



ADVOCACY • CAPACITY BUILDING • SYSTEM CHANGE

Guardianship Program

This initiative administers a statewide Guardianship and Mental Health Treatment Guardianship program primarily with state general funds for incapacitated adults who are financially or otherwise eligible for Medicaid or similar public benefit. Services offered include court-appointed publicly funded guardians and mental health treatment guardians of "Last Resort", and assistance for family members or others who are available to serve as guardians but cannot afford the legal expenses for court proceedings regarding guardianship.

Visit www.nmddpc.com/guardianship for more information or call (505) 841-4549



The DDPC touches the lives of over 20,000 New Mexicans with developmental disabilities and their families and others through training, information and referral.



DDPC Vision

New Mexicans with developmental disabilities and their families will have a culturally competent and coordinated individual and family-centered and directed, comprehensive system of community services, individualized supports and other forms of assistance that will enable New Mexicans with developmental disabilities to exercise self-determination, be independent, productive and integrated and included in all facets of community life.



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www.nmddpc.com



NEW MEXICO
**DEVELOPMENTAL DISABILITIES
PLANNING COUNCIL**



ADVOCACY

CAPACITY BUILDING

SYSTEM CHANGE

Mission

The New Mexico Developmental Disabilities Planning Council (NMDDPC) will promote advocacy, capacity building, and systemic change to improve the quality of life for individuals with developmental disabilities and their families.

www.nmddpc.com





WHAT ARE DEVELOPMENTAL DISABILITIES?

Developmental Disabilities are defined by federal law as severe, chronic disabilities that:

- Are caused by a mental or physical impairment or a combination of the two
- Are evident before the person is 22 years old
- Are likely to continue indefinitely
- Require individually planned and coordinated supports and assistance of a lifelong or extended duration
- Result in substantial functional limitations in 3 or more of the following major life activities:
 - Self Care
 - Receptive and expressive language
 - Learning
 - Mobility
 - Self Direction
 - Capacity for independent living
 - Economic self – sufficiency

THE WORK OF THE DDPC

DDPC is a force for positive systems change in New Mexico. It is done in several important ways:



- Through awarding grants to innovative organizations and programs within the state, DDPC fosters new and meaningful opportunities for growth and capacity building for people with developmental disabilities and their families.
- DDPC sponsors programs that give public voices to individuals and family members-voices of experience about the kinds of supports and services that are needed to work best. DDPC also facilitates public dialogue, promote pride and empowerment for individuals with developmental disabilities through public awareness projects and the distribution of vital information and resources.
- DDPC works with our many community partners to develop creative and effective ideas about how best to support people with developmental disabilities for their fullest possible participation in society.
- Staff and Governor appointed council members work together to improve the quality of life for people with developmental disabilities and their families by advising, advocating for and educating the Governor, Legislature, State agencies and the public about needs of people with developmental disabilities and their families.

DDPC PROGRAMS



Federal Program

This program provides funding from the United States Department of Health and Human Services Administration for Community Living to engage in advocacy, capacity building and system change activities for individuals with developmental disabilities. This initiative conducts and supports programs, projects, and activities that carry out the purpose of the Developmental Disabilities Assistance and Bill of Rights Act of 2000. The Federal Five-Year Plan for New Mexico focuses on five priority areas:

- Self Advocacy
- Education
- Employment
- Community Action and Support
- Leadership

Visit www.nmddpc.com/federal for more information or call (505) 841-4556

Center for Self Advocacy

The Center provides a meeting place for individuals with disabilities to learn about their rights, how to advocate for themselves and others, develop leadership and public speaking skills, receive and give support, make friends and have fun. Empowerment, self determination and advocacy are all goals of the Center for Self Advocacy.

Visit www.nmddpc.com/csa for more information or call (505) 841-4558

Attachment A
NMDDPC PLANNING COUNCIL MEMBERSHIP
 Identity of Members and Cities Where Members Reside

