communities</p>	<p>By 2021, GCDD will partner with the DD Network, civil rights and other organizations through Georgie to develop and implement a plan of action to reduce by 10% the number of African-American males in special education classes and who are at risk for dropping out of school.</p> <p>By 2021, GCDD will work with the Georgia Inclusive Post-Secondary Inclusive Education Consortium to provide assistance to current colleges and universities and expand to 15 the number of colleges and universities that support students with intellectual/developmental disabilities to live, study and participate in student activities.</p> <p>By 2021, GCDD will leverage partnerships with organizations to increase knowledge of parents, educators, and students with intellectual/developmental disabilities about transition options to include employment opportunities and post-secondary educational opportunities and resources to support their involvement in life after school</p>
<p>GA – 4</p>	<p>GCDD will increase opportunities to educate and inform our digital media audiences on issues effecting policy. education, health, wellness, and housing for people with developmental disabilities in the state of Georgia</p>	<p>By the end of 2021, GCDD will have increased the number of constituents reached through our digital communications by 10% each year</p>

<p>GA – 5</p>	<p>GCDD will enhance the capacity of communities to build relationships among people with and without disabilities by supporting efforts to work on local priorities that result in a sustainable quality of life for everyone and support the 4 Commitments: Action focuses on making the community better for everyone; People with developmental disabilities are active members the initiative builds up local capacity for collective action; and, Participants take responsibility for sharing what they are learning.</p>	<p>By 2021 current Real Community sites in Clarkston, Macon, Savannah, and LaGrange will be self-sustaining.</p> <p>By 2021, GCDD will provide financial and technical assistance to 20 additional communities using practices such as Asset Based Community Development that support the values of GCDD, encourage collective action and engage in purposeful learning to create change in communities.</p>
<p>GA – 6</p>	<p>GCDD will strengthen the knowledge of individuals with intellectual and developmental disabilities to promote/encourage informed decision making and increase participation in advocacy and policy making activities</p>	<p>By 2021, GCDD will provide financial support to self-advocacy organizations that provide information and training to individuals with intellectual/developmental disabilities about supported decision making.</p> <p>By 2021, GCDD will support efforts that result in individuals with intellectual/developmental disabilities increasing their participation in systems change advocacy and the political process.</p> <p>By 2021, GCDD will support a program, led by people with intellectual/developmental disabilities that result in leadership development for those who desire to become leaders.</p>

GA - 7	GCDD will work with individuals with intellectual/developmental disabilities, family members and community stakeholders to develop and implement strategic action steps that will result in significant improvements in the lives of people with intellectual/developmental disabilities acquiring meaningful jobs, livable wages and career advancement opportunities	<p>By 2021, GCDD will strengthen and expand access to 25 Project Search programs for students transitioning from school to workforce and others for competitive employment</p> <p>By 2021, GCDD will support advocacy efforts that result in an Employment First statewide policy that creates increased opportunities for individuals with intellectual/developmental disabilities to participate in the workforce</p> <p>By 2021, GCDD will collaborate with other agencies to strengthen financial inclusion and asset development efforts by increasing their knowledge, developing financial plans and implementing the plan's goals</p>
GU – 1	By September 2021, the Council will support self-advocacy initiatives for youth and adults with IDD in cross-disability culturally diverse traditions to encourage and increase leadership and independence in the community.	<p>By the end of each fiscal year, the Council will promote self-advocacy skills development and increase participation of self-advocates through leadership training and development.</p> <p>By the end of each year, the Council will strengthen the self-advocacy organization that will be a lifelong resource in the community.</p>
GU – 2	By September 2021, the Council will collaborate with public and private employment agencies to increase employment opportunities and awareness for culturally diverse individuals with IDD vulnerable to disparity.	<p>By the end of each fiscal year, the Council will provide information and referrals on self, supported, competitive and other employment programs to increase options available to individuals with I/DD and other disabilities and their families.</p> <p>By the end of each fiscal year, the Council will educate the Chuukese population on employment opportunities. to promote participation and independence in the community.</p>
GU – 3	By September 2021, culturally diverse students with IDD will achieve their educational potential from school to adulthood.	By the end of each fiscal year, the Council will support GDOE SpEd and partners in increasing student and family involvement to improve transition services that promote post-secondary opportunities.
GU – 4	By September 2021, cultural diverse individuals with IDD will benefit from an accessible and reliable transportation for work, school, medical, and other personal needs.	By the end of each fiscal year, Transportation services improved for community independence and participation.

<p>HI – 1</p>	<p>Individuals with intellectual and developmental disabilities and their families educate their communities about intellectual and developmental disabilities.</p>	<p>There will be 1,000 self-advocates, family members, service providers, and advocates engaging in advocacy and organizing Developmental Disabilities Awareness Month on each Island (Hawaii, Kauai, Lanai, Maui, Molokai, and Oahu) in the State of Hawaii by September 30, 2021.</p> <p>Individuals with intellectual and developmental disabilities who are not served by the Department of Health Developmental Disabilities Division will be identified by September 30, 2021.</p>
<p>HI – 2</p>	<p>People with IDD will be satisfied with their current living situation and love where they live.</p>	<p>Identify the residential needs of at least 3,000 adults with intellectual and developmental disabilities by September 30, 2018.</p> <p>Collaborate with the Department of Health and Department of Human Services to implement Hawaii’s My Choice My Way Transition Plan that addresses the requirements of the Centers for Medicare and Medicaid Services Final Rule regarding home and community-based settings by September 30, 2019.</p> <p>Individuals with intellectual and developmental disabilities who reside in certified or licensed homes or facilities will have their personal allowance increased and will have control over their personal allowance by September 30, 2021.</p> <p>Advocate to increase transportation options on all islands in Hawaii by September 30, 2021.</p> <p>Individuals with intellectual and developmental disabilities, family members, providers, case managers, and advocates will have increased access to information about legislation, policies, and services that impacts individuals with intellectual and developmental disabilities by September 30, 2019.</p> <p>Individuals with intellectual and developmental disabilities, and parents and family members of individuals with intellectual and developmental disabilities have access to information about services and supports that cut across the lifespan of the individual with intellectual and developmental disabilities by September 30, 2021.</p>

<p>HI – 3</p>	<p>Self-Advocates have supports necessary to build a statewide self-advocacy network. The Hawaii Self-Advocacy Advisory Council (SAAC) becomes a non-profit organization. SAAC works in collaboration with the DD Network to provide training in leadership and skills development and establishes partnerships with other advocacy organizations that represent diverse cultures and disabilities.</p>	<p>Establish a self-advocacy network by September 30, 2021.</p> <p>In collaboration with the Developmental Disabilities Network Partners (Developmental Disabilities Council, University of Hawaii Center on Disability Studies, and Hawaii Disability Rights Center), the Hawaii Self-Advocacy Advisory Council will work to provide leadership training, education, skill building, and assistance in helping self-advocates to develop partnerships with other organizations and advocacy groups that represent a range of diverse cultures and disabilities by September 30, 2021.</p> <p>Provide community participation activities for the Hawaii Self-Advocacy Advisory Council members by September 30, 2019.</p>
<p>HI – 4</p>	<p>Individuals with intellectual and developmental disabilities have increased access to and opportunities for the education, training, and support services that they need to succeed in the labor market.</p>	<p>In compliance with State law, advocate for the high school transition process to begin at age 14 years or earlier, as determined in order to transition students to adult life by September 30, 2019.</p> <p>Students (age 14 years to 22 years) with intellectual and developmental disabilities have access to Pre-Employment Transition Services (PETS) by September 30, 2019.</p> <p>Students (age 14 years to 22 years) with intellectual and developmental disabilities, families, and case managers have increased access to information on transition services and supports needed to prepare students for transition to adult life by September 30, 2021.</p> <p>Adults with intellectual and developmental disabilities have increased access to information on employment, education, training, and support services needed to prepare them for the transition to employment by September 30, 2020.</p> <p>Adults with intellectual and developmental disabilities have increased access to information on employment, education, training, and support services needed to prepare them for the transition to employment by September 30, 2020.</p>

<p>HI – 5</p>	<p>Parents and family members with children, 3-5 years of age, who are at risk for developmental delays or who have intellectual and developmental disabilities will have timely access to standardized developmental screening, appropriate services, and supports.</p>	<p>Promote the use of standardized developmental screening tools, through asset and resource mapping, in each County in the State of Hawaii serving children at risk for developmental delays or who have intellectual and developmental disabilities, 3-5 years of age, by September 30, 2021.</p> <p>Parents of children with special health care needs under the age of 21 years will have increased awareness, understanding, and knowledge regarding services, supports, and rights within the health and education systems by September 30, 2021.</p> <p>Advocate for a higher reimbursement rate to increase the percentage of primary care providers in a health plan who serve individuals with intellectual and developmental disabilities under the age of 18 by September 30, 2019.</p> <p>Parents and family members with children, 3-5 years of age, who are at risk for developmental delays or who have intellectual and developmental disabilities will have increased access to assistive technology by September 30, 2021.</p>
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<p>ID – 1</p>	<p>Adults with intellectual/developmental disabilities experience improved quality in Home and Community Based Services.</p>	<p>Recruit and support individuals with intellectual /developmental disabilities and family members, to participate in collaborative stakeholder meetings to review and define Home and Community-Based (HCBS) developmental disability services and develop state quality indicators by October 2018 that will affect ongoing quality assurance activities for HCBS.</p> <p>Increase the use of best practice in planning and implementation of direct services to create a person-centered system by September 2021 by working with the Idaho Department of Health and Welfare, service providers, individuals with disabilities and families to plan for organizational change and support staff development in person centered practices.</p> <p>Work with partners on systems change and policy development so that by July 2021, people with intellectual/developmental disabilities have access to Medicaid person-centered planning (PCP) services provided by trained, qualified planning specialists.</p> <p>Each year of the plan, work with the Idaho Department of Health and Welfare to build the capacity of state agency staff to conduct outreach to, prepare, and support people with intellectual/ developmental disabilities to meaningfully participate in policy discussions, planning for services, and quality assurance system improvement.</p>
<p>ID – 2</p>	<p>Youth and young adults with intellectual/developmental disabilities transition from school into an adult life that includes competitive integrated employment, community engagement, and full citizenship.</p>	<p>Each year of the plan, provide/support education and training for families, youth/young adults, teachers, and other team members, to increase the number of children and youth who experience a strength-based, person-centered transition planning process for each educational transition.</p> <p>By September 2021, increase the percentage of youth/young adults with intellectual and/or developmental disabilities that achieve competitive integrated employment in the community by working with Workforce Innovation and Opportunity Act partners and Medicaid to implement best practice in customized employment.</p>

<p>ID – 3</p>	<p>Leaders with intellectual/developmental disabilities are engaged with other people with disabilities and families in a statewide coalition that has a strong, collective voice on policy issues and systems change.</p>	<p>Build the capacity of individuals and parents to advocate, lead, and mentor others by providing leadership development and advocacy training to adults with intellectual/developmental disabilities and parents of children with intellectual/developmental disabilities.</p> <p>By September 2019, establish a statewide, culturally diverse coalition of people with disabilities and families who have been trained and are supported each following year of the plan to advocate at the local and state level on policy issues.</p>
<p>IL – 1</p>	<p>Individuals with intellectual and developmental disabilities and their families knowledgeablely advocate and take part in decision that affect their lives, the lives of others, and/or systems.</p>	<p>By September 30, 2021 the Illinois Council on Developmental Disabilities will strengthen a program for the direct funding of a State self-advocacy organization led by individuals with developmental disabilities; will support opportunities for individuals with developmental disabilities who are considered leaders to provide leadership training to individuals with developmental disabilities who may become leaders; and will support and expand participation of individuals with developmental disabilities in cross-disability and culturally diverse leadership coalitions.</p> <p>By September 30, 2021 individuals with developmental disabilities, their families, and other stakeholders increase their knowledge and opportunity to advocate for their priorities among accessible, quality, efficient, effective service systems.</p> <p>By September 30, 2021 individuals with developmental disabilities, their families, and other stakeholders will have access to coordinated, streamlined information about services, supports and other assistance</p> <p>By September 30, 2021 through outreach and training, youth with intellectual and developmental disabilities of transition and young adult age (14-30) in southern Illinois will expand their life choices through personalized support systems.</p>

IL - 2	Support systems are optimized so that individuals with intellectual and developmental disabilities in Illinois live and thrive in the broader community.	<p>By September 30, 2021, the Illinois Council on Developmental Disabilities will assist/facilitate a minimum of 3 state systems to provide coordinated, individualized, flexible, and/or responsive services and supports for individuals with intellectual and developmental disabilities.</p> <p>By September 30, 2021, the Illinois Council on Developmental Disabilities will help 10 communities develop local resources and adapt to provide full access to municipal, civic, social, spiritual, and all other aspects of community life for individuals with intellectual and developmental disabilities.</p> <p>By September 30, 2021, the Illinois Council on Developmental Disabilities initiates and/or collaborates to impact a minimum of 3 identified issues for individuals with intellectual and developmental disabilities.</p> <p>By September 30, 2021, through collaboration, the Illinois Council on Developmental Disabilities; Equip for Equality; the Institute on Disability and Human Development (Illinois UCEDD), University of Illinois at Chicago; and the Alliance, will develop a structure/process to support leadership of The Alliance to achieve issues of importance to their members using the expertise of legal, research, training, and policy experts of the Developmental Disabilities Network.</p>
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IN – 1	Promote a comprehensive system that results in self-directed community supports and engagement for people with disabilities.	<p>Convene a home and community-based services workgroup of consumers and key stakeholders to guide the development of policy recommendations and educational materials for legislators and policymakers.</p> <p>Advocate for a minimum of (5) five new or amended state or public programs, policies, or practices including improvements to home and community-based supports and services, and funding changes that support self-directed community living.</p> <p>Support a minimum of (10) ten programs and policies that increase safe, accessible, affordable, and integrated housing and community infrastructure.</p> <p>Develop and promote educational and information resources that facilitate community engagement and accessibility.</p> <p>Engage with community partners to educate a minimum of 400 people with disabilities and family members about legal rights and remedies to home and community-based services and equitable access to services.</p> <p>Educate a minimum of 100 direct care providers and families on the importance of recognizing and respecting the autonomy of individuals with disabilities.</p>
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<p>IN – 2</p>	<p>Increase resources, access and options for competitive, integrated employment at a living wage for people with disabilities.</p>	<p>Work with partners, including policymakers, employers, and Chambers of Commerce, to develop and implement a plan to double the number of individuals with developmental disabilities who are employed in competitive, integrated employment at minimum wage or higher by 2021.</p> <p>Through collaboration with the Indiana Institute on Disability and Community, Indiana Disability Rights, and the Council, the Developmental Disabilities Network will work with Indiana Association of People Supporting Employment First (INAPSE) and other partners to advocate for the adoption and implementation of a statewide Employment First initiative.</p> <p>Increase the employment of youth transitioning from high school to adult life through business, industry, and government partnerships by 10%.</p> <p>Promote opportunities for youth and adults with disabilities to develop career pathways that match their interests, skills, and desires</p> <p>Educate a minimum of 50 people with disabilities about opportunities to become self-employed or create a microenterprise</p> <p>Educate a minimum of 250 people with disabilities and family members on work incentives and financial options such as ABLE accounts and special needs trusts.</p> <p>Provide information to a minimum of 1,500 educators, guidance counselors, employers, family members, and educational support staff that addresses attitudinal barriers and misperceptions, as well as highlights successes, about the employment of people with disabilities.</p> <p>Advocate to abolish the sub-minimum wage while expanding other employment options.</p>
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IN – 3	Promote full inclusion through educating people with disabilities, their families, and their communities.	<p>Support a statewide organization(s) led by self-advocates who will train other self-advocates to become leaders and expand participation of individuals with development disabilities in cross-disability and culturally diverse coalitions.</p> <p>Assist at least 400 individuals with disabilities and family members to gain the knowledge, skills, and opportunities to influence decisions that affect the lives of people with disabilities.</p> <p>Promote mutual understanding and appreciation between people with and without disabilities through a comprehensive campaign and other effort that result in participation of at least 2,000 individuals per year in disability awareness events and activities.</p> <p>Support the growth and development of a cross-disability statewide advocacy network to disseminate information and achieve change through nonpartisan political action, community engagement, and public issue forums.</p> <p>Serve as a statewide resource to individuals with disabilities, their caregivers, and others by providing educational materials and information about state and community-based resources.</p> <p>Promote programs that educate at least 250 law enforcement and first responders on how to properly engage with individuals with disabilities.</p>
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<p>IN – 4</p>	<p>Increase resources, access, and options for transportation for people with disabilities.</p>	<p>Identify and address at least (4) four transportation-related policies, practices, or funding barriers to community employment or participation and conduct activities to improve access to transportation and mobility.</p> <p>Advocate for changes in Medicaid and waiver regulations and policies related to transportation.</p> <p>Identify and train at least 25 transportation service providers on disability etiquette, respect, and rider rights.</p> <p>Increase transportation options by recommending policy changes that reduce multijurisdictional issues, promote ride-sharing, and support additional funding sources.</p>
<p>IN - 5</p>	<p>Reduce disparities through ensuring equal access, health promotion, illness prevention, and treatment of acute and chronic illnesses for people with disabilities.</p>	<p>Identify and encourage the use of at least (3) three emerging approaches that promote increased access to health care such as telemedicine and home visits.</p> <p>Promote healthy lifestyles and illness prevention through patient-focused health care, education, and equitable wellness incentives.</p> <p>[TARGETED DISPARITY] Identify at least (4) four barriers to women’s health care, including preventative screening and healthcare access for women who have disabilities, and develop recommendations to address disparities through outreach, education, and changes to policies and practices.</p> <p>Identify and address at least (4) four policy, practice, or funding systems barriers to access to mental health and addiction services for people with disabilities.</p> <p>Identify and address at least (5) five educational needs and policy changes to improve appropriate access and respect for people with disabilities in hospitals and other healthcare settings.</p>