Self-Advocates/Family Members	Representation of State Agencies and Other Organizations
<p>Sandy Skaar, MSW, Chair Albuquerque, NM 87111 (505) 266-4473 Office: (505) 508-1663 Cell: (505) 301-5179 Email: sandy@sdchoices.com Position: Family Member Appointed: 1/28/08 Appointment expires: 12/31/13</p>	<p>Tania Maestas, ESQ Open Government Division of the Office of the AG Assistant Attorney General State of New Mexico Email: tmaestas@nmag.gov Position: DDPC Legal Counsel Office Phone: (505) 827-6079</p>
<p>C. Dianne Griego, Vice-Chair Albuquerque, NM 87112 (505) 275-5809 (H) (505) 280-9738 E-mail: Sdgriego544@comcast.net Position: Family Member Appointed: 4/6/07 Appointment expires: 12/31/13</p>	<p>Jim Jackson, Director Johanne Guyton (Proxy) Disability Rights New Mexico (statutory member) 1720 Louisiana, NE, Suite 204 Albuquerque, New Mexico 87110 Phone: 256-3100 E-mail: jjackson@drnm.org Appointment Expires: N/A Position: Protection & Advocacy</p>
<p>Theresa Apodaca Albuquerque, NM 87120 taapodaca@hotmail.com 505-927-4779 Appointed: 10/1/2013 Appointment expires: 12/31/2015 Position: Family Member</p>	<p>Marcia Moriarta, PsyD, Executive Director Center for Development & Disabilities (statutory member) 2300 Menaul, NE Albuquerque, New Mexico 87107 Phone: 272-3000 (W) E-mail: mmoriarta@salud.unm.edu Appointment Expires: N/A Pat Osbourn, Alternate E-mail: posbourn@salud.unm.edu Position: UCE</p>
<p>Hoskie Benally Waterflow, NM 87421 hbenally@napap.org (505) 566-5888 Appointed: 2/26/2015 Appointment Expires: 12/31/2017 Position: Self Advocate</p>	<p>Myles Copeland Aging/Long Term Services Department 2550 Cerrillos Rd. Santa Fe, NM 87505 Phone: (505) 476-4761 Anita Morales, Alternate Email: Appointment Expires: NA Position: State Agency</p>
<p>Charlene Espinoza Albuquerque, NM 87123 505-801-2762 charlene_espinoza@q.com Appointed 2/28/2013 Appointment expires 12/31/2015 Position: Family Member</p>	<p>Monique Jacobson, CYFD Cabinet Secretary Kathleen Hardy (Designee) Designee for CYFD 300 San Mateo, #110 Albuquerque, NM 87108 Phone: (505) 383-0112 Cell: (505) 660-8508 E-mail: kathleen.hardy@state.nm.us Appointment Expires: N/A Position: State Agency</p>

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Self-Advocates/Family Members	Representation of State Agencies and Other Organizations
<p>Vicki Galindo Silver City, NM 88061 (575) 388-4437 vicgal3@msn.com Position: Family Member Appointed: 1st 4/17/08 2nd 11/28/12 Appointment expires: 12/31/13</p>	<p>Cynthia Shelton, MSW NM Human Services Dept., BHSD 37 Plaza La Prensa Santa Fe, NM 87507 Phone: (505) 476-9293 Fax: (505) 476-9272 E-mail: cynthiaA.shelton@state.nm.us Appointment expires: NA Position: State Agency</p>
<p>Vacant Address City, NM Phone: Cell: Email: Position: Self-Advocate Appointed: 6/13/06 Appointment expires: 12/31/11</p>	<p>Cathy Stevenson-Director Roberta Duran (Proxy) DDSD 810 W. San Mateo Santa Fe, NM 87505 (505) 476-8973 Email: cathy.stevenson@state.nm.us Appointment Expires: N/A Position: State Agency</p>
<p>Dr. Tim Query Las Cruces, NM 88011 (575) 636-3643 E-Mail: tquery@nmsu.edu Position: Family Member Appointed: 11/28/12 Appointment expires: 12/31/14</p>	<p>Adrian Apodaca, Director Ellen Carpenter (Permanent Proxy) DVR 5301 Central Blvd. NE, Suite 1600 Albuquerque, NM 87108 (505) 841-6450 EllenK.Carpenter@state.nm.us Appointment Expires: N/A Position: State Agency</p>
<p>Amira Rasheed Albuquerque, NM 87110 (505) 264-1813 Email: hotwheels_princess@hotmail.com Position: Self-Advocate Appointed: 7/27/12 Appointment expires: 12/31/14 Position: Self Advocate</p>	<p>Cabinet Secretary Kelly Zuni Lucia Lopez or Nicole Macias (Proxy) New Mexico Indian Affairs Department Wendell Chino Building 1220 South Saint Francis Drive 2nd Floor Santa Fe, NM 87505 E-Mail: Kelly.Zunie@state.nm.us Phone: (505) 476-1600 Appointment expires: N/A Position: State Agency</p>
<p>Sergio Resendiz Chaparral, NM 88081 (575) 824-0768 (575) 882-9208 sresendiz@arcnm.org Appointed 11/28/12 Appointment expires: 12/31/2013 Position: Self Advocate</p>	<p>PED Special Education Mark Muntz 120 S. Federal Place Santa Fe, NM 87501 Phone: (505) 827-1458 Fax: 954-0001 E-mail: mark.muntz@state.nm.us Appointment expires: N/A Position: State Agency</p>
	<p>Continues on next page</p>

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NMDDPC PLANNING COUNCIL MEMBERSHIP
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Self-Advocates/Family Members	Representation of State Agencies and Other Organizations
JudyAnn Sena Las Vegas, New Mexico 87701 Phone: (575) 421-2686 (H) (505) 429-0380 Email: judybrat18@yahoo.com Position: Self-Advocate Appointed: 6/13/06 Appointment Expires: 12/31/11	
Peter Stover Roswell, NM 88203 stoverpj@hotmail.com or pstover1@uhc.com (575)-578-0616 Appointed 12/17/2012 Appointment expires: 12/31/2014 Position: Parent	

Dates and Locations of Meetings of the DDPC for Calendar Years 2015 and 2016 to date:

NOTE: The DDPC (Council) has quarterly meetings (usually held in Albuquerque due to budget constraints during the months of January, April, August and November)

Dates:	Location:
January 9, 2015	Albuquerque
April 20 – 22, 2015	Albuquerque
May 22, 2015	Albuquerque
August 21, 2015	Albuquerque
January 13, 2016	Albuquerque
April 28 – 29, 2016	Albuquerque
July 29, 2016	Albuquerque
November 4, 2016	Albuquerque (Scheduled)

Attachment B



Federal Program Year 5 Projects – FY 17

Project	Grantee	Amount
Disability Coalition Steering Committee – Disability Rights New Mexico		\$30,000
<i>Committee members identify and provide written recommendations to the NM Legislature, executive branch policy makers and other individuals regarding policy and standards impacting persons with disabilities.</i>		
Disability Rights Awareness Day - The Arc of New Mexico		\$16,000
<i>Annual disability convention in Santa Fe that coincides with the NM legislative session whereby advocates are trained and empowered by advocating directly with legislators about their needs.</i>		
Policy & Legislative Advocacy Network - Disability Rights New Mexico		\$49,900
<i>Objective is to recruit and support individuals with disabilities, family members and other individuals to become involved with shaping public policy in New Mexico.</i>		
Native American Initiatives - Various		\$5,000
<i>Organizations that are providing support, education and advocacy efforts to Native Americans with disabilities are provided funding for various events.</i>		
Partners in Policy Making - UNM Center for Development & Disability (MOU)		\$62,500
<i>The mission is to create future leaders and advocates in the area of disabilities in New Mexico. Partners are given assignments and a small group project to participate in. Sessions facilitated by self-advocate graduates.</i>		
Southwest Conference on Disabilities – UNM Center for Development & Disability (MOU)		\$10,000
<i>One of the largest disability conferences in the nation that brings together experts, advocates, and family members to discuss topics such as education, employment, advocacy, and many other important things that help people with disabilities.</i>		
Summit on Self-Advocacy- The Arc of New Mexico		\$10,000
<i>Summer conference covers human rights, advocacy and etc. for people with disabilities statewide and to also recognize distinct individuals that make a difference in the disability community.</i>		