<p>IA – 1</p>	<p>Advocate for, engage others and monitor development, improvement and implementation of policies and practices that assure increased access to services and supports that provide opportunity for lowans with developmental disabilities to be productive, included and integrated members of community living, learning and working.</p>	<p>With DD Network and other partners, advocate for improvements to community infrastructure, services and supports (including natural supports), and funding that supports individuals with developmental and other disabilities to live productive lives in the community.</p> <p>With DD Network and other partners, increase community employment of individuals with developmental disabilities by improving public policies, budget actions and practices that shift public resources toward services that result in integrated community-based preparation, job placement and ongoing supports.</p> <p>Advocate for and support initiatives that improve local, regional and other transportation efforts that address transportation needs for lowans with developmental disabilities particularly those in rural areas.</p> <p>Increase the number of adults living with autism who have access to services that support them to live and work in communities of their choice.</p>
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<p>IA - 2</p>	<p>Strengthen the capacity of the lowans with Disabilities (ID Action) network to connect individuals with developmental disabilities and their families with resources that grow their advocacy and leadership skills and build their capacity to lead others in coalitions and grassroots systems change.</p>	<p>Build the capacity of ID Action to become a self-sustaining, cross-disability advocacy network led by people with disabilities and less reliant on funding from the Iowa Developmental Disabilities Council. (baseline: currently 100% DDC funding)</p> <p>Increase the number of lowans with disabilities and family members who are aware of and use information, skill building resources and opportunities to engage in civic and political decision-making processes on issues important to them. (50% of those participating in Council/ID Action Activities)</p> <p>With support from ID Action, increase the number of people with developmental disabilities and family members who train and lead community groups to identify local needs, develop solutions, and plan for projects that increase the integration and inclusion of people with disabilities in community living, working, and learning.</p> <p>Develop and employ alternate formats, languages, leadership engagement and other culturally appropriate strategies to increase the use of ID Action resources that assist Asians, Latino and African Americans with disabilities to effectively advocate for change.</p>
<p>KS – 1</p>	<p>People with disabilities will have support networks and education opportunities that promote independent choices throughout their lifespan.</p>	<p>By 2021, Kansans with disabilities, their families, teachers, and support networks, through collaboration with state agencies and organizations, will receive education and training on availability and access to resources, including lifespan transitions. (i.e. beyond high school, not limited to employment transition services).</p>

<p>KS – 2</p>	<p>By 2021, Kansans with I/DD will have increased opportunities to engage in competitive integrated employment.</p>	<p>KCDD will provide Kansans with I/DD, their families, employers, providers, and employment support staff with meaningful information about competitive integrated employment.</p> <p>By 2021, Kansans with I/DD will have increased resources for formal and informal long-term supports for competitive integrated employment.</p> <p>KCDD will partner with community allies (churches, nonprofit organizations, schools, more generalized organizations, non-governmental organizations, generic service systems, etc.) to provide South Western Kansans with I/DD and their families, whose native language is Spanish, with meaningful information and services to break down barriers to competitive integrated employment.</p>
<p>KS – 3</p>	<p>KCDD will strengthen a program for the direct funding of a statewide self-advocacy organization led by individuals with developmental disabilities to increase the advocacy capacity of self-advocates in the areas of independence, self-determination, and inclusion in the community.</p>	<p>By 2021, Kansas will have increased the number of self-advocates who have participated in leadership training, so they can provide other self-advocates with opportunities to learn and engage in personal, collaborative, and civic leadership.</p> <p>Yearly, KCDD will work collaboratively with a statewide self-advocacy organization, DRC (Disability Rights Center of Kansas), and the KS UCEDD (University Center for Excellence in Developmental Disabilities) to increase the number of individuals with I/DD active in public policy, advocacy, cross-disability, and culturally diverse leadership activities.</p> <p>By 2021, KCDD will work collaboratively with the UCEDD and the DRC to increase access and availability of best practices research, resources, and self-advocacy tools and information for self-advocates, their families, and supports.</p>
<p>KS – 4</p>	<p>By 2021, KCDD will provide Kansans with I/DD, their families, and support networks with advocacy and training on how to better access and implement adequate, effective, person-centered supports and services.</p>	<p>KCDD will work collaboratively with state agencies and other organizations to provide training, support, and resources in areas of quality assurance for individuals with I/DD, their families, and support networks.</p> <p>KCDD will work with state government, agencies, and other organizations to facilitate and encourage the development and implementation of a coordinated investigatory, reporting and response system to prevent abuse, neglect and exploitation (ANE) of persons with I/DD.</p>

<p>KY – 1</p>	<p>By 2021, systems that provide services and supports for individuals with developmental disabilities (DD) will be improved so that people with DD and their families can live and thrive in their communities.</p>	<p>By 2021, the Council will improve up to 3 systems that provide information about resources and services so that people with DD and their families can have greater access to information.</p> <p>By 2021, the Council will improve systems that provide services and supports for individuals who are medically fragile, so they have more equitable access to community-based supports and services.</p> <p>By 2021, the Council will improve long-term community supports for individuals with DD provided in integrated community settings.</p>
<p>KY – 2</p>	<p>Individuals with developmental disabilities (DD) and families of individuals with DD will increase their advocacy skills.</p>	<p>By 2021, the Council will establish or strengthen a state self-advocacy organization coordinated with and led by individuals with DD.</p> <p>By 2021, the Council will create training opportunities for individuals with DD and their families; and, in collaboration with DD Network Partners (UCEDD and P&A), increase leadership training and mentoring for individuals with DD who may become leaders by individuals with DD who are leaders.</p> <p>By 2021, the Council will increase training and supports provided to individuals with DD so that at least 5 individuals with DD will effectively participate in cross-disability and culturally diverse leadership coalitions.</p> <p>By 2021, the Council will increase the advocacy skills of Hispanic families of children with DD living in Louisville for whom English is a second language, so they can more effectively access the services they need.</p>

<p>KY – 3</p>	<p>By 2021, the capacity of communities and systems to fully include individuals with developmental disabilities will be increased so that people will have opportunities for greater independence and integration.</p>	<p>By 2021, the Council will increase competitive, integrated employment for individuals with DD.</p> <p>By 2021, the Council will increase the supply of affordable, accessible, and integrated housing through the analysis and modification of public policies, budget actions and/or practices.</p> <p>By 2021, the Council will increase the capacity of communities and educational systems to increase opportunities for people with DD to form relationships beyond family and paid staff.</p> <p>By 2021, the Council will increase the capacity of advocates and policy makers to address at least 3 emerging issues that impact individuals with DD and their families.</p>
<p>LA – 1</p>	<p>Students with disabilities are considered from the initial phases to the completion of planning and program development of educational policies and initiatives.</p>	<p>An increased number of students with disabilities will graduate with a high school diploma. (Collaborators: LASEA, FHF, La. School Board Association, HDC, Advocacy Center, Southern Poverty Law Center, Louisiana Principal’s Association)</p> <p>All schools (charter/magnet) accepting public dollars will accept and serve all students with disabilities appropriately. (Collaborators: LASEA, FHF, La. School Board Association, HDC, Advocacy Center, Southern Poverty Law Center)</p> <p>Stakeholders will have increased opportunities to provide authentic input that will impact decisions on policies effecting students with disabilities. (Collaborators: LASEA, FHF, La. School Board Association, HDC, Advocacy Center, Southern Poverty Law Center, Louisiana Principal’s Association)</p>

<p>LA – 2</p>	<p>Individuals with development disabilities and their family members will have information, training, support and leadership to effectively advocate and impact system change by educating policy makers.</p>	<p>Louisiana’s self-advocacy network will be supported in self-advocacy and in systems change advocacy. (Collaborator(s): Arc of Louisiana)</p> <p>Individuals with developmental disabilities and their family members will have access to opportunities and support to build skills to be effective leaders in systems change advocacy. (Collaborator(s): Families Helping Families Regional Resource Centers[FHF])</p> <p>Individuals with developmental disabilities and family members of individuals with developmental disabilities will have support to be effective leaders in systems change through participation on a variety of boards and commissions. (Collaborator(s): People First of Louisiana, Arc of Louisiana)</p> <p>Individuals with developmental disabilities, their families, and professionals will obtain the information, training, and support they need.</p>
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<p>LA – 3</p>	<p>Individuals with developmental disabilities including those with the most substantial employment support needs will have access to quality individualized services and funding that support competitive integrated individualized employment, and career and financial goals.</p>	<p>An increased number of individuals with developmental disabilities will have access to qualified providers who offer a stable workforce of supported employment professionals with recognized skills sets demonstrated to be effective in supporting people with disabilities getting and maintaining employment.</p> <p>An increased number of individuals with developmental disabilities will have information and access to an integrated workforce development system that is fully-funded. (Collaborator(s): Advocacy Center (AC), Human Development Center (HDC), OCDD, Louisiana Rehabilitation Services,) --Targeted Disparity: Individuals with developmental disabilities who live in north Louisiana which tends to have a higher number of underserved and unserved people, is more rural, has more poverty, has lower employment in the general population, and has less access to quality employment support providers.</p> <p>Individuals with developmental disabilities, their families, and professionals in the various service systems will have increased expectations that people with developmental disabilities can have successful competitive, integrated, individualized employment. (Collaborator(s): AC, HDC)</p> <p>Individuals with developmental disabilities will benefit from changes, consistent with Council positions, in policy and practice in employment agencies/programs.</p>
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<p>LA – 4</p>	<p>Students with disabilities will have access to quality, individualized educational programs that address their unique skills, interests, and goals in inclusive environments.</p>	<p>Individualized Education Plan (IEP) team members will have increased levels of information and support to demonstrate effective individualized programming consistent with best practice and to enable each member to participate fully as members of the IEP team. (Collaborators: Louisiana Association of Special Education Administrators (LASEA), HDC, Advocacy Center, Southern Poverty Law Center)</p> <p>Louisiana’s accountability and support structures for school systems will better assure the development and implementation of individualized education programs in inclusive settings. (Collaborators: LASEA, FHF, La. School Board Association, Governor’s Office, HDC, Advocacy Center, Louisiana Principal’s Association)</p> <p>An increased number of students with disabilities are included in school culture.</p> <p>Students with developmental disabilities will benefit from changes, consistent with Council positions, in policy and practice in educational agencies and programs. (Collaborators: LASEA, FHF, La. School Board Association, Governor’s Office, HDC, Advocacy Center, Southern Poverty Law Center, Louisiana, Principal’s Association)</p>
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<p>LA - 5</p>	<p>Individuals with developmental disabilities, including those with the most challenging needs, and their families will have access to individualized, appropriate, and quality supports and services as needed to be fully-participating members of their community.</p>	<p>An increased number of direct support professionals will demonstrate skills sets necessary to meet individual needs and are more appropriately compensated resulting in a qualified and stable workforce.</p> <p>Individuals with developmental disabilities will have more control over their supports and services, their goals, and daily activities. (Collaborator(s): FHF's)</p> <p>Individuals with developmental disabilities, including those with the most challenging medical and/or behavioral needs, will be supported in the community by providers resulting in fewer served in Intermediate Care Facilities (ICFs) for people with developmental disabilities. (Collaborator(s): Office for Citizens with Developmental Disabilities)</p> <p>Funding will be available to provide home and community-based supports and services to people on the waiting list, for it to move at a reasonable pace.</p> <p>An increased number of support coordinators will demonstrate skills sets necessary to meet individual needs and are appropriately compensated resulting in a qualified and stable workforce.</p> <p>Individuals with developmental disabilities and their families will have access to the same level and quality of services across the state and will be accountable to state regulation. (Collaborator(s): OCDD, Office of Behavioral Health, local governing entities, Arc of Louisiana)</p> <p>Individuals receiving waiver services through the Office for Citizens with Developmental Disabilities (OCDD) will have access to a full range of quality health care services that result in improved overall health outcomes. (Collaborator(s): Advocacy Center, Louisiana Department of Health, OCDD)</p> <p>Louisiana will reduce reliance on institutional services (public and private) for people with developmental disabilities. (Collaborator(s): Advocacy Center)</p> <p>Individuals with developmental disabilities will benefit from changes, consistent with Council positions, in</p>
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		policy and practice in state and local agencies and programs.
ME - 1	MDDC will engage in advocacy, capacity building, and systems change activities that support individuals with developmental disabilities, their families, and communities to have increased choices, opportunities, and self-determination.	<p>MDDC will collaborate with DD Network Partners to increase the civic engagement of individuals with developmental disabilities and family members.</p> <p>MDDC will support diverse Maine communities to increase capacity to be fully inclusive of individuals with developmental disabilities.</p> <p>MDDC will support the statewide self-advocacy organization to increase its effectiveness as an independent not-for-profit.</p> <p>MDDC will partner with individuals with developmental disabilities, families, and communities to broaden the reach and increase the effectiveness of advocacy.</p>
ME - 2	MDDC will engage in advocacy, capacity building, and systems change activities that support individuals with developmental disabilities and families to have greater access to their communities.	<p>MDDC will improve integration of services and supports for individuals with developmental disabilities and families.</p> <p>MDDC will support efforts to improve quality of services and supports for individuals with developmental disabilities and families.</p> <p>MDDC will support efforts to expand access to all aspects of community life for individuals with developmental disabilities and families.</p> <p>MDDC will increase access to information and services for underserved persons and families with developmental disabilities in targeted communities.</p>

<p>MD – 1</p>	<p>People with developmental disabilities lead the lives they want, and policies and support systems help make this happen.</p>	<p>Support People on the Go of Maryland and local self-advocacy groups to be strong, effective, and influential.</p> <p>Support opportunities for people with developmental disabilities to provide leadership training to other individuals with developmental disabilities who may become leaders.</p> <p>Support and expand participation of people with developmental disabilities in cross-disability and culturally diverse leadership coalitions.</p> <p>Improve the ability of people with developmental disabilities to advocate for what they want through meaningful participation in the individual planning process.</p>
<p>MD – 2</p>	<p>People with developmental disabilities and their families have the information and skills to flourish and create change in their communities.</p>	<p>Increase knowledge and skills of people with developmental disabilities and families through education and training.</p> <p>MDDC, Disability Rights Maryland (DRM), and Maryland Center for Developmental Disabilities (MCDD) will work together to develop and widely disseminate materials that explain critical aspects of the DDA service system in a way that is easily understood and usable by people with developmental disabilities and their families.</p> <p>Increase knowledge and understanding of issues of importance to people with developmental disabilities and their families.</p>

<p>MD - 3</p>	<p>People with developmental disabilities achieve their full potential in all facets of community life side by side people without disabilities.</p>	<p>Increase the expectations that family members, providers, educators, and others have about people with developmental disabilities.</p> <p>Increase access to informal and formal support for families of people with developmental disabilities across the lifespan.</p> <p>Increase access to inclusive opportunities in early childhood care and education, school, and out of school time activities.</p> <p>Increase access to inclusive post-secondary education opportunities for people with intellectual disabilities.</p> <p>Increase community-based employment opportunities for people with developmental disabilities, including people with significant support needs.</p> <p>In collaboration with people with developmental disabilities, their families, and stakeholders, increase opportunities for people with developmental disabilities living in rural areas to find and maintain employment by reducing barriers in rural areas.</p> <p>Increase access to community-based services and supports.</p>
<p>MA - 1</p>	<p>People with developmental disabilities and family members will engage in self-advocacy, systems advocacy, and leadership.</p>	<p>A minimum of 100 youth with developmental disabilities will develop advocacy skills and engage in disability advocacy by September 30, 2021.</p> <p>A minimum of 200 adults with developmental disabilities will develop advocacy skills and engage in disability advocacy by September 30, 2021.</p> <p>A minimum of 100 Latino and African American students with developmental disabilities will develop advocacy skills and engage in disability advocacy by September 30, 2021.</p> <p>A minimum of 50 people with developmental disabilities and family members will become leaders in disability advocacy by September 30, 2021.</p> <p>50 self-advocate leaders will participate in cross-disability/culturally diverse leadership coalitions through September 30, 2021.</p>

MA - 2	Families will have access to the supports they need to ensure fulfilling lives for their family members in the community.	<p>A minimum 100 families will attain needed levels of individualized family supports to support them and their family member with developmental disabilities by September 30, 2021.</p> <p>A minimum of 200 families will pursue the community resources available to support them and their family members with developmental disabilities by September 30, 2021.</p>
MA - 3	People with developmental disabilities will enjoy meaningful and inclusive lives in their communities.	<p>A minimum of 50 people with developmental disabilities and their families will have access to appropriate supports to pursue affordable, integrated housing options by September 30, 2021.</p> <p>A minimum of 100 people with developmental disabilities will develop the skills needed to obtain competitive, integrated employment by September 30, 2021.</p>
MA -4	People with developmental disabilities will exercise their rights and be safer in their homes and communities.	<p>A minimum of 250 people with developmental disabilities will understand their rights and will be supported to live safely in the community by September 30, 2021.</p> <p>A minimum of 500 people with developmental disabilities will have the opportunity to vote for the first time by September 30, 2021.</p> <p>A minimum of 50 family members and people with developmental disabilities will pursue alternatives to full guardianship by September 30, 2021.</p>

<p>MI – 1</p>	<p>Support self-advocacy in Michigan by supporting a statewide self-advocacy organization, providing training and support for individuals and groups and helping advocates organize across the state of Michigan.</p>	<p>Self-Advocacy in Michigan. For each year in the state plan, the DD Council will provide funding and support to establish an autonomous statewide self-advocacy organization that will develop into a statewide network. The Michigan DD Network will support the development of a statewide self-advocacy group by providing funding, consultation, training, research, and support.</p> <p>Training and Support for Self-Advocacy. The statewide self-advocacy organization will train, support and empower self-advocates. By providing resources and support at a regional as well as local level, the self-advocacy organization and the DD Council will help self-advocates gain the skills and knowledge needed to sustain local advocacy groups, participate in advocacy campaigns, and advocate for themselves with service providers, legislators and others. The initiative will work with Certified Peer Mentors, Local Leaders, and other people with I/DD who are experienced as trainers and/or co-trainers.</p> <p>Disability Leadership Corps. Council staff will develop, through training and education, a cohort of individuals with I/DD to work with council staff to present/express community inclusion, self-direction and self-determination as it relates to the work of the council. People with I/DD, through expression of lived experience, will support the work/values of the council.</p> <p>Community Services Consultant. The DD Council will employ a Community Service Consultant (CSC) at the state level to provide technical assistance and support to self-advocates in Michigan and coordinate self-advocacy training statewide.</p> <p>Regional Coordinators. Provide a Regional Coordinator to support DD Council activities in that region. Regional Coordinators must know and understand the region and be familiar with area resources, customs, and culture.</p>
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<p>MI – 2</p>	<p>Provide and support education on disability issues to increase understanding and change the culture in Michigan to promote full inclusion.</p>	<p>Michigan Disability Housing Workgroup. The Council will continue its membership on the Michigan Disability Housing Workgroup to work with Disability Network of Michigan and other partners to develop and implement advocacy strategy on housing for people with disabilities. Educate legislators and policymakers regarding the housing needs of individuals with I/DD and explore opportunities to expand support services for individuals with I/DD to live in the community.</p> <p>Statewide Community Inclusion Campaign. The Council will develop and implement an awareness campaign with statewide reach and visibility; that will educate the state of Michigan on community inclusion and the many abilities of individuals with I/DD. The campaign will utilize professional services to create and disseminate material for social media banners, posters, etc. promoting the Council’s value of community inclusion.</p> <p>Information Accessibility. The Council will adapt existing resources and provide information in plain language more accessible formats to individuals with I/DD and families, in an effort to help them understand the policies, procedures and laws that impact their lives.</p> <p>Michigan DD Council Empowerment Fund. The DD Council seeks to empower individuals with I/DD and their family members with opportunities, experiences, resources and information, to actively participate in decisions that impact them personally. Individuals with I/DD and family members can receive reimbursement for expenses for seminars and conferences designed to improve their knowledge, networking and skill levels for advocacy.</p> <p>Diversity Outreach. By 2021 the Council in collaboration with DD Network partners will increase the number of participants from African-American, Latino, Asian American, Arab-American and Native-American communities in Council activities and advocacy in Michigan. The goal is to support individuals with I/DD and family members in a culturally competent manner, which will allow them to access supports and services in a manner that is</p>
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		<p>responsive to their beliefs, interpersonal styles, attitudes, language and behaviors, and ensures effective and meaningful opportunities for full participation in their communities.</p>
<p>MI – 3</p>	<p>Improve the lives of people with developmental disabilities in Michigan by advocating for change in policy, laws, and systems; assuring that self-advocates can make their voices heard at the policy table.</p>	<p>Grassroots Advocacy and Organizing. The Council will develop and implement a grassroots advocacy structure that will educate individuals with I/DD, their allies, and encourage them to take action.</p> <p>Public Policy Advocacy Development. Develop, support, and deliver advocacy by, with, and on behalf of individuals with I/DD assuring that their voices are heard at the policy table. Advocate for changes that will enable them to live as they choose, where they want and with the people they want, fully included in their communities. Champion their rights to direct their own lives, decide how services are provided to them, and work in jobs they choose.</p> <p>Evaluation of the DD Council’s New Plan Direction. Fund a state-level project that will provide external evaluation of the new projects and initiatives emerging from the DD Council’s 2012-2016 DD State Plan.</p>

<p>MI – 4</p>	<p>Individuals with developmental disabilities and their families become aware of their rights and receive the supports and services they are entitled to by law across their lifespan, including: education, adult services, and long-term care and supports.</p>	<p>Self-Determination in Michigan. The purpose of this program is to provide state-level technical assistance, training and support to pilot teams that will include Community Mental Health Service Providers (CMHSP) and Pre-Paid Inpatient Health Plans (PIHP), Intermediate School Districts (ISD), people with intellectual and development disabilities (I/DD) and family members to address the issues with consistency, availability of and access to the tools and supports that individuals with I/DD in Michigan need to control their services and live self-directed, self-determined lives. The pilot teams will also be equipped and required to provide support and education for people with (I/DD), including ISD transition students, their family members and allies on the principles of self-determination (SD) and the tools needed to arrange services that support self-determination.</p> <p>Expand and Enhance Peer Mentor Program. Council staff will expand and enhance the peer mentoring program that trains individuals with I/DD to provide their peers with advocacy support that promotes self-determination; shows peers how to direct their own lives; and reinforces their efforts to become better self-advocates, make choices, and develop leadership skills.</p> <p>Advance Self-Determination. Build on Michigan Partners for Freedom, to continue its efforts to increase demand for self-determination, expand the work statewide and make self-determination available to those with the highest needs. Provide training, technical assistance, and consultation for individuals with I/DD.</p> <p>Supported Decision Making in Michigan. Council staff will host regional and local learning opportunities to educate individuals with I/DD, family members, school personnel and interested others on supported decision making and other alternatives to guardianship. The focus of this initiative will be to help families think about how to support their adult children/family members in decision making without plenary guardianship.</p>
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<p>MI – 5</p>	<p>Provide a broad range of leadership development opportunities for people with developmental disabilities, their family members and allies. Offer a variety of opportunities to develop the skills needed to become leaders in the disability movement.</p>	<p>Leaders in Policy Advocacy. The project will provide intensive training for adults with I/DD and parents of minor children with I/DD on how to achieve systems change. Trainees will commit at the beginning to complete the entire program, homework, class assignments, and one major project.</p> <p>Basic and Intermediate Leadership Development. The Council will fund a state level project to offer a range of leadership development opportunities that meet people where they are in terms of experience and what they hope to learn.</p> <p>Leadership, Engagement and Advocacy Development. The Council will fund a statewide project to provide intensive training for adults with I/DD and parents of minor children with I/DD in Michigan; with recruitment efforts to ensure inclusion of participants from African-American, Latino, Asian American, Arab-American and Native-American communities. Participants in this project will learn how to achieve systems change.</p> <p>Leadership Development Opportunities. The Council will fund a statewide grant project to create a range of leadership development opportunities for individuals with I/DD. The project will provide leadership development training and support for people with developmental disabilities. Groups will have access to training that ranges from basic disability identity and pride, through developing the skills needed to take leadership in local activities, and learning to serve on the boards, committees that shape local services and/or starting local self-advocacy.</p> <p>Youth Engaged in Learning and Leading. The Council will fund a youth leadership pilot project designed to improve outcomes related to community inclusion, advocacy, leadership, and community participation for transition-age youth with developmental disabilities. The goal of this initiative is to pilot a model that will change the culture of high schools in Michigan by giving participants the tools they need to create change in the school and eventually communities.</p>
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<p>MI – 6</p>	<p>People with developmental disabilities, their family members and allies receive the information and support the need to navigate systems and experience successful transitions in life.</p>	<p>Training for Transition Staff. DD Council staff will host training opportunities for transition coordinators and local district staff, on the adult service system and programs that students may interface with after leaving school. The goal of the initiative is to stop the school to sheltered workshop/group home pipeline. Educating transition staff will help to ensure that families receive information that will help support their children living self-determined lives in inclusive communities.</p> <p>Transition to Community-Based Living. Establish a think tank to research and understand the new Home and Community Based Services rule and Michigan’s transition plan to determine how the Council can educate and support individuals with I/DD who want to transition from congregate living. The think tank will consist of individuals with I/DD who have transitioned from congregate living, Michigan Disability Housing Workgroup members, Council members, appropriate department staff and others.</p> <p>Building Bridges to Family Support. Council staff will organize and disseminate information and resources to help families of I/DD better navigate systems, access services and supports and build capacity to advocate for and with their family members with I/DD. This initiative will also develop a partnership with organizations to better assist and support families.</p> <p>Family Empowerment Initiative. Council staff will partner with local schools, family organizations, and interested others to host workshops that will educate families of young children with I/DD (0-12) on disability pride, empowerment, rights, self-determination and advocacy. The aim is for families to raise expectations by introducing concepts that are necessary for individuals with I/DD to lead self-determined lives in the community.</p>
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<p>MI - 7</p>	<p>Working age adults with developmental disabilities have the necessary information, tools and supports to succeed in competitive, integrated employment at or above minimum wage</p>	<p>Expanded Employment Opportunities for Young Adults. DD Council staff will host learning opportunities to educate parents, students, and teachers on the expectation of employment for students with I/DD. The aim of this initiative is to raise parent and educator expectations of students with I/DD that will lead to them living self-determined lives as gainfully employed adults.</p> <p>Employment First in Michigan. The DD Network (DD Council, MI-DDI and MPAS) will collaborate to establish the expectation and promote opportunities for all working-age citizens with I/DD in Michigan to gain individual integrated employment, at or above the minimum wage.</p>
<p>MN - 1</p>	<p>Self-Advocacy Goal: Develop a statewide network of well trained and informed self-advocates by fulfilling the federal Developmental Disabilities Act requirements -</p> <p>A. Establish or strengthen a program for the direct funding of a state self-advocacy organization led by individuals with developmental disabilities including identification of other funding opportunities;</p> <p>B. Support opportunities for individuals with developmental disabilities who are considered leaders to provide leadership training to individuals with developmental disabilities who may become leaders;</p> <p>C. Support and expand participation of individuals with developmental disabilities in cross disability and culturally diverse leadership coalitions (Public Law 106-402, Section 124(b)(4)(ii));</p>	<p>By the end of each FFY, establish or strengthen self-advocacy programs, led by individuals with developmental disabilities and assist in identifying alternative funding opportunities.</p> <p>By the end of each FFY, at least 50 self-advocates will participate in training sessions each year and 90% will report customer satisfaction and improvement in IPSII.</p> <p>By the end of each FFY, at least 10 individuals with developmental disabilities will provide leadership training.</p> <p>By the end of each FFY, five individuals with developmental disabilities will participate in cross disability or culturally diverse coalitions.</p>

MN - 2	<p>Continuous Quality Improvement Goal: Identify and implement an approach that promotes continuous quality improvement and apply the principles to all Council work.</p>	<p>At the end of each FFY, a quality improvement strategy will be applied to the Council products and services including the 5 Year Plan (logic models for each goal), the AIDD Performance Report, the Annual Work Plan, the Annual Report, and the Monthly Reports. The strategy includes annual verification of at least 200 customer satisfaction surveys completed by people with developmental disabilities and families and 75 stakeholder surveys completed by allies, partners, and professionals.</p>
MN - 3	<p>Cultural Outreach Goal: Support the development of leadership skills in culturally diverse communities through collaborative efforts with organizations in these communities to increase awareness and knowledge, and develop skills that will encourage participation in other leadership development programs and joining with the larger disability rights movement.</p>	<p>As a result of participation, at least 5 individuals with developmental disabilities and family members will have access to the home and community-based waivers as a means of reducing disparities.</p> <p>By the end of each FFY, 20 individuals with developmental disabilities and family members will complete 30 hours of introductory leadership training and 90% will report customer satisfaction and improvement in IPSII.</p>

<p>MN - 4</p>	<p>Publications, Website and Online Learning Goal: Provide information, education, and training that increases knowledge, skills and abilities of end users through a broad range of multiple media formats by:</p> <ul style="list-style-type: none"> A. Promoting accurate historical archiving of resource materials: B. Investigating and using the latest technological advancements in communications that may include social networking: C. Showcasing the positive roles and contributions of people with developmental disabilities; and D. Increasing marketing efforts to ensure wide dissemination of Council products. 	<p>At the end of each FFY, at least 40,000 unique visitors will review online Council resources including websites, online courses, Facebook page, YouTube channel, and Apps. These unique visitors will include people with developmental disabilities, family members, professionals and students. A sample of visitors will report 90% customer satisfaction and improvement in IPSII.</p>
<p>MN - 5</p>	<p>Training Conference Goal: Provide ongoing education and training that reflect and address the outcomes (independence, productivity, self-determination, integration and inclusion) as found in the Developmental Disabilities Act into programs and supports for people with developmental disabilities and their families. These conferences will lead to greater networking and partnering with others across the state through a variety of delivery modes.</p>	<p>At least 10 training conferences will be held with at least 1,000 attendees including people with developmental disabilities, family members, professionals and students. At least 90% of attendees will report customer satisfaction and an overall quality rating of at least 8.5 on a 10-point scale for the conference.</p>

<p>MN - 6</p>	<p>Leadership Development Goal: Support and promote the development of leadership skills for families of children with developmental disabilities and adults with disabilities as advocates, spokespersons, and members of the larger disability rights movement.</p> <p>Educate people about rights, self-determination, engagement in public policy advocacy, and learning best practices in the areas of education, technology, housing, employment, and other aspects of community participation.</p> <p>Provide face to face training, online learning, blended learning, and graduate workshops as a means of reaching people and strengthening personal leadership skills.</p>	<p>By the end of each FFY, 35 adults with disabilities and parents of young children with developmental disabilities will complete 128 hours of leadership training and graduate from the classroom program and 90% will report customer satisfaction and improvement in IPSII.</p> <p>By the end of each FFY, at least 5 participants will complete one or more Council-sponsored online training courses.</p> <p>By the end of each FFY, at least one graduate workshop will be offered to 40 graduates and 90% will report customer satisfaction and improvement in IPSII.</p> <p>By the end of each FFY, longitudinal studies will be conducted to assess the long-term effectiveness of the program; 40% of the graduates will participate in the study and 90% will report customer satisfaction and improvement in IPSII.</p>
<p>MN - 7</p>	<p>Customer and Market Research: Conduct or commission statewide research studies to measure and assess quality outcomes (independence, productivity, self-determination, integration and inclusion) of the federal Developmental Disabilities Act through annual qualitative and quantitative surveys on new topics/issues or further research on topics/issues previously studied.</p>	<p>By the end of each FFY, a statewide survey will be conducted of at least 100 individuals with developmental disabilities, family members and general households on topics current to the critical issues facing Minnesotans.</p>

<p>MN - 8</p>	<p>Employment Goal: Increase opportunities and the supports needed by individuals with developmental disabilities to be employed in integrated settings at or above minimum wage and benefits by:</p> <p style="padding-left: 40px;">A. Educating and building the capacity of employers and implementing employer incentives that contribute to workforce development.</p> <p style="padding-left: 40px;">B. Providing individualized, person centered supports that may include technology and are necessary for a broad range of employment options including competitive, customized, or self-employment.</p> <p style="padding-left: 40px;">C. Increasing and improving access to inclusive postsecondary education and other career focused training opportunities.</p> <p style="padding-left: 40px;">D. Raising the expectations of individuals and families about the importance of having work experiences prior to and during high school (transition years) and increasing their involvement by using and building their relationships and personal networks to reach public and private sector employers and identify job experiences in the community.</p> <p style="padding-left: 40px;">E. Increasing long term sustained employment for adults with job opportunities and careers.</p>	<p>By the end of each FFY, at least 10 adults with developmental disabilities will be employed in a broad range of inclusive employment settings.</p> <p>By the end of each FFY, at least 10 transition-aged students with developmental disabilities will be enrolled in post-secondary education or employed in a broad range of inclusive employment settings.</p>
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<p>MS – 1</p>	<p>People with developmental disabilities (PWDD) and their families will increase self-advocacy and leadership skills to enhance citizen participation, self-direction, family life, and systems.</p>	<p>Each year strengthen at least one self-advocacy organization or program led by people with developmental disabilities.</p> <p>Each year increase and support opportunities for 10 or more people with developmental disabilities who are considered leaders to receive leadership training and to provide leadership training to people with developmental disabilities who may become leaders.</p> <p>Each year increase participation by supporting five or more people with developmental disabilities in cross-disability and culturally diverse leadership coalitions.</p>
<p>MS – 2</p>	<p>People with developmental disabilities, families, and others in the community (including professionals, paraprofessionals, students, volunteers, and other community members) will have access to short-term demonstration projects to meet their needs and increase the independence, productivity, integration, and inclusion of people with developmental disabilities.</p>	<p>By September 30, 2021, provide funding for at least two projects to demonstrate new approaches to direct services, enhance systems, or eliminate barriers to access and use of community services (such as employment, transportation, housing, health, education and early intervention) to increase choice and flexibility of services.</p> <p>By September 30, 2021, provide funding for 10 or more area of emphasis demonstration projects for activities, including but not limited to outreach, training, technical assistance, supporting and educating communities, coordination/collaboration with other organizations or groups, citizen participation, and informing policy makers, to increase the independence, productivity, and integration and inclusion of people with developmental disabilities and meet the needs of families of people with developmental disabilities.</p>

MS – 3	<p>People with developmental disabilities, their families, policymakers, and others will receive training and resources to enable all people with developmental disabilities and families access to, or to be provided, community services, individualized supports, and other forms of assistance.</p>	<p>Each year, support or conduct at least 10 activities to assist neighborhoods and communities to respond positively to people with developmental disabilities and their families, as well as create awareness of current events, services, supports, and opportunities.</p> <p>Each year increase the knowledge of at least 10 policymakers to enhance generic services to meet the needs of, or provide specialized services to people with developmental disabilities and their families.</p> <p>(TARGETED DISPARITY GROUP) By September 30, 2021, increase opportunities or other guidance for 25 families or supporters of people with developmental disabilities 50 years of age or older to plan for future quality of life needs.</p>
MS - 4	<p>Entities or communities assisting or providing services to people with developmental disabilities and their families will increase their coordination of activities to meet the needs of people with developmental disabilities.</p>	<p>Each year, coordinate with the Developmental Disabilities Network partners (Disability Rights Mississippi and The University of Southern Mississippi Institute for Disability Studies) on specific activities to address at least three critical needs of people with developmental disabilities, including educating communities, coalition development, and outreach.</p> <p>Each year, partner with service agencies, disability groups, and others on at least five coalitions or networks to engage in advocacy, capacity building, or systems change activities to improve the quality of life of people with developmental disabilities.</p>
MO – 1	<p>Individuals with I/DD and their families receive the supports they need in their community in ways that are culturally competent and without biases due to their race, sex, gender identity, sexual orientation, age, religion, or ethnicity.</p>	<p>By September 30, 2021, a minimum of 30 Latino/Hispanic families with children with I/DD associated with at least three (3) Latino/Hispanic family organizations in Missouri will receive needed services and supports.</p> <p>By September 30, 2021, work with at least two (2) school districts in Missouri’s urban communities to increase the graduation rates of African American youth with I/DD.</p>