More on Backside

Attachment B

Federal Program Year 5 Projects – FY 17

Project	Grantee	Amount
Self- Advocacy Clipboards Tools - Nat Dean		\$650
	<i>Well known self- advocate designed legislative process clipboards and oversees the printing of them each year to be distributed at various meetings.</i>	
Information Network – UNM Center for Development & Disability (MOU)		\$5,000
	<i>Comprehensive information service to the New Mexico disability community through referrals to various agencies and by staff traveling across the state providing informational materials. (Medicaid \$75,000; General Funds GF\$80,000)</i>	
Transitions Conference & Forward @14 – Parents Reaching Out		\$40,000
	<i>Conduct conferences and workshops to provide support and training necessary to ensure children and youth with disabilities are given opportunities for transitioning and to learn and grow.</i>	
Educational Rights Project - Disability Rights New Mexico		\$49,900
	<i>Assists parents of children in special education to obtain appropriate services through the public schools by informing them of their rights within the system.</i>	
Senate Memorial 25 Taskforce – UNM Center for Development & Disability (MOU)		\$15,000
	<i>Develops recommendations based on SM 25 and improves post-secondary Education for competitive and integrated employment outcomes of young adults with support needs during the transition from school to work</i>	
Self-Advocacy Leadership - The Center for Self-Advocacy (Internal)		\$30,000
	<i>A joint collaborative effort for self-advocacy leaders to work closely with the DDPC to support and strengthen a statewide self-advocacy network lead by people with disabilities.</i>	
Self- Advocate Public Awareness – The Center for Self-Advocacy (Internal)		\$28,000
	<i>CSA Staff advocates travel across the state, especially in rural areas, to increase public awareness about self-advocacy for people with disabilities and how to advocate for themselves throughout their lives.</i>	
Expanded Rural Outreach- The Center for Self-Advocacy (Internal)		\$15,000
	<i>Presentations include disability awareness, leadership, and other topics that people with disabilities will benefit from. Staff advocates relate their own experiences for a thoughtful exchange of information and ideas in rural areas.</i>	
Legislative Advocacy Conference – UNM Center for Development & Disability		\$2,500
	<i>Two day seminar for individuals with disabilities, parents and family members to increase the capacity of self- advocates, family members, students and stakeholders to participate in the NM legislative process.</i>	

Attachment C: Needs Assessment

The key issue in New Mexico is demand exceeds availability of funding.

According to Braddock et al, Coleman Institute and Department of Psychiatry, University of Colorado (2014), total public I/DD spending for services in FY13 was \$361.7 with 86% from Waiver, ICF/ID and related Medicaid.

New Mexico spending by revenue source in FY13 included:

- \$197.5 from Home and Community-Based (HCBS) Waiver and \$17.2 from ICF/ID.
- The Federal-State Medicaid as a percentage of total I/DD Spending in FY13 included: 79% from Medicaid HCBS, 10% Other Federal Funds, 7% Medicaid ICF/IDD, and 5% State Funds.

New Mexico had a total of 3777 persons served in FY13.

- Of the 3777 people, 3559 (94%) lived in residential settings of six or fewer persons with 98 (3%) lived in nursing facilities and 120 (3%) lived in private ICF/ID settings.
- New Mexico closed all the state institutions.
- In regards to the HCBS Wavier participants, New Mexico had a total of 4,071 in FY13 with an adjusted waiver cost per participant as \$70,200.

Individual and Family Support spending in FY13 included:

- \$186.5 for Supported Living with 3454 participants
- \$16.7 for Family Support with 5725 participants
- \$9.8 for Supported Employment with 1106 participants

This resulted in:

- 52% of the spending in Supported Living/Personal Assistance
- 34% in HCBS Waiver (6 or fewer) and related community supports
- 5% in Family Support
- 4% in nursing facilities
- 3% in private ICF/ID
- 3% in Supported Employment.

This was funded 94% by Federal-State HCBS Waiver and 6% by non-waiver spending.

According to Braddock et al, 2014, based on Fujiura 2008, 2012, the estimated number of individuals with I/DD by living arrangement for FY13 included:

- 73% with family caregiver,
- 16% living alone or with a roommate
- 11% in a supervised residential setting.

The estimated number of individuals with I/DD by age group living with family caregivers in FY13 included:

- 38% with caregiver age up to 41,
- 35% caregiver age 41-59,
- 27% caregiver age 60 and over.

Of the total number of I/DD Caregiving Families, 24% are supported by I/DD agencies.