<p>MO – 2</p>	<p>People with I/DD have the freedom to live the life they choose in their community in the most integrated and safe setting possible with the supports they need.</p>	<p>By September 30, 2021, improve the health, security, and safety of individuals with I/DD by implementing at least three (3) recommendations of the Missouri Developmental Disabilities Council’s Victimization Task Force.</p> <p>By September 30, 2021, provide training to at least 1000 Missouri first-responders to improve their capacity to work with and respond to individuals with I/DD.</p> <p>By September 30, 2021, the DD Network (DD Council, UCEDD and Mo P&A) will provide training and information to at least 500 professionals and community members regarding changes to the Missouri guardianship statute and alternatives to guardianship (e.g. such as supported decision making, powers of attorney, etc.) that impact individuals with I/DD.</p> <p>By September 30, 2021, transition at least 50 individuals with I/DD from nursing homes and other institutions, to inclusive community homes by collaborating with developmental disabilities network partners, individuals with I/DD, families, and other stakeholders.</p> <p>By September 30, 2021, increase the awareness of persons with I/DD and their families of resources and supports available to them throughout the lifespan.</p> <p>By September 30, 2021, provide information and education to 500 individuals with I/DD, families, stakeholders, communities, Missouri state emergency management directors to improve their emergency preparedness, planning and policies.</p>
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MO – 3	<p>People with I/DD effectively advocate for themselves and others, and influence policy and issues that are important to them.</p>	<p>By September 30, 2021, support at least 150 self-advocates with I/DD and their families in receiving leadership training that will enable them to take action to improve their lives and/or their communities.</p> <p>By September 30, 2021, support a statewide self-advocacy organization for individuals with I/DD to assist in strengthening and meeting its defined organizational goals.</p> <p>By September 30, 2021, support self-advocates with I/DD to engage at least 100 high school youth with and without disabilities to volunteer in the community.</p>
MO – 4	<p>People with I/DD have the opportunity to work in the community, and if not working, the opportunity to choose how they spend their day (e.g. go to school, volunteer, leisure, exercise) with the supports they need.</p>	<p>By September 30, 2021, develop business led organizations to support the hiring and retention practices of employers to support individuals with I/DD in at least three (3) Missouri communities.</p> <p>By September 30, 2021, develop at least three (3) resources for families to support the development of employment skills for children and youth with I/DD, before graduation.</p> <p>By September 30, 2021, develop high quality coordinated transportation projects in partnership with regional planning councils and the Missouri Department of Transportation that will lead to a statewide mobility management system that serves individuals with I/DD.</p>

MO – 5	Individuals with I/DD will be able to make informed choices to live a healthy lifestyle and receive best practice, quality health care just as other non-disabled individuals in the community.	<p>By September 30, 2021, increase access to dental care for individuals with I/DD by educating families and dental professionals regarding resources and best practices when working with persons with I/DD.</p> <p>By September 30, 2021, increase access to dental care for adults with I/DD by increasing the Missouri Medicaid reimbursement fees to be commensurate with competitive insurance rates.</p> <p>By September 30, 2021, increase the percentage of individuals with I/DD receiving annual recommended health screenings by partnering with state agencies, health care professionals, families, self-advocates, and other stakeholders.</p> <p>By September 30, 2021, determine differences and similarities between individuals with I/DD and the general population regarding health status, behavioral health, health outcomes and morbidity.</p>
MO – 6	Individuals with I/DD and their families have the necessary information to obtain inclusive education services throughout the lifespan of the individual with I/DD.	<p>By September 30, 2021, increase the number of children with I/DD who have access to inclusive early childhood care, school, and out of school activities.</p> <p>By September 30, 2021, increase the academic achievement and social integration of Missouri students with I/DD in collaboration with parents, schools, and agencies.</p>
MT – 1	Increase and strength the knowledge of direct support professionals, families, medical personnel, OT/PT therapists on the benefits of correct body positioning.	Provide Posture 24/7 training to individuals with IDD and their families on a region-by-region basis.

<p>MT – 2</p>	<p>Persons with IDD and their families receive the information they desire and require.</p>	<p>Partner with Montana communities for the development of 5 community-based events and activities to be held one per region of the state, to educate and inform individuals with I/DD, their families and professionals about important and emerging disability related issues, services and supports available in their communities and statewide</p> <p>Revise and update a user-friendly guide to accessing Montana's Developmental Disabilities Service System</p> <p>Annually revise and publish the Directory of Services for Montana's service system</p> <p>Establish or strengthen a minimum of one state self-advocacy organization led by individuals with I/DD</p> <p>Support opportunities annually for up to 5 individuals with I/DD to participate on state and national boards, commissions or councils</p> <p>Support opportunities for individuals with I/DD who are considered leaders to provide leadership training to individuals with I/DD who may become leaders.</p> <p>Address targeted disparity through outreach to Montana's Frontier and rural communities with information and resources. This will be done through community events, identified by the individual communities to bring needed information. For example, one community will request a Carnival-type event which will provide a community wide event, including an information fair and state service system officials to provide information on service delivery, Medicaid funding, wait list etc. Each community will develop the type of event they feel is best for their community.</p> <p>Collaborate with sister programs, the Rural Institute on Community Living and Disability Rights MT on closure of the Montana Developmental Center and community education.</p> <p>Partner with Self-Advocacy organizations to hold annual Awareness Month Film Festival</p>
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		Initiate planning meetings to develop a cross disability, culturally diverse coalition including network partners, Independent Living Centers, self-advocacy groups and other interested parties.
NE – 1	By September 2021, improve transition across the lifespan of more individuals with intellectual and other developmental disabilities (I/DD) of diverse identities and their families.	<p>An increased number of individuals transitioning out of special education and their families will be provided with information to expand their knowledge of adult services and other community resources for adult living.</p> <p>An increased number of adults with I/DD and their aging families will be identified through outreach activities and provided with information to expand their knowledge of adult services and other community resources.</p> <p>An increased number of individuals with I/DD and their families will be provided with information to expand their knowledge and acquire skills for developing self-directed, person-centered plans.</p>
NE – 2	By September 2021, influence systems change to provide increased opportunities for more individuals with intellectual and other developmental disabilities (I/DD) of diverse identities to pursue an employment path of their choice.	<p>Objective A. Provide support to address barriers, advocate for, and expand opportunities for an increased number of individuals to participate in community integrated employment or entrepreneurship.</p> <p>Objective B. Increase opportunities for self-advocates to share employment experiences and promote community integrated employment and entrepreneurship with peers and stakeholders.</p> <p>Objective C. Provide access to benefits planning services for an increased number of service providers, individuals with intellectual and other developmental disabilities and their families to support the person’s employment choices.</p>

<p>NE – 3</p>	<p>By September 2021, improve advocacy, self-advocacy, and self-determination for more individuals with intellectual and other developmental disabilities (I/DD) of diverse identities and their families.</p>	<p>Objective A. Strengthen support for an increased number of self-advocates through leadership development and coalition participation by:</p> <ol style="list-style-type: none"> 1. Supplying direct funding to People First of Nebraska for advocacy activities. 2. Supporting opportunities for individuals with I/DD who are considered leaders to provide leadership training to individuals with I/DD who may become leaders. 3. Supporting participation of self-advocates in cross-disability and culturally diverse leadership coalitions. 4. Supporting the development of a curriculum to be used statewide for teaching self-advocacy and self-determination skills. <p>Objective B. Advocate for positive systems change impacting the lives and health of individuals with I/DD of diverse identities and their families through active participation in: statewide advisory committees and cross-disability workgroups; public policy advocacy; cross-systems dialogue; and DD Network collaboration.</p> <p>Objective C. Collaborate among the Nebraska DD Network Partners (Disability Rights Nebraska, Munroe-Meyer Institute University Center for Excellence in Developmental Disabilities [UCEDD], and the Nebraska Planning Council on Developmental Disabilities) to advocate for positive systems change impacting the lives and health of individuals with I/DD by:</p> <ol style="list-style-type: none"> 1. Conducting monthly planning meetings to discuss trends, concerns, and challenges with a goal of system changes and improvements for Nebraskans with developmental disabilities. 2. Serving as cross-agency representatives on the Council and Advisory groups for the DD Network Partners. 3. Working in conjunction with disability advocacy organizations to inform state senators about disability issues and assist in the development of policies and legislation favorable to this population. 4. Participating in the Nebraska Consortium for Citizens with Disabilities (NCCD), a cross-disability advocacy organization focused on advancing the rights of Nebraskans with disabilities through policy research and development, legislative testimony, and the
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		<p>development of educational materials for policy makers.</p> <p>5. Hosting training on a mutually selected topic for DD Network Partner members at the annual Tri-Board Meeting.</p> <p>Objective D. Address the targeted disparity issue with African-American male students with developmental disabilities who are incarcerated or enter the criminal justice system at higher statistical rates by:</p> <ol style="list-style-type: none"> 1. Improving systemic collaboration in the areas of education, developmental disabilities, behavioral health, children and family services, and the judicial system. 2. Decreasing, through systems collaboration, the number of out of school suspensions resulting from zero tolerance policies. 3. Conducting additional activities to reduce this disparity, including outreach, training, and education.
NE – 4	By September 2021, increase community inclusion for individuals with intellectual and other developmental disabilities (I/DD) of diverse identities.	<p>Objective A. Increase opportunities for community inclusion for individuals with I/DD.</p> <p>Objective B. Expand and enhance respite care services throughout the state.</p> <p>Objective C. Expand and enhance inclusive childcare opportunities throughout the state.</p>

<p>NV – 1</p>	<p>Increase and strengthen the knowledge of individuals with I/DD to promote/encourage informed decision making about their choices leading to improved quality of life, increased independence, productivity, and full inclusion in their communities.</p>	<p>Partner with at least three Hispanic Organizations throughout Nevada to provide greater access to information and services for persons with I/DD enabling the Hispanic Community to have a voice in disability issues, thereby; reducing barriers to services and supports.</p> <p>Partner with Nevada Communities for the development of 6 community-based events and activities to be held in all regions of the State each fiscal year, to educate and inform individuals with I/DD, their families and professionals about important and emerging disability related issues, services and supports available in their communities and statewide.</p> <p>Participate in a minimum of 6 (councils/committees/coalitions) to promote communication within and between agencies to ensure cohesive information about services and supports is available to all persons with I/DD.</p> <p>AIDD Partners: Nevada Governor’s Council on Developmental Disabilities (NGCDD); Nevada Center for Excellence in Disabilities (NCED); Nevada Disability Advocacy and Law Center (NDALC, will partner to train a minimum of 20 persons per year to become knowledgeable on how to create accessible materials, media and websites, thereby; increasing the number of persons with I/DD that have access to important information.</p>
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<p>NV – 2</p>	<p>People with I/DD in Nevada will have the tools and supports necessary to advocate for their needs and rights across diverse settings and situations.</p>	<p>Establish or strengthen a minimum of one State self-advocacy organization led by individuals with I/DD.</p> <p>Support opportunities annually for a minimum of 10 individuals with I/DD who are considered leaders to provide leadership training to individuals with I/DD who may become leaders.</p> <p>A minimum of one culturally diverse organization in Northern, Southern, and other regions of Nevada will be provided information to provide support to expand participation of individuals with developmental disabilities in cross-disability culturally diverse leadership groups.</p> <p>AIDD Partners: Nevada Governor’s Council on Developmental Disabilities (NGCDD); Nevada Center for Excellence in Disabilities (NCED); Nevada Disability Advocacy and Law Center (NDALC), will support leadership training for a minimum of 20 persons annually (10 persons with I/DD and 10 family members).</p>
<p>NV – 3</p>	<p>Individuals with I/DD will have access to an increase in the number and/or quality of transportation, employment and health services and supports in Nevada.</p>	<p>Create one transportation system model that is sustainable and replicable and will serve people with I/DD across the State.</p> <p>A minimum of 10 strategies identified in The Nevada Strategic Plan for Integrated Employment will be implemented through collaboration with major stakeholders.</p> <p>Develop and/or strengthen a minimum of one system that improves quality of services and access to quality services and supports for individuals with I/DD in their local communities by working with agencies to bring awareness and training to public safety and emergency responder throughout the State of Nevada.</p> <p>Annually educate a minimum of 100 persons with I/DD and their families to be able to make informed choices throughout their lifespan.</p>

<p>NH - 1</p>	<p>Children’s Issues - Children, youth and families who experience developmental disabilities will receive timely quality supports and services in inclusive and welcoming environments that enable them to reach their potential in their community.</p>	<p>In collaboration with the local University Center of Excellence on Developmental Disabilities (UCEDD) and the Disability Rights Center (DRC), New Hampshire State laws, policies and practices will be strengthened to better support children and their families with developmental disabilities in the areas of early supports and services, education including transition to adult, health and social relations, through: (1) building relationships with policymakers and engaging in legislative and administrative advocacy and, (2) empowering, supporting, and engaging in promising initiatives and training families, guardians, self-advocates, and professionals in best and/or promising practices to become stronger advocates supporting them to influence policy.</p> <p>Provide support and education in best and/or promising practices, from 0-21, including early supports and services, education, transition planning and training as well as possible service gaps between 18 and 21.</p>
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<p>NH - 2</p>	<p>Quality of Life - Individuals with developmental disabilities living in New Hampshire will have greater opportunities for inclusion through meaningful competitive employment, friendships and relationships, recreation and choice of social activities, increased choice with housing options, and increased transportation options.</p>	<p>Increased opportunities for, and awareness of vocational training, competitive employment, expanded work hours and increased career options by:</p> <ul style="list-style-type: none"> (1) improving vocational programs, policies, and practices through support of promising local or statewide initiatives and (2) advocating for systems change that leads to increased opportunities for positive work activities. <p>The Council, in collaboration with disability, aging and other organizations, will support the development or improvement of a minimum of 12 community-based programs, policies or practices that promote inclusion of people with developmental disabilities in all aspects of community life including:</p> <ul style="list-style-type: none"> (1) inclusive emergency preparedness and management, (2) social integration, meaningful relationships, and acceptance of differences (3) and transportation, housing, and infrastructure. <p>The NH Council on Developmental Disabilities will collaborate and support local and statewide initiatives that offer choice for the education and support of individuals and their families regarding relationship building and retention of those relationships. Including but not limited to friendships, relationships, and family dynamics.</p>
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NH - 3	Personal Choice - Promote and improve self-determination activities for people with developmental disabilities to lead meaningful lives through an increased level of personal choice and greater control over their lives including access to: (a) medical, dental, health, and behavioral support and services, (b) in home and community service delivery	<p>The Council will collaborate with key partners to promote and strengthen independent advocacy by individuals with developmental disabilities through:</p> <ol style="list-style-type: none">(1) supporting the formation and strengthening of self-advocacy organizations and activities led by people with disabilities, including cross-disability advocacy initiatives.(2) providing opportunities for individuals with developmental disabilities considered leaders to provide training to other individuals with developmental disabilities who may become leaders.(3) assure that at least 100 self-advocates can access information, training, and resources through a user-friendly web site, personal education and training opportunities and materials disseminated through multiple forms of media. <p>In collaboration with disability, aging, and other organizations, the Council will work to increase awareness about, and access to, health education, nutrition, and physical activity initiatives for adults with developmental disabilities living in the rural counties of Belknap, Carroll, and Coos New Hampshire.</p>
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<p>NH - 4</p>	<p>Access to Quality Services - Individuals with developmental disabilities, families and caregivers will have increased access to quality services in the home and community.</p>	<p>The Council, in collaboration with key partners, will support the establishment of outcome measures and evaluation methods that define and measure the adequacy, quality, access to medical and/or behavioral services in the state’s developmental services system. The Council will support system change efforts designed to improve quality, prevent abuse, and make services more flexible and responsive to individual needs.</p> <p>The Council in collaboration with other groups will provide support through education and training to direct support providers who assist individuals who experience developmental disability. These positions include but are not limited to Paraprofessionals, Direct Support Professionals, Caregivers, and families all of whom may be paid or unpaid. This support will be provided by:</p> <p>(1) training of 500 paraprofessionals, direct support professionals, caregivers, and families to support individuals with disabilities to have greater opportunities, community inclusion, choice and control over their lives and</p> <p>(2) working to develop and maintain a workforce capable of meeting the current and projected direct care needs of individuals with disabilities.</p> <p>The Council will collaborate and communicate with Medicaid Managed Care Organizations (MCO’s) to support and ensure that all covered services and support for individuals who experience developmental disabilities and have coverage through Medicaid Managed Care are accomplished in a respectful, timely, positive manner.</p>
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<p>NJ – 1</p>	<p>Assess statewide training and information available for self-advocates and families and address gaps which support individuals to exercise their rights in the various DD systems.</p>	<p>Assess statewide training and leadership information available and accessible to people with developmental disabilities and their families so that gaps and weaknesses can be improved. Develop a bibliography and data base of current training and material available for families. All materials and training will be completed in at least Spanish and one other language, as New Jersey is the most language diverse state in the United States. We will regard immigrants and language minorities as our targeted disparity population, which is individuals who live in language minority communities.</p> <p>Identify the gaps and weaknesses in that training and material, emphasizing cultural competence, linguistic and cognitive accessibility while addressing geographic concerns.</p> <p>Develop cognitively accessible materials necessary that mitigate any gaps and/or weaknesses within the existing array of advocacy resources available to self-advocates and families. All such materials will be required to be translated into at least two other languages, to assist with our targeted disparity group, people who are immigrants and/or come from language minority communities.</p> <p>Develop and implement training and materials specific to the needs of self-advocates. All such materials will be required to be translated into at least two non-English languages to assist our targeted disparity population which is people who live in language minority communities.</p> <p>Develop and implement training and materials specific to the needs of immigrant and language minority communities, which is our targeted disparity population</p> <p>Develop a bibliography of current training and material available to self-advocates.</p> <p>Work with Boggs and NJDR to develop material and information on the voting process for self-advocates.</p>
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<p>NJ – 2</p>	<p>Develop and implement an advocacy strategy and plan to address staffing issues. Like most states, New Jersey has a severe staffing problem in its community system, based on salaries paid to direct support professionals. The Council feels that this is a crucial problem for the future of quality supports.</p>	<p>Survey provider agencies as well as families and self-advocates utilizing the self-directed service model to determine level of staffing challenges, including gathering information of state salaries and benefits in similar positions and programs.</p> <p>Survey provider agencies as well as families and self-advocates utilizing the self-directed service model to determine level of staffing challenges, including gathering information of state salaries and benefits in similar positions and programs.</p> <p>Examine other states and human service programs to determine successful practices used in addressing staffing issues. Support pilot programs to determine the effectiveness of using these practices in New Jersey.</p> <p>Develop and implement advocacy strategies from best practices for resolving staffing support issues to inform political and administrative policy makers.</p>
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<p>NJ – 3</p>	<p>Enable students and families to exercise their rights within the Special education system.</p>	<p>Assess and create a database of current training programs and materials available to self-advocate and families about inclusive education and transition to adulthood, including training and materials that are culturally sensitive and are available in languages other than English as part of our advocacy for our targeted disparity group.</p> <p>As needed, develop complimentary cognitively accessible resources that target culturally competent tools for self-advocates and families to understand their rights to an inclusive school environment and transition to adulthood. Provide these resources regardless of geographic location or primary language.</p> <p>Utilizing all means of technology develop user friendly access to information and training resources for transition from school life to adult life.</p> <p>Collaborate with NJ Department of Education and implement an advocacy strategy to support the distribution of information and coach child study teams statewide.</p> <p>Assist parents in under-served school districts particularly those in which there is a high number of non-English speaking people, in forming parent driven Special Education Parent Advisory Councils to assist students and families to advocate effectively for appropriate support.</p> <p>As a part of working with our targeted disparity population, work with the immigrant and language minority community (Spanish, and at least one Asian language) in New Jersey to enable them to gain educational supports in the complex special education and early intervention system.</p>
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<p>NJ – 4</p>	<p>Advance New Jersey’s practices/performance as an Employment First state considering all individuals with developmental disabilities.</p>	<p>Evaluate New Jersey’s Employment First policies and practices compared to best practices across the country.</p> <p>Support pilot programs utilizing identified best practices to determine the effectiveness of these practices in New Jersey.</p> <p>Develop and implement advocacy strategies for employment from best practices.</p> <p>Increase employment advocacy training and information that allows a person to develop employment goals around their career aspirations and personal strengths. Pay close attention to cultural attitudes about employment and opportunities for non-English speakers.</p> <p>Create employment expectations for all students that are based on their personal goals, include career exploration, community-based trial work experience and pre-vocational activities designed to complement Employment First.</p>
<p>NJ – 5</p>	<p>Advocate statewide for clear policies based on the principle that transportation should be available to accommodate the lives of people with disabilities.</p>	<p>Survey and publish the results of accommodations and services for persons with disabilities on fixed-route rail and buses, Access Link, and para-transit services in each county.</p> <p>Using survey results, develop and implement a transportation advocacy plan that ensures transportation is available to accommodate the lives of people with disabilities throughout the state regardless of geography, language, or cultural barriers.</p> <p>Support pilot programs utilizing identified best practices to determine the effectiveness of these practices in New Jersey.</p> <p>Support pilot programs utilizing identified best practices to determine the effectiveness of these practices in New Jersey.</p>

<p>NJ – 6</p>	<p>Advocate for individuals with developmental disabilities to have the same access to quality healthcare as their peers.</p>	<p>Support the development and training of healthcare providers throughout the state on the challenges individuals with developmental disabilities face around ableism while accessing health care. These trainings should reflect different cultures and geographic regions and be accessible in different languages.</p> <p>Facilitate/support the assembly and maintenance of a database of healthcare programs, providers, resources, materials beneficial in serving individuals with developmental disabilities.</p> <p>Develop materials and trainings that empower families and self-advocates to exercise their rights to appeal adverse health care decisions. Ensure that such materials and trainings are cognitively and culturally accessible and available in languages other than English.</p> <p>Facilitate/support the assembly and maintenance of a database of healthcare programs, providers, resources, and materials conversant in serving individuals with developmental disabilities that are culturally sensitive and available in languages other than English.</p>
<p>NJ - 7</p>	<p>Advance New Jersey’s practices/performance in the provision of housing for all individuals with developmental disabilities.</p>	<p>Evaluate New Jersey’s Affordable Housing policies including the Supported Housing Connection practices compared to best practices across the country.</p> <p>Support pilot programs utilizing identified best practices to determine the effectiveness of these practices in New Jersey.</p> <p>Develop and implement advocacy strategies for housing from best practices.</p> <p>Develop and implement an advocacy plan to increase housing options for people with developmental disabilities.</p> <p>Initiate opportunities for self-advocates to visit, explore, and learn about different models. Document these housing journeys so that they are available for review on an ongoing basis.</p> <p>Explore the impact of affordable housing on the housing, employment, and transportation triad.</p>

<p>NM - 1</p>	<p>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.</p>	<p>Outreach. Advocate to expand the number of people served by the Developmental Disabilities (DD) Waiver and Mi Via Self-Directed Waiver.</p> <p>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.</p> <p>Work to continue to improve the Council’s understanding of the needs of New Mexicans with intellectual/developmental disabilities, their families and communities.</p> <p>Support Native Americans with intellectual/developmental disabilities by supporting organizations which provide services, education, and advocacy efforts to this population.</p>
<p>NM - 2</p>	<p>People with intellectual/developmental disabilities who want to work will have meaningful job options and opportunities in inclusive settings within their communities.</p>	<p>Expand training and employment options, which are inclusive and meaningful, for individuals with intellectual/developmental disabilities.</p> <p>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).</p>
<p>NM – 3</p>	<p>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.</p>	<p>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.</p> <p>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.</p>

<p>NM – 4</p>	<p>Individuals with intellectual/developmental disabilities will maintain self-advocacy through self-directed leadership in all life activities, actions, and decisions.</p>	<p>Create and support opportunities for individuals with intellectual/developmental disabilities to become leaders to train and mentor others with intellectual/developmental disabilities.</p> <p>Create resources, and support opportunities, for self-advocates and other stakeholders to obtain information about best practices, advocacy, and leadership opportunities, and current events.</p> <p>Individuals with intellectual/developmental disabilities will achieve and maintain self-advocacy through self-directed leadership training and related opportunities.</p>
<p>NM - 5</p>	<p>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.</p>	<p>Increase satisfaction with Individualized Education Plan (IEP) content and implementation.</p> <p>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.</p> <p>Increase opportunities through evidence-based programs for higher education for students with intellectual/developmental disabilities.</p> <p>Improve transition planning and implementation in the schools.</p> <p>Identify service and support gaps and needs for children aged birth to three years.</p> <p>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.</p>

<p>NY - 1</p>	<p>The New York State Developmental Disabilities Planning Council (NYS DDPC) will work to address the barriers to daily life of diverse individuals with intellectual and developmental disabilities, family members, and caregivers by expanding life skills, improving access to employment and services, and increasing access to information.</p>	<p>Employment: By 2021, the NYS DDPC will increase the number of individuals with intellectual and developmental disabilities participating in employment related activities, with a focus on the following skill development areas: competitive employment, inclusive supported employment, internships, pathways to promotion, employment sustainability, work-based learning opportunities, and inclusive post-secondary education.</p> <p>Life Skills: By 2021, the NYS DDPC will decrease barriers to independent and daily living for individuals with intellectual and developmental disabilities by cultivating essential skills and abilities necessary to participate in everyday life.</p> <p>Targeted Disparity and Collaboration: By 2021, the NYS DDPC, in collaboration with the NY developmental disabilities (DD) network, will increase access to information about the DD Network, services, and supports through outreach, training, and education for individuals with intellectual and developmental disabilities and their families who have limited English proficiency (LEP) with a specific focus on Spanish and Chinese speakers.</p>
<p>NY - 2</p>	<p>The NYS DDPC will support inclusive living in the community for people with intellectual and developmental disabilities by increasing education and advancing innovation around housing, transportation, and community supports.</p>	<p>Housing: By 2021, the NYS DDPC will build capacity that helps increase the number of individuals with intellectual and developmental disabilities living in a setting of their choosing by working to reduce housing discrimination, expand education for relevant stakeholders on housing options and opportunities, and support independent living.</p> <p>Transportation: By 2021, NYS DDPC will reduce the number of barriers that individuals with intellectual and developmental disabilities face regarding transportation through increased education and identifying and supporting initiatives that address transportation obstacles faced by geographically diverse communities.</p> <p>Formal and Informal Community Supports: By 2021, the NYS DDPC will decrease barriers to community involvement by supporting promising approaches that better enable individuals with intellectual and developmental disabilities and their families to participate in community life.</p>

<p>NY – 3</p>	<p>NYS DDPC will help to promote better health, safety, and security for individuals with intellectual and developmental disabilities, families, and caregivers, including un- and underserved communities facing significant disparities.</p>	<p>Health: By 2021, the NYS DDPC will work to decrease barriers to healthy living that individuals with intellectual and developmental disabilities and their families face by using innovative approaches to increase access to health, behavioral, and wellness services and information.</p> <p>Quality Assurance: By 2021, the NYS DDPC will increase the number of training, education, and outreach initiatives for individuals with intellectual and developmental disabilities that focus on making communities safe, secure, and person-centered in ways that support independence, choice, and responsibility.</p>
<p>NY - 4</p>	<p>The NYS DDPC will strengthen the civic engagement and advocacy of and by individuals with intellectual and developmental disabilities and family members representing diverse racial, ethnic, and socioeconomic backgrounds across NYS.</p>	<p>Self-Advocacy and Leadership: During each year of the 2017-2021 state plan, the DDPC will work to increase the number of self-advocates and leaders with disabilities by strengthening self-advocacy organizations led by individuals with intellectual and developmental disabilities, supporting and expanding opportunities for individuals with intellectual and developmental disabilities to become advocacy leaders, and providing opportunities for self-advocates to train other self-advocates and participate in cross disability, culturally diverse leadership organizations.</p> <p>Advocacy and Civic Engagement: By 2021, the NYS DDPC will support and expand opportunities for culturally diverse individuals with intellectual and developmental disabilities and their families to be trained in advocacy efforts, become advocacy leaders, and engage in civic activities.</p>

<p>NC - 1</p>	<p>By 2021, increase financial security through asset development for individuals with intellectual and other developmental disabilities (I/DD).</p>	<p>Increase financial asset development and security for individuals with I/DD by increasing knowledge, developing financial plans, and implementing the plan's goals so that more individuals with I/DD will have a financial plan, leading to greater security.</p> <p>Increase integrated competitive employment and careers, so that more individuals with I/DD will have integrated, competitive employment and careers through collaboration which will include education, workforce development, employment supports, employer engagement and barrier reduction.</p> <p>Increase educational expectations for employment and careers, so that more individuals with I/DD will have educational expectations and education regarding employment and career goals, as will their families, and other stakeholders through increased knowledge and meaningful collaborations.</p>
<p>NC - 2</p>	<p>By 2021, increase community living for individuals with intellectual and other developmental disabilities (I/DD).</p>	<p>Increase community housing and transportation so that more individuals with I/DD will choose where and with whom to live in their community and will have transportation options to support community living and employment.</p> <p>Increase health access and wellness opportunities, so that more individuals with I/DD will have access to, and continuity of healthcare and wellness opportunities through individual and family education and provider capacity building.</p> <p>Increase healthy community relationships, so that more individuals with I/DD will have healthy relationships and positive community connections that will support personal choice and decision making.</p>

<p>NC - 3</p>	<p>By 2021, increase advocacy for individuals with intellectual and other developmental disabilities (I/DD).</p>	<p>As mandated by the DD Act, increase support to a statewide self-advocacy organization(s) through leadership development and coalition participation by:</p> <p>(I) establishing or strengthening a program for the direct funding of a state self-advocacy organization(s) led by individuals with I/DD,</p> <p>(II) supporting opportunities for individuals with I/DD who are considered leaders to provide leadership training to individuals with I/DD who may become leaders and,</p> <p>(III) participation in cross-disability and culturally diverse leadership coalitions.</p> <p>As a result of these efforts, more individuals with I/DD will knowledgeably advocate and take part in decisions that affect their lives, the lives of others and/or systems.</p> <p>Increase individual, family, public and system knowledge, and engagement to provide system advocacy for the financial security and community living opportunities of individuals with I/DD; with additional specific emphasis to increase the knowledge and engagement of members of the NC Hispanic/Latino community.</p> <p>As a result of these efforts, more individuals with I/DD and their families will knowledgeably advocate and take part in decisions that affect their lives, the lives of others and/or systems; with additional specific emphasis to produce accessible communication so more Hispanic/Latino individuals with I/DD will lead and sustain self-directed lives through self-advocacy, family advocacy and stakeholder leadership.</p> <p>Increase professional development to improve expectations and supports for individuals with I/DD so that more I/DD professionals, other professionals and community leaders will receive leadership development to support collective impact to advance the financial security and community living opportunities of individuals with I/DD.</p>
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<p>ND – 1</p>	<p>Provide North Dakotan's with disabilities and their families increased access to information, services, and support within their communities</p>	<p>By the end of 5 years, the Council will increase access to meaningful community activities for 200 people with Developmental Disabilities and their families</p> <p>By the end of 5 years, the Council will assist 5 self-advocates to take leadership training to become teachers/mentors to other self-advocates (DD Network Collaboration)</p> <p>Yearly, the Council will provide support to strengthen at least one North Dakota self-advocacy organization or statewide self-advocacy initiative led by individuals with developmental disabilities. (DD Network Collaboration)</p> <p>Yearly, make at least 5 stipends available for people with developmental disabilities to attend cross disability leadership meetings</p> <p>In years 2018, 2019, and 2020, the Council will facilitate and assist a total of 50 individuals and their families to navigate the system of care to access resources and gain awareness</p>
<p>ND – 2</p>	<p>Improve employment opportunities for individuals with developmental disabilities through education, developing and nurturing collaborations, increased access to reliable and affordable transportation, and increasing awareness.</p>	<p>By the end of 5 years, the Council will support/partner to create a Transportation Campaign</p> <p>Yearly, the Council will promote at least one statewide disability awareness campaign that highlights the benefits of hiring people with disabilities</p> <p>By the end of 5 years, the Council will increase employment supports by 10% of individuals' age 18-21 who have developmental disabilities and who want to leave school to gain meaningful employment (Targeted Disparity Group)</p>
<p>ND – 3</p>	<p>Implement activities to meet the needs and preferences of individuals with disabilities and their families, leading to improved health</p>	<p>Yearly, the Council will support at least one activity that improves access to information regarding the medical system</p> <p>Yearly, the Council will support at least one activity that promotes preventative health measures</p> <p>By the end of 5 years, the Council will support at least one activity that will improve medical transitions for individuals with disabilities</p>

ND – 4	Increase personnel at all levels to support individuals with developmental disabilities	By the end of 5 years, staff turnover in the developmental disabilities field will decrease by at least 10%
OH – 1	Ohioans with DD will have an increased united, diversified voice that is recognized and respected by elected officials, stakeholders, policy makers and people with DD and their families.	<p>Two hundred (200) self-advocate leaders with DD will be empowered through skill development and opportunities to be effective leaders.</p> <p>To improve the coordination of public policy advocacy activities of Council through strategic planning, training, and message development for use by existing and developing advocacy organizations.</p> <p>To provide Council, advocates and policymakers with clear and concise data and findings related to needed systems change and capacity building in Ohio by conducting research studies and analyses.</p> <p>People with developmental disabilities, their family members and friends and others will be active in systems advocacy through a single coordinated awareness and advocacy day.</p>
OH – 2	People with developmental disabilities and their families/guardians are empowered to make choices about their lives to reach their fullest potential.	<p>Council staff members will be actively involved in advocacy, capacity building and systems change on behalf of Ohioans with developmental disabilities and their families.</p> <p>Increased support will be provided to at least 10 Council members as they strengthen their advocacy and leadership skills, and function as systems change agents for critical issues in the DD field.</p> <p>To ensure public awareness is established statewide of Ohio DD Council's contributions through dissemination of products and programs relating to pertinent developmental disabilities issues to the general public and stakeholders which will influence continual Council membership of at least three (3) new counties annually.</p> <p>The diversity newsletter will increase knowledge and awareness to 300 stakeholders including people with disabilities and their families about the benefits of culturally competent interagency collaboration.</p>