Attachment D

Contracted Vendors and Services



Contractor	Program	Services	FY15	FY16
ACM, Inc	DDPC	Leadership Consultant	5,000	-
Decision Resources, Inc.	DDPC	Leadership Consultant	-	4,952
Axiom CPAs	DDPC	Audit Services	-	20,416
Arc of New Mexico	Federal Programs	Disability Rights Awareness Day	16,000	16,000
Arc of New Mexico	Federal Programs	Self-Advocacy Network Initiative	10,939	28,395
Arc of New Mexico	Federal Programs	Summit on Self-Advocacy	10,000	10,000
Dean, Nat	Federal Programs	Legislative Clip Board	600	600
Disability Rights New Mexico	Federal Programs	Disability Coalition Steering Comm.	30,000	30,000
Disability Rights New Mexico	Federal Programs	Policy & Legislative Advocacy	50,000	50,000
Disability Rights New Mexico	Federal Programs	Educational Rights Project	50,000	50,000
EPICS	Federal Programs	EPICS Conference Sponsorship	2,500	2,500
Parents Reaching Out	Federal Programs	Least Restrictive Environment	40,000	40,000
Parents Reaching Out	Federal Programs	Conf. Sponsorship - Speaker	-	4,925
University of New Mexico (MOU)	Federal Programs	Partners in Policy Making	62,500	62,500
University of New Mexico (MOU)	Federal Programs	SW Conf. on Disability Sponsorship	10,000	10,000
University of New Mexico (MOU)	Federal Programs	Employment Initiative/SM25	15,000	15,000
University of New Mexico (MOU)	Federal Programs	Legislative Advocacy Conference	2,500	2,500
University of New Mexico (MOU)	Federal Programs	Information Network	160,000	160,000
Agave Corp. Guardianship Svs, LLC	Guardianship	Corporate Guardianship Services	52,078	57,553
Alegria Family Services	Guardianship	Corporate Guardianship Services	13,383	-
Alt, Louis	Guardianship	Corporate Guardianship Services	8,821	-
Arc of New Mexico	Guardianship	Corporate Guardianship Services	678,872	641,907
ATA Services	Guardianship	Temporary Help Services	11,461	5,266
Ayudando Guardians LLC	Guardianship	Corporate Guardianship Services	617,368	595,080
Behavior Therapy Services, LLC	Guardianship	Corporate Guardianship Services	125,707	121,423
Berlin Deborah L.	Guardianship	Legal Services	1,200	-
Better Life Guardianship	Guardianship	Corporate Guardianship Services	14,600	38,000



Attachment D

Contracted Vendors and Services

Contractor	Program	Services	FY15	FY16
Blue Sky Guardianship Services LLC	Guardianship	Corporate Guardianship Services	15,816	608
Bochte, Alexandra	Guardianship	Legal Services	-	13,315
Brown & Gallegos	Guardianship	Legal Services	-	6,446
C. Oliver, Inc.	Guardianship	Corporate Guardianship Services	9,125	-
Catholic Charity Svs of S. Arizona	Guardianship	ASL Interpreter Services	648	1,350
CINTAS Corporation	Guardianship	Document Shredding Services	180	-
CNRAG Incorporated	Guardianship	Corporate Guardianship Services	194,851	304,342
Czinger, Barbara	Guardianship	Corporate Guardianship Services	3,042	-
Decades, LLC	Guardianship	Corporate Guardianship Services	40,453	34,066
Dignity Corp. Guardianship Svs, Inc.	Guardianship	Corporate Guardianship Services	31,024	32,545
DNA Peoples Legal Services, Inc.	Guardianship	Legal Services	-	412
Elephant Blues	Guardianship	Corporate Guardianship Services	8,212	9,125
Emner, Selena	Guardianship	Corporate Guardianship Services	13,687	33,154
Finney, Doris	Guardianship	Corporate Guardianship Services	38,020	36,499
Fleishman, Bette	Guardianship	Legal Services	-	4,900
Good, Tina	Guardianship	Court Visitor Services	1,300	1,650
Guiding Star LLC	Guardianship	Corporate Guardianship Services	130,238	16,861
Higgins, Marla	Guardianship	Legal Services	-	6,800
Honor Corp. Guardianship Svs, Inc.	Guardianship	Treatment Guardianship	111,442	100,000
Honor Corp. Guardianship Svs, Inc.	Guardianship	Corporate Guardianship Services	131,249	136,894
Honor Corp. Guardianship Svs, Inc.	Guardianship	Court Visitor Services	-	300
Jerabek, Isabel	Guardianship	Legal Services	9,199	9,115
Jones, Robin	Guardianship	Corporate Guardianship Services	47,449	47,449
Knox, Sandra	Guardianship	Court Visitor Services	1,050	-
Life Options & Advocacy, LLC.	Guardianship	Court Visitor Services	-	4,439
Luna Advocacy Group	Guardianship	Corporate Guardianship Services	28,895	14,600
MaryHelen Short LLC	Guardianship	Corporate Guardianship Services	24,064	23,420