OH – 3	Educational systems will increase the culture of inclusion for children with developmental disabilities.	To provide support to young students with DD to receive quality child care through 10 demonstrated best practices and procedures. To increase the implementation of Evidence Based Practices and Predictors of Post-Secondary Success with at least 50 youth with DD during the school years in order to improve meaningful adult outcomes, specifically community employment.
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<p>OH – 4</p>	<p>People with disabilities and their families will have increased access to services and supports that promote: leadership, accessibility, respect, safety, independence, outreach, equality, inclusion, health, work opportunities and community.</p>	<p>Council members, staff and general public will have increased access to evaluation results for at least three (3) selected Council projects resulting in Council funding activities having a greater impact.</p> <p>To assist no less than 10 state and local early intervention leaders with the development of a comprehensive system of family support as part of Evidence Based Early Intervention (EBEI) services</p> <p>To identify and support participation in inclusive activities that promote healthy habits for a minimum of 100 people with disabilities of all ages.</p> <p>Over 800 Direct Support Professionals (DSPs) who support people with disabilities and their families will be provided information to improve support by encouraging a better trained, more respected, and more involved workforce. (Frontline Initiatives)</p> <p>At least 50 aging caregivers who support people with disabilities will have increased access to information that will assist them to find services and supports that provides relief.</p> <p>There will be accessible and affordable transportation services for 200 people with disabilities in a portion of the Appalachia region of the state whenever needed/wanted, regardless of time of day, and if accessible and affordable transportation isn't available it will be created or expanded.</p> <p>Two (2) promising practices will be supported providing an increase in employment outcomes for people with disabilities through capacity building and systemic change.</p> <p>Two (2) best practices will be supported providing an increase in the number of employers hiring people with developmental disabilities due to an increase in awareness and capacity building.</p>
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OH - 5	Communities of acceptance will be created so that universal inclusion is realized where people with developmental disabilities in unserved/underserved areas live, work and play.	<p>To increase public awareness, advocacy and systems change efforts through providing funding of at least 10 mini-grants annually.</p> <p>Council will have six (6) best practices that will increased knowledge and awareness of critical housing policy to be resolved among housing stakeholders and empowered people with disabilities and their families to obtain affordable, safe, decent, and accessible housing.</p> <p>Council will partner and leverage dollars with the Ohio Department of Developmental Disabilities (DODD) to work collaboratively with 100 other stakeholders so that people with disabilities and their families will have increased access to affordable and accessible housing in Ohio.</p> <p>Over 200 families will have increased access to a potential diagnosis and culturally competent follow-up care and support.</p> <p>To identify and reach out to 50 African American women with disabilities in Ohio to participate in Network activities to collectively inform policy, identify barriers to supports and services and demand action.</p>
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<p>OK – 1</p>	<p>The Oklahoma Self-Advocacy Network (OKSAN), Oklahoma People First (OPF) and its individual chapters, and other organizations composed of people with disabilities will be strong, diverse, and effective leaders of statewide efforts to promote rights, responsibilities, and opportunities of Oklahomans with intellectual and developmental disabilities.</p> <p>The Council has two goals that specifically address the self-advocacy mandate; this is the second of those</p>	<p>Working within the DD Network, provide guidance, assistance, and funding to strengthen the organizational and management skills of the individual and organizational members of the Oklahoma Self-Advocacy Network by developing and training 25 discrete self-advocates per year in leadership and organizational skills development through the training known as SALT: Self-Advocacy Leadership Training. NETWORK COLLABORATION</p> <p>Working with DD Network partners, provide guidance and funding to promote the training of self-advocates to write personal emergency plans, and promote persons with disabilities to local emergency management personnel for membership on advisory committees. 25 Oklahomans with intellectual and developmental disabilities will have written individual emergency preparation plans annually through FFY 2020. NETWORK COLLABORATION</p> <p>Working with DD Network partners, provide guidance and funding to promote the training of self-advocates to develop and teach a curriculum the promote health; health literacy; wellness; nutrition and healthy eating; sexual health and safety; and exercise. Once curricula are written, 80 Oklahomans with intellectual and developmental disabilities will receive this training annually through FFY 2022. NETWORK COLLABORATION</p> <p>Pilot an enhanced People Planning Together training that will ultimately support middle-school-aged youth with disabilities. This training should highlight self-awareness and self-esteem related to a disability; promote personal and systemic advocacy; focus youth toward post-secondary education, employment, and other opportunities; promote peer-to-peer relationships and support; and empower youth to seek supports, not just services and entitlement programs.</p> <p>Convene a task force to discuss outreach efforts to ensure more people with disabilities are part of personal and systemic "self-advocacy." Diversity of age, disability type, culture/ethnicity, living situation, and geography should be among the discussions, as well as communication strategies to this wider audience. Discussion will also include publicity of</p>
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		<p>advocacy training programs and classes, as well as mentoring and peer support for self-advocates.</p> <p>Working with Allegiance Federal Credit Union, conduct a training for self-advocates on financial and money management, to include benefits planning and assistance, ABLA Accounts, loans, credit cards, and other issues of concern to people with intellectual and developmental disabilities.</p> <p>The Council will implement a system to monitor and evaluate all objectives within this Goal area that support self-advocacy leadership skills in Oklahoma, strengthen statewide self-advocacy organizations, and support opportunities for individuals with intellectual and developmental disabilities who are considered leaders to provide leadership training to individuals with disabilities who may become leaders.</p>
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<p>OK – 2</p>	<p>The Council will publicize results and statistics annually through FFY 2022, and upgrade systems and information current with need.</p>	<p>Develop and construct the Oklahoma Disability Information Gateway website by FFY 2020, to include at least 100 discreet informational topics of interest to advocates for people with I/DD. DIG will continually be updated and expanded through FFY 2022 as information changes and need arises. Information will be categorized in a manner that is logical and user-friendly and will include written articles and video presentations to assure accessibility.</p> <p>Council staff will seek opportunities to speak to and otherwise communicate with media, civic groups, human services professionals, policymakers, and other audiences through which it can provide information about Oklahomans with intellectual and developmental disabilities and promote welcoming and inclusion. Communication strategies will include social media platforms.</p> <p>Identify ways to use statewide marketing and public relations contractors to promote better understanding of public policy issues, decrease usage of "the r word," promote its programs and supports, and increase community awareness of issues affecting Oklahomans with intellectual and developmental disabilities.</p> <p>Determine a methodology for the cataloging and loaning of materials in the Justin A. McCurry Library & Resource Center. Determine and implement a plan to keep the library materials timely, and to promote the library and its holdings.</p> <p>Increase the accessibility and circulation of the Justin A. McCurry Library & Resource Center collection, and the dissemination of Council and other organizations' brochures. Implement all strategies through FFY 2022.</p> <p>Invest in the development, printing, and dissemination of materials such as brochures, instructional manuals, and other materials that will assure people with disabilities are informed and empowered citizens.</p> <p>Working with DD Network partners, curate and retain the history of Oklahomans with intellectual and developmental disabilities from statehood to the present, working with the Oklahoma Historical Society.</p> <p>NETWORK COLLABORATION</p>
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		<p>Using social media and video sharing platforms, work with well-known Oklahomans to read children's books from the collection of the Justin A. McCurry Library to promote awareness and inclusion of children and youth with disabilities.</p> <p>Working with DD Network partners, monitor pending legislation and provide education to legislators as appropriate on history, federal and state policy and practice, and potential implications and impact for Oklahomans with disabilities and their families.</p> <p>NETWORK COLLABORATION</p>
OK – 3	<p>The Council will promote discussion, evaluate policy, and practice, and offer trainings to remove barriers that prevent people with disabilities from seeking meaningful employment.</p>	<p>Implement a Family Employment Awareness Training to raise expectations for competitive employment of people with disabilities. The curriculum will address topics including employment options, employment incentives and disincentives, financial/resource planning, the family's role, transition of education and health care systems, anti-discrimination laws, and self-advocacy.</p> <p>Develop and implement a two-day "reverse job fair" that includes training on interviewing and networking skills, as well as resume and cover letter writing. Invite numerous employers to attend the job fair, where trained self-advocates will share their talents, resumes, and desire to work.</p> <p>Working with DD Network Partners and the Oklahoma State Treasurer, promote the availability of ABLE Accounts for Oklahomans with disabilities and their families. NETWORK COLLABORATION</p>

<p>OK – 4</p>	<p>Oklahomans with intellectual and developmental disabilities, including those without formal services, will be aware of the concepts of Person-Centered Thinking and the Supporting Families Communities of Practice (CoP) toward "Good Lives."</p>	<p>Plan, support, and implement trainings with DD Network Partners and others related to the principles and tools of the Supporting Families Community of Practice annually through FFY 2022. NETWORK COLLABORATION</p> <p>Support Oklahoma Developmental Disabilities Council and Department of Human Services' staff involved in Person-Centered Thinking to achieve and maintain trainer/facilitator qualifications, including potential certification as Mentor Trainers, annually through FFY 2022. As funding is available, assist other certified trainers and facilitators to maintain their certifications through FFY 2022. Such work may include travel reimbursement to "Gatherings," funding two-day Person-Centered Thinking trainings; or funding expenses related to individual plan facilitations conducted by certified personnel.</p> <p>Financially and administratively support a "Southwest Gathering" on Person-Centered Thinking, to be held annually through FFY 2022.</p>
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<p>OK – 5</p>	<p>With Person-Centered Thinking and the Supporting Families CoP as a foundation, the Council will support broad-range efforts to promote "good lives" for Oklahomans with I/DD and their families across the lifespan.</p>	<p>Facilitate Family Allies and Resources Task Force, through FFY 2022, in conjunction with the Parents with Disabilities contract to: expand knowledge of how best to support parents with I/DD; learn about, implement, and embed "best practices" in terms of supporting these parents; promote service capacity in public and private agencies and organizations that train and support parents; assure child welfare; and promote needed changes in public policy related to parents with disabilities.</p> <p>Plan and issue an RFP for developing or enhancing an existing best practice family network. This network will employ family members and self-advocates to facilitate/further peer support statewide. The network will deliver peer mentoring, resources, and tools and principles associated with Person-Centered Thinking and the Supporting Families Community of Practice.</p> <p>Convene a task force of advocates to discuss a marketing and outreach strategy related to assistive technology. This task force will discuss the evaluation and provision of assistive technology; the types and availability of assistive technology; and the role of assistive technology to create and enhance good lives for Oklahomans with disabilities throughout the lifespan. This work may include the purchase of assistive technology equipment for loan or demonstration.</p> <p>Owing the disparity of health-related services and assessments within American Indian populations, expand the work of Early Access to include screening of autism and other developmental disabilities and delays within the Choctaw and Chickasaw Nations, assuring that health and wellness personnel within those nations have the capacity to continue such screening and referrals in the future, through FFY 2020. TARGETED DISPARITY OBJECTIVE</p> <p>Contract with an attorney, law firm, or legal advocate for people with disabilities to write, publish, and disseminate a "Legal Options Manual" for families, self-advocates, and caregivers for when an individual with I/DD reaches the age of 18.</p>
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		<p>Working with the State Department of Education and using the Community of Practice LifeCourse tools and principals, develop written and video resources for parents of children receiving educational services to promote long-range thinking and planning, and assure parents and others understand the rights and responsibilities of families and education providers.</p> <p>Explore the possibilities of creating or expanding a blog/vlog platform for individuals with intellectual or developmental disabilities and their care takers to "journal" their personal experiences, to promote awareness and emotional well-being, and to potentially seek peer-to-peer support.</p> <p>Discuss, plan, and fund internships for young adults with disabilities to complete an internship with a Center for Independent Living or other such organization. The expectations for this project would be (1) increase the number of people with disabilities who were exposed to working in the field, (2) support the work of CILs and other such organizations, and (3) develop future leaders (as paid staff or Board members) with the IL and I/DD communities.</p> <p>Working with the Oklahoma Department of Human Services' Developmental Disabilities and Child Welfare divisions, implement START: Systematic, Therapeutic, Assessment, Resources, and Treatment. This project will include a systems assessment and training based on person-centered thinking and trauma-informed care principles.</p>
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<p>OK - 6</p>	<p>Oklahoma's advocates for people with intellectual and developmental disabilities will have access to training to improve systemic and individual advocacy skills, and assistance in placement on public and private; local, state, and national boards, commissions, and the like.</p> <p>The Council has two goals that specifically address the Self-Advocacy Mandate; this is the first of those two.</p>	<p>Recruit and train up to 30 individuals to become advocates and leaders in their communities, using the trademarked Partners in Policymaking curriculum annually through FFY 2022. Assure short- and long-term outcomes are recorded, and follow-up with all those trained to assure to the greatest extent possible that graduates lead good lives.</p> <p>Train, empower and build self-esteem of up to 25 youth leaders through the Youth Leadership Forum curriculum annually through FFY 2022. Assure short- and long-term outcomes are recorded, and follow-up with all those trained to assure to the greatest extent possible that graduates lead good lives.</p> <p>Assist and promote at least 10% of the Council's trained individuals per year to identify and seek membership on public or private; local, state, or national public policy-making boards, commissions, councils, committees, and the like, annually through FFY 2022.</p> <p>Provide funding and technical assistance for to up to 5 statewide organizations per year to provide conferences and trainings using experts in the field of I/DD annually through FFY 2022, as funding is available.</p> <p>Provide funding and staff support to the Aging Services division of the Oklahoma Department of Human Services to conduct the Oklahoma Aging Advocacy Leadership Academy (OAALA) annually through FFY 2020.</p> <p>Consumer Involvement Fund: Provide funding for up to twenty individuals with disabilities or their family members to attend national conferences related to intellectual and developmental disabilities, as funding is available.</p> <p>Professional Development Fund: Provide funding for up to 20 professionals working in the field of intellectual and developmental disabilities or in related fields to attend national training seminars or conferences that will support their work in Oklahoma, as funding is available.</p>
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		The Council will implement a system to monitor and evaluate all objectives within this Goal area that support and expand participation of individuals with intellectual and developmental disabilities in cross-disability coalitions and culturally-diverse leadership coalitions.
OR – 1	By October 2021, we will demonstrate an increase in the number of people with IDD who are supported to pursue full lives as members of their communities.	<p>Increase awareness of OCDD's messaging, brand identity and impact of our work.</p> <p>Support a statewide network of family organizations to increase community integration through peer support models.</p> <p>Increase the number of people creating better communities for all.</p> <p>Support family and self-advocacy organizations in underserved communities.</p> <p>Increase the number of children with disabilities that access inclusive childcare.</p>
OR – 2	By October 2021, we will demonstrate an increase in the number of policies and practices that support children and adults with IDD to access community life.	<p>Support OSAC to develop an infrastructure focused on systems change and policy advocacy.</p> <p>Increase the number of people with IDD that achieve competitive integrated employment outcomes.</p> <p>Increase the number of people that access adequate levels of EI/ECSE services.</p> <p>Increase the capacity of community housing options for people with IDD.</p> <p>Educate family members and self-advocates about state and federal policies, how they benefit from services, how they are impacted by changes, and what they can do to promote positive change.</p>

<p>PA - 1</p>	<p>During each year of the state plan, an increased number of people with disabilities and their family members will become actively engaged in activities that give them increased choice and control in systems that directly impact on their lives and in the communities in which they live.</p>	<p>Community Opportunities for Young Parents: “To develop a systematic approach to help younger parents, including parents with disabilities, gain broader knowledge about values on which our system (and the DD Council) has been built.”</p> <p>Peer Support: “To identify and disseminate best practice across formal and informal systems in peer support and mutual learning.”</p> <p>Self-Advocacy Support: To develop, support and sustain a statewide self-advocacy organization led by people with developmental disabilities.</p> <p>Small Grants Program: “To continue with existing, recently revised small grant program and to support small grants demonstrating new approaches or testing established findings from established work.”</p> <p>Meaningful Day Transitions: To facilitate and support transformation of segregated facility day services into community inclusive meaningful days for people with disabilities.”</p>
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<p>PA - 2</p>	<p>To lessen or eradicate the level of disparity experienced by marginalized groups.</p>	<p>School to Prison Pipeline: “To ensure that children and youth who are disproportionately affected by policies and practices that deprive them of a regular education, (especially those with disabilities), are provided with equal opportunity, and access to quality educational and instructional time, as well as supports and services that allow them to be maintained in the regular school and classroom”.</p> <p>School to Prison Pipeline Re-Entry: “To ensure that children and youth, especially those with disabilities, who are disproportionately affected by policies and practices which have deprived them of a regular education are provided with those supports and services that allow them to be returned to the regular school and classroom”.</p> <p>Rural Mobile Resources: “To create mobile multi-systems resources that disperse information, organize meetings and facilitate the creation and provision of needed services in rural Pennsylvania.”</p> <p>Volunteer Rural Transportation Cooperatives: “To demonstrate social media based rural transportation volunteer cooperatives.”</p> <p>Community Alliance Summit: “To continue to convene the Community Alliance Summit on an annual basis and to support its activities.”</p>
<p>PA - 3</p>	<p>To work collaboratively with the DD Act Network and other advocacy systems as collaborative relationships are identified as new grantees come on board.</p>	<p>DD Act Network Activities: “To partner with other DD Act Sisters Entities and make joint representations to DD and other systems.”</p> <p>Community Advocacy Coalition: “To support the re-establishment of the re-formed Community Advocacy Coalition (CAC).”</p>

<p>PA - 4</p>	<p>During each year of the state plan, the Council and its grantees will work towards making positive changes in systems that impact people with disabilities in Pennsylvania in order to ensure that they have access to the goods, services and supports they need to be engaged and active members of their communities.</p>	<p>Person Directed Housing and Services Advocacy: “To advocate and engage in systems change for housing and services that are separate from each other, exchangeable, sustainable and are person directed and controlled by people with developmental disabilities.”</p> <p>Person Directed Housing and Services Demonstration: “To demonstrate sustainable housing and services which are separate from each other, exchangeable, sustainable and are person directed and controlled by people with developmental disabilities.”</p> <p>CMS Home and Community Based Services Final Rule: “To support advocacy, education, and monitoring around enforcement of the Centers for Medicare & Medicaid Services (CMS) Home and Community Based Services (HCBS) final rule.”</p> <p>Cross Systems Navigator: “To facilitate the creation of Cross Systems Navigators to support individuals and their families with navigating multiple service systems across the lifespan.”</p> <p>Person Driven Services and Supports: “To continue the implementation of work in Person Directed Services and support brokerage, especially in a managed care context.”</p>
<p>PA - 5</p>	<p>To positively change the negative societal impact that occurs for people with disabilities as a result of social stigmas and to increase the public recognition that disability is a natural part of the human experience and just one aspect of the human condition.</p>	<p>School Culture: “To create a program to demonstrate/develop respectful, inclusive, diverse culture and values in schools, adapted for applicability in diverse settings, cultures and values contexts.”</p> <p>Stigma: “Continue the Council’s previous work in the area of Stigma, moving into education/early childhood by creating a diversity/disability history curriculum as part of the general education curriculum.”</p>
<p>PA - 6</p>	<p>To work with a select set of our grantees in using the IM4Q measurement tool to measure, via pre- and post-tests, life outcome changes for those participating in these grants. This goal will provide one method for the Council and its grantees to measure final outcomes for the work in which we are engaged.</p>	<p>Outcome Measurement: “To work with a select set of our grantees in using the IM4Q measurement tool to measure, via pre- and post-tests, life outcome changes for those participating in these grants.”</p>

<p>PA - 7</p>	<p>To provide increased opportunities for communication and the sharing of different disability experiences that affect all people with disabilities in common areas of their lives, and the cross-disability impact of shared stigma and segregation.</p>	<p>Cross Disability: “To build upon the work of cross disability conversations and awareness developed in the last plan.”</p> <p>Transitions: “To further the work of the Transition Discoveries Objective. To garner support for the use of the transition metric developed in the last plan.”</p> <p>Veterans Support: “To help returning veterans and their communities, including families, develop competencies in assimilating and supporting returning veterans with disabilities with special reference to those who have sustained injuries before age 22.”</p> <p>Meetings Coordination: “To support and fund a variety of meetings among Council members, people with developmental disabilities and other Pennsylvanians for the purpose of enhancing the independence, productivity, integration and inclusion of people with disabilities in all aspects of community life.”</p>
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<p>PA - 8</p>	<p>To increase the capacity of and to challenge generic communities and systems to ensure that the systems and supports that are available to the community in general are made equally available, with appropriate accommodation, to Pennsylvanians with disabilities.</p>	<p>Employment: “To build on the findings from the 2012 – 2016 State Plan in Employment around employer focused employment, developing employer commitment to diverse workplaces.”</p> <p>Generic Technology: “To fund one project to investigate the use of generic and publicly available technology to support people with disabilities and present this market to technology companies.”</p> <p>Generic Social Change: “To continue public educational work around Generic Social Change.”</p> <p>Civic Engagement: “To identify and support opportunities for people with disabilities to contribute their time and talents to their communities.”</p> <p>Fitness and Health: “To advocate for gyms and recreation centers to be integrated, inclusive, and disability accessible/friendly.”</p> <p>Communications/Publications: “To assist the Council in sharing information regarding its work, the work of grantees and issues of importance to the disability community in Pennsylvania.”</p> <p>Policy Information Exchange: To enhance communication between the Council, policymakers and the disability community.”</p>
<p>PR – 1</p>	<p>People with intellectual and developmental disabilities and their families will be empowered to have control of their lives while being integrated, and active participating in the community.</p>	<p>By year 2019, the PRDDC with the collaboration DD Network will increase knowledge, capabilities on self-determination, economic self-sufficiency, and independent skills of 160 individuals with Intellectual and Developmental Disabilities and increase employment of 40 individuals with DD/IDD by supporting four (4) demonstration of employment projects, (2) self-determination and independence skills, and developing two (2) education initiatives to train 100 employers of private /public sector.</p>

PR – 2	The PRDDC with the collaboration DD network will promote self-advocacy development initiative led by people with intellectual and developmental disabilities	By year 2021, the PRDDC with the collaboration DD network will train at least 100 leaders with IDD peer to peer to become advocated leaders and will create, support, or strengthen an organization of leaders with IDD to develop and implement advocacy, self-determination, and empowerment, while they join and become 10% of this leaders as part of groups and coalitions cross disabilities where they may advocate for and drive initiatives that support the population of people with IDD.
PR – 3	People with intellectual and developmental disabilities and their families will be empowered to perform their leadership, self-determination, and advocacy by increasing their inclusion and promoting participation in the society	<p>By year 2021, the PRDDC with the collaboration DD Network increase knowledge of at least 200 individuals with Intellectual and Developmental Disabilities and their families through training on leadership, advocacy and will have the opportunity to integrate (40) people placed and active in several collaboration networks and become part of groups where they will advocate and drive initiatives to support the IDD population by 4 educative initiatives.</p> <p>By year 2021, the PRDDC with the collaboration DD Network will organize a capacity building program that will train at least 300 people through 30 entities, that includes technical assistance, support, attendant services, and public and private agency monitoring, including community based organizations that offer services to people with IDD and their families in order to improve access and quality of services provided and ensure compliance with applicable regulations, including prevention of violence, sexual and financial abuse and exploitation of people with IDD</p> <p>By year 2021, the PRDDC will improve, update and train at least 90% its council members and staff in order increases knowledge and skills to manage their responsibilities more efficiently and effectively to optimizing and to diversify the programmatic strategies of the Council to promoting system change</p>
PR – 4	The PRDDC with the collaboration DD network will identify people with IDD and their families grouped as LBGTQQ in order to assess their needs and provide support and services alternatives.	By year 2019, the PRDDC with the collaboration DD Network and at least 2 other organizations will carry out an effort aimed at identifying, facilitating, and providing access to 20 persons IDD-LBGTQQ, unserved and underserved community providing them with information, services, and awareness of their rights, respecting the cultural diversity of this community.

PR - 5	<p>People with IDD and their families will advocate for better access and use of available services in their communities in order to improve attention to their needs, individual dignity, cultural and linguistic diversity</p>	<p>By year 2021, the PRDDC with the collaboration DD Network and 15 organizations will be supporting six (6) initiatives and five (5) demonstration projects of new approaches to train 100 professionals and serve 800 people with Intellectual and Developmental Disabilities and their families will receive accessible formal and informal support focused on the individual, and increasing the satisfaction level for the services received promoting systemic changes in communities</p>
RI – 1	<p>The Rhode Island Developmental Disabilities Council (RIDDC) will collaborate with self-advocacy organizations, Network Partners, State Agencies, and other stakeholders to implement and expand the tenets of self-determination, increase the ability and opportunity for people to advocate for themselves and others, and increase the number of individuals who meaningfully participate in policymaking and leadership roles each year of the plan.</p>	<p>Support, through outreach and direct funding, a statewide self-advocacy group as mandated by the DD Act. Provide opportunities for individuals with developmental disabilities to participate in leadership development classes and attend statewide self-advocacy meetings and events. The purpose is to support coalition development efforts to represent the DD community in integrated community activities, conferences, board meetings, etc., to provide opportunities for self-advocates to train other self-advocates to become leaders, to educate and inform policy-makers and the general public systems issues in the DD community.</p> <p>Provide funding and technical assistance to continue to build a statewide advocacy RI Cross-Disability Coalition (CDC) to address current and emerging systems issues of people with disabilities related to person directed planning and meaningful, productive community inclusion.</p> <p>Annually support/provide 3 opportunities in which people with developmental disabilities and their families can be engaged in advocacy activities with state and federal policy-makers regarding issues of interest to the Developmental Disabilities community. At least one of these opportunities annually will accommodate at least 30 people.</p> <p>The Council will participate in interagency collaboration for systems redesign of Person Centered Planning.</p> <p>The Council will increase the participation, effectiveness, and independence of family members in policy and advocacy roles.</p>

<p>RI - 2</p>	<p>The RIDDC will identify outreach efforts to increase the capacity of individuals with developmental disabilities, family members, service providers, and the public to understand systems issues that are important to people with disabilities, understand and navigate disability and community systems, build leadership and self-advocacy, and support the tenets of self-determination.</p>	<p>The Council will support and increase public awareness about the integration, inclusion, and self-determination of people with disabilities and other issues of importance to people and their families.</p> <p>The Council will drive social and system change in RI to build positive financial futures and economic empowerment for people with developmental disabilities and their families.</p> <p>The Council will work to eliminate systemic barriers in order to drive social and system change in RI to ensure the protection of human rights, civil rights, and increase self-determination for people with developmental disabilities and their families.</p> <p>The Council and Cross Disability Coalition will collaborate with other partners on system redesign to reduce the incidence of sexual abuse of people with disabilities in RI.</p> <p>The Council will identify, recruit, involve, support, and advance leaders who are people with developmental disabilities or a family member, with a targeted outreach to the Latino community who are vulnerable to disparities and underserved in the DD community in RI.</p>
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<p>RI - 3</p>	<p>The Rhode Island Developmental Disabilities Council will support policies and practice that promote systems change efforts and activities that further advance self-determination and inclusion for people with developmental disabilities and their families. The Council will identify one to three emerging issues and provide policy recommendations and actions on that issue.</p>	<p>Monitor state and federal legislation and policy. Educate and inform legislators and policymakers as necessary.</p> <p>The Council will be able to address issues that were not foreseen or that have grown to be a priority.</p> <p>Collaborate and plan with the Rhode Island Disability Law Center (P&A) and the Sherlock Center (UCEDD), collectively the DD Network, to research, plan, and develop a Supported Decision-Making model for persons with developmental disabilities in RI.</p> <p>The Council will decrease the use of restraint and seclusion through systems change by implementing Trauma Informed Care.</p> <p>The Council will assess and develop methods to increase the use of communication technology by non-verbal individuals with developmental disabilities in order to improve their quality of life</p>
<p>SC - 1</p>	<p>People with intellectual and developmental disabilities have access to competitive, community-based career opportunities throughout their lifetime.</p>	<p>Support programs for people with intellectual and developmental disabilities that improve access to integrated workforce development systems.</p> <p>Support programs that empower people with intellectual and developmental disabilities to develop and direct their own career strategy using appropriate evidence-based and best practice methods.</p>

<p>SC - 2</p>	<p>People with intellectual and developmental disabilities have access to their own choice of formal and informal community-based services, supports, resources, and activities throughout their lifetime.</p>	<p>Support at least two programs that provide people with intellectual and developmental disabilities and their families information about their rights, services, and supports.</p> <p>Support at least two programs that provide people with intellectual and developmental disabilities opportunities to improve community integration, inclusion, and productivity.</p> <p>Support at least one program that addresses an emerging health issue for people with intellectual and developmental disabilities using evidence-based practices and interventions.</p> <p>Support at least one program that includes an organization serving South Carolina’s Latino/Hispanic community and improves access to community-based services, supports, resources, and activities.</p>
<p>SC - 3</p>	<p>People with intellectual and developmental disabilities and their families are empowered to effect statewide leadership training opportunities that contribute to active participation in cross disability leadership coalitions and systems change efforts.</p>	<p>Support at least one statewide self-advocacy organization led by people with intellectual and developmental disabilities to provide opportunities for increasing leadership abilities and to meet self-defined organizational goals.</p> <p>Support opportunities that strengthen leadership abilities in peer-to-peer networks of people with intellectual and developmental disabilities and their families.</p> <p>Support people with intellectual and developmental disabilities and their family members to engage cross-disability, culturally diverse leadership boards, committees, commissions, councils, and similar coalitions.</p> <p>The Developmental Disabilities Council will collaborate with South Carolina’s Center for Disability Resources (UCEDD) and Protection and Advocacy for People with Disabilities in South Carolina (P&A System) on at least one program that engages system beneficiaries to assess system barriers and influence positive changes in service delivery, policies, interventions, and strategies.</p>

SD – 1	<p>People with intellectual and developmental disabilities are provided services and supports by direct support professionals that are knowledgeable, trained and supported.</p>	<p>Annually through FFY2021 the Council will collaborate with the Community Support Providers of South Dakota, Division of Developmental Disabilities, and others to use media and communication activities with a consistent message to elevate the status of direct support professionals.</p> <p>Annually through FFY2021 the Council will support training opportunities through the Community Support Providers of SD for 500 direct support professionals and 100 frontline supervisors to increase skills.</p>
SD – 2	<p>Parents and guardians of young children with intellectual and developmental disabilities know about the resources available and have increased access to supports, services and training.</p>	<p>Through FFY2021, the Council will collaborate to support training and information for 100 parents, guardians, and early intervention service providers to set high expectations for all children.</p> <p>Through FFY2019, the Council will support and participate in the National Community of Practice on Supporting Families in collaboration with the Division of Developmental Disabilities to increase supports to families.</p>
SD – 3	<p>People with intellectual and developmental disabilities feel safe and secure in their communities.</p>	<p>Through FFY2021, the Council will collaborate with others to disseminate information and resources to 600 youth and adults with intellectual and developmental disabilities that help them to access and feel safe in their communities.</p> <p>During FFY2018, the Council will collaborate with other agencies and organizations to disseminate information and resources related to emergency preparedness to 500 for people with intellectual and developmental disabilities and their families.</p> <p>Through FFY2019, the Council will support training and information for 1000 law enforcement officers (including school resource officers) and other first responders on working with people with intellectual and developmental disabilities.</p>

<p>SD – 4</p>	<p>People with intellectual and developmental disabilities, including those with significant disabilities, and their families will have the expectation of employment in community settings.</p>	<p>Through FFY2021, the Council in collaboration with other agencies and organizations will promote Employment First philosophy and activities to increase competitive employment opportunities for people with intellectual and developmental disabilities.</p> <p>Through FFY2021, the Council will collaborate with other agencies and organizations to promote post-secondary education opportunities for people with intellectual and developmental disabilities to increase the number of programs available in our state.</p> <p>Through FFY2021, the Council will collaborate with the Division of Developmental Disabilities and community support providers to develop a model for employment for people with significant disabilities.</p> <p>Through FFY2021, the Council will support 10 opportunities for networking and training for people with intellectual and developmental disabilities, their families, and providers of employment services.</p>
<p>SD – 5</p>	<p>Through collaborative efforts of the Council, Center for Disabilities (UCEDD), and SD Advocacy Services (P&A), people with intellectual and developmental disabilities and their families have information, training, support, and opportunities to effectively advocate and impact system change.</p>	<p>Through FFY2021, the Council, SD Advocacy Services and Center for Disabilities will support the statewide organization of self-advocates, South Dakota Advocates for Change (SDAC), to strengthen the self-advocacy organization, provide 15 advocate leaders opportunities to train other advocates, and to support and expand advocate participation in cross-disability and diverse leadership coalitions</p> <p>Through FFY2021, the Council, SD Advocacy Services and Center for Disabilities will continue to provide 100 people with intellectual and developmental disabilities and their families’ access to training on advocacy, self-determination and leadership development and opportunities for networking.</p> <p>Through FFY2021, the Council, SD Advocacy Services and Center for Disabilities will provide learning and networking opportunities for 100 parents of children and youth with intellectual and developmental disabilities and/or advocates who are Native American.</p>

<p>TN - 1</p>	<p>Prepare Tennesseans to be leaders who influence policy and practice through stipends, information, internships, and training.</p>	<p>1.1 Yearly, provide 7 weekend sessions of Partners in Policymaking to train 10 self-advocates and 15 family members on disability policy and practice in Tennessee.</p> <p>1.2 Yearly, provide youth leadership development training or other activities to 15 youth with disabilities.</p> <p>1.3 Self-Advocacy Requirement - 1.3 Yearly, provide funds for three sessions of the People Planning Together leadership development training, provided by certified trainers who have developmental disabilities to people with developmental disabilities. Sec. 124(c)(4)(A)(ii)(II)</p> <p>1.4 1.4 Yearly, 25 state employees will participate in the Leadership Academy for Excellence in Disability Services in order to improve state programs that serve Tennesseans with disabilities and their families.</p> <p>1.5 Self-Advocacy Requirement - 1.5 Yearly, provide support to strengthen Tennessee self-advocacy organizations or statewide self-advocacy initiatives led by individuals with developmental disabilities. Section 124(c)(4)(A)(ii)(I)</p> <p>1.6 Self-Advocacy Requirement - Yearly, make stipends available for people with developmental disabilities to attend cross disability and culturally diverse leadership coalition meetings. Section 124 (c)(4)(A)(ii)(III)</p> <p>1.7 Yearly, provide at least 50 stipends between \$50 and \$1000 to Tennesseans with disabilities and their families, including individuals from culturally and linguistically diverse groups, to attend disability conferences.</p> <p>1.8 Yearly, provide a minimum of 6 stipends, which will fund one of the following options: 1) organizations to support Tennesseans with disabilities to attend disability conferences; 2) Tennessee disability conferences; or 3) organizations to fulfill a Council priority.</p>
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		<p>1.9 Within five years, develop and implement an internship program to support a minimum of 6 people with developmental disabilities in the following types of internships:</p> <ul style="list-style-type: none"> •within cross disability and culturally diverse leadership coalitions. Section 124(c)(4)(A)(ii)(III); •within state government; or •within the state legislature.
<p>TN – 2</p>	<p>Improve Tennessee policy and practice through tracking key legislative activity, developing and nurturing collaborations, and providing resources for grant projects.</p>	<p>2.1 Annually, target at least 3 key federal or state bills, Executive Orders, or regulations being promulgated in order to take advantage of opportunities to educate policymakers about the impact of specific policies.</p> <p>2.2 Each year, disseminate monthly public policy information to Council members and the Tennessee public in order to educate and inform.</p> <p>2.3 Annually, collaborate with at least 3 policy groups to improve policies and practices that impact the Tennessee disability service system.</p> <p>2.4 Annually, research or fund at least one grant project that highlights promising or best practice or policy.</p>

<p>TN – 3</p>	<p>Implement public information activities that increase Tennesseans awareness of disability policies and practices.</p>	<p>3.1 Yearly, implement communication activities through at least 5 platforms to increase recipient’s knowledge of Tennessee specific disability topics.</p> <p>3.2 Yearly, facilitate state government partnership to oversee, evaluate and sustain a Tennessee disability information and referral service in order to increase knowledge of and access to services.</p> <p>3.3 FY17, through DD Network (TN CDD, Disability Rights Tennessee, Vanderbilt University Kennedy Center UCEDD, and University of TN Boling Center) collaborations the DD Network Communications Team that will increase public awareness of the following issues - multiculturalism/diversity; employment; disability public policy; and self-advocacy. (Collaboration Objective)</p> <p>3.4 FY17, collaborate with Vanderbilt University Kennedy Center UCEDD to provide Hispanic families with information and referral services, assistance with application procedures, and translation services in order to decrease language barriers which is a barrier to accessing available disability services. (Targeted Disparity Objective)</p>
<p>TN - 4</p>	<p>Support Council activities, members, and committees in order to effectively implement the Council’s mission and state plan priorities.</p>	<p>4.1 Yearly, coordinate 3 Council meetings, 1 annual Planning Retreat, 2 meetings of Council committees, 10 meetings of the Executive Committee; Council member orientation, and Council members participation in work groups, conferences, or trainings in order to achieve state plan priorities.</p> <p>4.2 Yearly, coordinate the Council’s planning, program management and evaluation activities in order to achieve state plan priorities.</p> <p>4.3 Yearly, provide management oversight of Council finances and budget in order to achieve state plan priorities.</p>

TX – 1	<p>TCDD will maintain the ability to address current and emerging issues in a timely and effective manner, and Council members and staff continue to incorporate best practices into Council activities.</p>	<p>Each year of the plan provide written and/or verbal public policy input on behalf of TCDD regarding issues that impact the lives of people with developmental disabilities and their families.</p> <p>Each year of the plan organize and conduct communications activities to increase connections to organizations and individuals each year.</p> <p>Each year of the plan evaluate and/or address opportunities to develop or incorporate new promising practices that would improve TCDD’s ability to achieve the Council’s mission.</p>
TX – 2	<p>An increased number of people with developmental disabilities and their families will be actively involved in the development and implementation of services and supports.</p>	<p>Support at least nine leadership development and advocacy skills training programs for people with disabilities, family members of people with disabilities, and allies by 9/30/2021.</p> <p>Support people with developmental disabilities to provide leadership development and advocacy skills training programs to people with developmental disabilities each year by 9/30/2021.</p> <p>Collaborate with at least one statewide self-advocacy organization run by people with developmental disabilities to create opportunities to increase their ability to strengthen their organization and pursue their mission by 9/30/2021.</p> <p>Support self-advocates and family members to participate in cross-disability, culturally diverse leadership coalitions each year by 9/30/2021.</p>

<p>TX – 3</p>	<p>Create and support promising practices that enable people with developmental disabilities to be fully included in their communities and to have control over their own lives by 9/30/2021.</p>	<p>Demonstrate at least three models that support people with disabilities to have employment of their choice by 9/31/2018.</p> <p>Implement two programs to provide training and information to people who have developmental disabilities and their families on financial literacy, SSI/SSDI and health benefits by 1/1/2021.</p> <p>Develop at least five new programs that demonstrate success at supporting individuals with developmental disabilities to be more fully included in post-secondary education by 5/31/2021.</p> <p>Pilot at least one new model that provides community-based, person-centered activities for people with developmental disabilities who are not employed and not in school by 9/30/2021.</p> <p>Demonstrate at least three new models that support individuals with disabilities to improve or maintain their health by 3/31/2018.</p> <p>Pilot at least one new community-based person-centered practice that ensures that people with complex medical and/or behavioral health needs, including mental health needs, receive appropriate and timely services by 9/30/2021.</p> <p>Each year of the plan provide support to stakeholders to participate in transportation planning activities that increase mobility and availability of accessible transportation.</p> <p>Implement at least three projects that address specific needs of individuals with developmental disabilities who identify with a specific minority culture(s) by 9/30/2021.</p> <p>Pilot at least one practice that addresses the needs of individuals with developmental disabilities who are aging and their caregivers by 9/30/2021.</p> <p>Pilot at least one practice that supports organizations, agencies, groups, or individuals that provide services to the general public to fully include and be responsive</p>
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		to the needs of people with developmental disabilities by 9/30/2021.
TX - 4	Improve and/or expand community-based systems to better support people with developmental disabilities or families of children with developmental disabilities to be fully included in their communities by 9/30/2021.	<p>Each year of the plan promote systems that will sustain the policies and programs that demonstrate success in supporting people with developmental disabilities or families of people with developmental disabilities to be fully included in their communities.</p> <p>Collaborate with the Texas Developmental Disabilities Network Partners (the Texas A&M Center on Disability and Development, the University of Texas Center for Disability Studies, and Disability Rights Texas) to promote person-centered practices and educate people with developmental disabilities and their families about, and increase the use of, alternatives to guardianship by 9/30/2021.</p> <p>Collaborate with at least three community-based organizations to reduce disparities arising from linguistic and cultural barriers that prevent individuals who are Spanish-speaking from receiving services by 9/30/2021.</p> <p>Each year of the plan, advocate for legislative/policy change to improve educational outcomes and remove barriers to full-time or part-time employment for people with developmental disabilities.</p>
UT – 1	The UDDC will support the increase of access to and the use of health services including dental, vision, behavioral and mental health for people with developmental and other disabilities and their families.	<p>Facilitate the assessment of current dental, vision, behavioral and mental health resources.</p> <p>Facilitate the education of individuals, families, and policy makers in at least five counties (identified as having the greatest gaps in resources and services) about the importance and availability of dental, vision, behavioral and mental health services, and the status of current resources available.</p> <p>Increase representation of people with disabilities and families serving on mental health and medical advisory boards and committees.</p> <p>Facilitate an increase in access to health services for Spanish-speaking Utahans (Targeted disparity)</p>

UT - 2	The UDDC will collaborate with the Employment First Initiative to increase the awareness of employment opportunities for people with developmental and other disabilities.	<p>Include people with disabilities and their families on Employment First planning committees.</p> <p>Facilitate the education of Utahans about the Employment First initiative and its expectations.</p>
UT - 3	The UDDC will build leadership and self and community advocacy skills of people with developmental disabilities and their families.	<p>People First of Utah will become a recognized, trusted, and active self-advocacy organization with an Advisory Board.</p> <p>The UDDC will support people with disabilities and their families to become certified community advocates through the completion of the Certified Disability Advocate Program. [This is in collaboration with the DLC and the CPD]</p> <p>UDDC will support established self-advocate leaders to educate and bring awareness to community members.</p> <p>The UDDC will support the Utah Sibs Network.</p>
VI	In progress	In progress
VT - 1	VTDDC will reduce barriers to competitive employment and effective healthcare services for people with developmental disabilities in two (2) underserved Vermont communities characterized by significant economic poverty.	<p><i>In collaboration with partner organizations, work to bring health outcomes for people with developmental disabilities closer to those of people without developmental disabilities in an underserved Vermont community.</i></p> <p>Promote the use of available funding and programs for competitive employment for Vermonters with developmental disabilities living in two (2) underserved communities characterized by significant economic poverty.</p> <p>Support initiatives that position Vermont as a leader in developing and expanding entrepreneurial opportunities and innovative approaches to job training for people with developmental disabilities, especially those living in underserved communities.</p> <p>Promote peer-to-peer training and support, including supported decision making, as a highly valued part of person-and- family-centered care planning for people with developmental disabilities.</p>

<p>VT - 2</p>	<p>VTDDC will nurture and support a powerful movement of self-advocates and family members prepared to advocate for policies, programs, and funding that realize the vision of the federal Developmental Disabilities Assistance and Bill of Rights Act of 2000 [42 USC 15,001 et seq (2000)].</p>	<p>Identify and collect information about Vermonters who have a developmental disability, including those who meet the federal definition of “developmental disability” [42 U.S. Code §15002(8)] but who do not meet the State of Vermont definition of “developmental disability” for the purposes of receiving home and community-based supports (HCBS) [18 V.S.A. §8722(2)].</p> <p>In collaboration with VTDDC’s Network Partners – Disability Rights Vermont and the UVM Center for Disability and Community Inclusion -- conduct multiple leadership training opportunities where self-advocates and family members come together to learn how to model and advocate for inclusion, self-determination, productivity, and independence.</p> <p>Engage self-advocates and family members through the dissemination of information and alerts; through soliciting their input about the issues impacting their lives; and through assisting them in practicing advocacy skills, including at the local and regional level.</p> <p>Build a repository of stories from self-advocates and family members in multiple formats (audio, video, or written) that can be used as advocacy and training tools.</p>
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<p>VT - 3</p>	<p>VTDDC will vigorously seek changes in Vermont’s many service systems so that Vermonters with developmental disabilities – including those who are currently not identified as having a developmental disability under Vermont law [18 V.S.A. §8722(2)] – and their family members have greater and more equitable access to supports that foster the four values in the Federal Developmental Disabilities Assistance and Bill of Rights Act of 2000: community inclusion, self-determination, productivity, and independence.</p>	<p>Through a public awareness campaign, disseminate information widely about the prevalence, accomplishments, stories, and needs of the estimated 86,000 Vermonters with developmental disabilities, including those who do not qualify for home and community-based services (HCBS) through the state Developmental Services System of Care Plan.</p> <p>Advocate that the Developmental Services System of Care Plan place greater emphasis on pro-actively supporting individuals rather than reacting to crises and expand the percentage of eligible individuals under the Plan who receive home and community-based services (HCBS).</p> <p>Promote access to existing care coordination services through provider training, appropriate accommodations, and targeted outreach for people with developmental disabilities.</p> <p>In collaboration with VTDDC’s Network Partner, Disability Rights Vermont, which is Vermont’s the Protection and Advocacy Agency, advocate that the Choices for Care program offer the same services and supports to people 18 to 64 years of age as the Developmental Services program offers to people with developmental disabilities, including supported employment.</p> <p>Advocate to expand family support funding, including funding for respite.</p>
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<p>VA - 1</p>	<p>Reform the Commonwealth’s approach to disability services and supports into a coordinated and effective system so that people with developmental and other disabilities and their families have access to high quality, individualized supports and are able to exercise maximum self-determination.</p>	<p>By 2021, the Board will support initiatives that will increase knowledge and awareness among 250 individuals with developmental and other disabilities and their families, and increase access to integrated, accessible, and affordable housing options in community settings.</p> <p>By 2021, the Board will support initiatives in one or more areas of Virginia that improve local and regional public and other transportation planning efforts in order to address all types of mobility needs for individuals with developmental and other disabilities.</p> <p>By 2021, the Board will support three or more initiatives to increase awareness among state and local stakeholders of community-based healthcare models and best practices that use a person-centered, integrated approach for individuals with developmental and other disabilities.</p> <p>By 2021, the Board will support 2 or more initiatives that seek to increase the number of students with developmental and other disabilities in K-12 education who are enrolled in higher education programs or engaged in integrated, competitive employment one-year post graduation, beyond the current reported rate of 40 percent.</p> <p>By 2021, at least 200 individuals with developmental or other disabilities and their families for whom English is a second language have increased access to culturally and linguistically appropriate translations of information and resources that will improve their knowledge and use of community-based supports and disability rights.</p> <p>By 2021, the Board will support improved community infrastructure, services, and supports, including paid and unpaid supports for individuals with developmental and other disabilities living in the community or transitioning from institutions to the community.</p> <p>By 2021, working in collaboration with its DD Network Partners, the Board will support at least 3 policies or initiatives that safeguard individuals with</p>
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		<p>developmental and other disabilities from abuse, neglect, and exploitation.</p> <p>By 2021, the Board will support the development of the Virginia ABLE Account program by helping Va529 to develop and disseminate reliable, user-friendly information to 1,000 Virginians with developmental and other disabilities and their families in order to increase their knowledge of the program and facilitate enrollment in ABLE accounts.</p> <p>By 2021, the Board will promote at least 5 public policies, budget actions, and practices that incentivize and support integrated and competitive employment in both the public and private sectors in order to increase employment opportunities for individuals with developmental and other disabilities.</p>
VA - 2	<p>Increase the number of individuals with developmental and other disabilities, and their families, who are able to advocate for themselves and others, influence policy and exercise maximum choice, independence, and control in their lives.</p>	<p>By 2021, at least 100 self-advocates will be actively engaged in public policy advocacy, participating on policy and cross disability advisory boards and coalitions, and engaged with their fellow training program alumni as a result of Board training and alumni initiatives.</p> <p>By 2021, increase by 25 percent the number of self-advocates who serve as trainers in the Board's advocacy and leadership development training programs and promote opportunities for them to provide leadership training within their organization.</p> <p>At least 150 family members will be actively engaged in public policy advocacy, participating on policy and advisory boards, and engaged with their fellow training program alumni as a result of Board training and alumni initiatives.</p> <p>By 2021, establish or strengthen by direct funding a self-advocacy organization led by individuals with DD.</p>

<p>WA – 1</p>	<p>Council efforts transform fragmented approaches into a coordinated and effective system that assures individuals with developmental disabilities and their families participate and have the power to make decisions that affect their lives including supports, services education, and employment.</p>	<p>Objective: System change initiatives that are important to the lives of people are initiated at the State level on key issues as identified by stakeholders, in each year of the State Plan.</p> <p>Objective Embed the “Community of Practice: Supporting People over the Life Course” approach and tools into local practices as prioritized by selected local communities.</p> <p>Objective: Technology and applications are used more broadly by people with developmental disabilities and their families to live more independent lives in their local community.</p> <p>Objective: Increase provider capacity to support people in non-isolated and person-centered manner and in a way that does not isolate and includes them in all aspects of community life has increased by the end of the State Plan.</p> <p>Objective: Monitor the capacity of the abuse response system to respond and address allegations of abuse, neglect, and financial exploitation in all settings, and make recommendations to improve the quality of services and supports.</p> <p>Targeted Disparity: The Council will work with the other DD Network partners, stakeholders, individuals with developmental disabilities and their families to ensure that service and supports are provided in culturally respectful and appropriate ways to increase access of immigrant and other marginalized people to the resources needed to live more independent, productive, and meaningful lives.</p>
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WA – 2	People with developmental disabilities and family members who participate in Council supported activities increase their knowledge of how to take part in decisions that affect their lives, the lives of others and/or systems.	<p>Leadership training focused on making informed choices, discovering community connections, self-directing supports, and services, and advocating one’s self or family member has been increased and sustained over the State Plan.</p> <p>The self-advocacy/civil rights movement in Washington State grows and the involvement of self-advocacy/civil rights organizations in DD Network Partner collaborations is sustainably increased.</p> <p>More people are reporting they receive understandable and user- friendly information about community resources and system services through print, websites, social media, and other methods still to be determined.</p> <p>Targeted Disparity: In collaboration with individuals with developmental disabilities, their families and organizations that reach out to immigrant and minority communities to provide leadership training and opportunities to include marginalized populations in the public policy process.</p>
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<p>WV – 1</p>	<p>People with I/DD, their families and allies will gain knowledge, develop necessary advocacy skills, and use them to advocate for their rights, access to needed services and systems' changes.</p>	<p>Each year of the Plan, the Council will fund a statewide self-advocacy organization led by people with I/DD that will cause 300 people with I/DD to learn ways to make more decisions that affect their lives including where they live and what they do during the day.</p> <p>By 9/30/18, five additional organizations will become members of the Fair Shake Network (the Council sponsored, statewide cross-disability advocacy organization).</p> <p>Each year of the Plan, the Council will support leadership training for at least 20 self-advocates who will be trained by current self-advocate leaders.</p> <p>Each year of the Plan, the Council will provide funding and other supports so that parents and family members will gain knowledge of programs, policies, and a range of community services in order to advocate for necessary supports for their family members.</p> <p>By 9/30/20, the Council will explore the likelihood of success of a funded project that would match people with I/DD with community volunteers as non-paid advocates.</p> <p>By 9/30/20, the Council will provide recommendations for policies that would establish "Supported Decision Making" statewide as a recognized alternative to guardianship for people with I/DD.</p>
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WV – 2	Communities will include people with I/DD as participating, valued members.	<p>By 9/30/19, the Council will sponsor a demonstration project of how at least 15 people with I/DD can be successfully supported to join with non-disabled neighbors to develop and participate in local improvement projects or initiatives that enhance the quality of life for all community members.</p> <p>By 9/30/19, the Council will sponsor a demonstration project that will show improved health and increased relationships with non-disabled community members (who are neither family members nor support staff) of up to 25 people with I/DD through their regular participation in or use of generic community fitness, recreation, health and/or nutrition programs and related facilities or locations.</p> <p>Each year of the Plan, the Council will provide and/or sponsor training for up to 80 family members on how to assist their family members with I/DD attain and maintain age-appropriate and socially valued lives.</p>
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<p>WV - 3</p>	<p>Public service systems will be more responsive to the needs of people with I/DD and their families so that people with I/DD will have better opportunities to learn, work and thrive in their communities.</p>	<p>By 1/15/18 (and annually thereafter), the Council will produce and disseminate an annual report on publicly funded community-based services and trends for people with I/DD specific to eligibility, access to services, impact of service delivery, and choice and control of supports.</p> <p>By 9/30/18, the Council will develop and present to relevant Bureaus of the WV DHHR materials to be used to train WV DHHR staff, grantees, and contractors on how to protect people with I/DD from unnecessary segregated placement or loss of supports during change in community residence.</p> <p>By 9/30/21, the Council, in collaboration with the WVU Center for Excellence in Disabilities and Disability Rights of WV, will develop an informational toolkit for aging family caregivers of people with I/DD to help them be more aware of relevant public and private community resources.</p> <p>Each year of the Plan, the Council will provide ongoing consultation in partnership with the State Division of I/DD and other agencies to develop a statewide network of professionals to provide assessment, consultation and crisis support planning assistance to families and providers of youth and adults with co-existing conditions of I/DD and mental illness.</p> <p>By 9/30/20, the Council, in partnership with the Disability Rights of WV, will propose new or modified protections by policy or procedure that strengthen the prohibition of admission of people into State psychiatric hospitals due to their I/DD, and improves how community supports are provided to people in institutional facilities who have I/DD in combination with mental illness and/or health conditions.</p> <p>By 9/30/18, the Council, in collaboration with the WV Medicaid agency, Disability Rights of WV (P&A) and other stakeholders will develop credible materials used to train 75 staff employed by State licensed agencies that serve people with I/DD on how to reduce the risk for financial assault/abuse and respond effectively when assault/abuse occurs.</p>
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WI - 1	<p>By September 2021, more people with Intellectual and Developmental Disabilities (I/DD), including those with diverse identities, will participate in integrated community activities of their choosing.</p>	<p>By September 30th, 2021, 50% more people with I/DD working in integrated employment of their choice at competitive wage.</p> <p>By September 30th, 2021, 25% more people with I/DD will make choices about their everyday lives.</p> <p>By September 30th, 2021, 25% more people with I/DD are able to reliably get where they need to go each day.</p> <p>By September 30th, 2021, 25% more people with I/DD say they have a network of community members they can rely on.</p> <p>By September 30th, 2021, 30 African American families in the central city Milwaukee will be connected to community supports and have access to the resources they need.</p>

<p>WI - 2</p>	<p>By September 2021, more people with I/DD, including those with diverse identities and their families, will increase their advocacy efforts, resulting in increased numbers of policies supporting inclusion of people with disabilities in community life.</p>	<p>By September 30, 2021, 25% more self-advocates with I/DD will participate in a state self-advocacy organization led by individuals with intellectual disabilities.</p> <p>By September 30, 2021, 50% more self-advocates with I/DD will participate in leadership training and practice their leadership skills.</p> <p>By September 30, 2021, 50% more people with I/DD and their families will participate in cross-disability and culturally diverse leadership coalitions through collaboration with the AIDD Partnership (Board for People with Developmental Disabilities, Disability Rights Wisconsin, and University Center of Excellence).</p> <p>By September 30, 2021, 25% more people with I/DD with diverse identities and their families will increase involvement in advocacy activities.</p> <p>By September 30, 2021, BPDD will act as a policy advisor to the Legislature, Governor and other policy makers on policies that affect all aspects of community life, decision-making, and full inclusion. This will result in 25 improved policies and practices that increase community participation, decision making and full inclusion.</p>
<p>WY – 1</p>	<p>Wyoming citizens with DD have the opportunity to be independent, productive, and included in all facets of community life.</p>	<p>Guardianship laws and practices in Wyoming will have an increased respect for individual civil rights, independence, and choice.</p> <p>People with DD will have increased civic and voter participation.</p> <p>Council will monitor legislative activities and issues related to people with DD and their families.</p> <p>Council will collaborate with WIND on providing access to assistive technology information and devices for students who are transitioning from K-12 education; statewide related to employment and health; for individuals on the Wind River Indian Reservation, and through the state library system.</p>

WY – 2	Citizens with disabilities, family members, professionals, organizations, policymakers, and the public have a reliable source of and are provided with information about disability issues, services and supports which is used to increase access to services and drive systems change.	<p>The Wyoming Employment First Initiative will increase the rate of people with DD in community-integrated employment.</p> <p>Improve access to and quality of community support systems.</p> <p>Monitor, evaluate, and recommend updates to DD related systems improvements throughout the state of Wyoming.</p>
WY - 3	An increased number of citizens with disabilities and families are better able to access services, influence policy, communicate needs, and build relationships in their communities.	<p>Establish or strengthen a program for statewide advocacy organization(s) led by individuals with developmental disabilities.</p> <p>Increase the amount of opportunities for individuals with DD who are considered leaders to provide leadership training to individuals with DD who may become leaders.</p> <p>Support and expand participation of individuals with developmental disabilities in cross-disability and culturally diverse leadership coalitions.</p> <p>People with disabilities will have an increased knowledge of their civil rights.</p>