Attachment D

Contracted Vendors and Services



Contractor	Program	Services	FY15	FY16
Mellow, Judith	Guardianship	Legal Services	7,773	17,602
Minter, Harry	Guardianship	Corporate Guardianship Services	1,164	-
Morris, Terry Lee	Guardianship	Court Visitor Services	-	186
Necessity	Guardianship	Corporate Guardianship Services	209,918	225,088
Pacheco, Ernest	Guardianship	Corporate Guardianship Services	-	6,000
Palenschat, David Allen	Guardianship	Court Visitor Services	276	-
Prof. Guardianship Associates, Inc.	Guardianship	Corporate Guardianship Services	-	5,171
Quality Of Life Guardians LLC	Guardianship	Corporate Guardianship Services	442,950	401,310
Quality Of Life Guardians LLC	Guardianship	Court Visitor Services	150	408
Ramirez, Larry	Guardianship	Legal Services	1,682	3,063
Ramirez, Nancy	Guardianship	Court Visitor Services	358	-
Seaton, Paula	Guardianship	Corporate Guardianship Services	32,257	28,734
Shred it	Guardianship	Document Shredding Services	179	283
SM Gantz	Guardianship	Corporate Guardianship Services	87,372	92,599
Smith, Leslie	Guardianship	Mediation Services	-	1,868
Steadman Sarah	Guardianship	Legal Services	4,500	1,316
Tennefos, Earnestine A.	Guardianship	Court Visitor Services	842	2,061
Test Services	Guardianship	Court Visitor Services	1,046	450
Tierra Alta Corp. Guardianship Svs, LLC	Guardianship	Corporate Guardianship Services	262,292	242,919
Turner, Robert	Guardianship	Court Visitor Services	300	-
Unidas Case Management, Inc.	Guardianship	Corporate Guardianship Services	119,171	124,062

Attachment E: State Plan Development Process

INTRODUCTION:

The New Mexico Developmental Disabilities Planning Council (DDPC) Program Committee conducted its Comprehensive Review and Analysis (CRA) using several methods and formats including: an online survey, self-advocacy movement planning meetings, a public forum and input through the mail and email from around the state. As a result, the CRA reached approximately 20,000 people, including individuals with intellectual/developmental disabilities (I/DD), family members, self-advocates, service providers, direct support staff and interested community members. Input was received from the general public and through DDPC's three programs: the Center for Self Advocacy, Federal Program, and Guardianship. Advocates and contractors with the programs were sent the survey and invitations to participate in the public forums.

SURVEY:

The Program Committee researched and adapted various survey tools developed by other state councils. The New Mexico survey tool has nine (9) questions, including a combination of closed and open ended questions. The survey was made available in hard copy and an online version for 70 days. Initially, the survey was shared through the DDPC booth at the Southwest Conference on Disability in October with over 700 people from New Mexico attending this annual event. As an incentive for increased survey completion, DDPC offered daily drawings of original artwork from New Mexican artisans during the three day conference. After the conference, the survey was distributed by hard copy and online.

The online version was created with Survey Monkey and the link was disseminated widely through email, Constant Contact e-blasts and through in person contacts. Accommodations were provided as needed. The survey was distributed throughout the state to those represented by the Council including: agencies, organizations and individuals from diverse geographic, ethnic, cultural, socio-economic, disability and personal/professional backgrounds.

SELF-ADVOCACY MOVEMENT PLANNING:

Two planning meetings focused on New Mexico's Self-Advocacy Movement were held. At the first planning meeting, 43% of the participants were individuals with I/DD, 19% were direct support professionals and 19% were state agency representatives (including DDPC), 14% were advocacy organization representatives and 5% were interested community members. The participants were from the following areas: 38% Central, 19% North; 24% South; 9% East and 10% West. The group identified the following topics as important things to consider statewide: transportation, education, access, assistive technology, activities, inclusion, self-advocacy groups, outreach/message, and approach/strategy. Participants met in small groups to identify the potential destination for the plan. The results focused on the following: Media/Outreach/Education to Increase Impact; Training and Mentoring to Build Capacity; Support (Funding and Services); and Collaboration. One of the main goals is to provide an existing statewide non-profit self-advocacy organization with infrastructure support to provide the needed communication and coordination for the self-advocacy movement.

The participants at the second planning meeting comprised 50% individuals with I/DD; 18% were direct support professionals, 18% were state agency representatives (including DDPC); 9% were advocacy organizations and 5% were community members. The situational analysis was shared: A clear understanding of the current reality affecting the lives of individuals with I/DD and their need to become self-advocates has two parts. These two parts include: 1) Issues to address and 2) Infrastructure needed to continue to build the self-advocacy movement in New Mexico. The results of this meeting are shared in Part B, C and D and are incorporated in the 2017-2021 State Plan goals, objectives and activities.

ANALYSIS PROCESS:

The surveys were analyzed, results compiled and reviewed by Council staff and the Program Committee. The majority (50%) of surveys received were from individuals with I/DD and family members, of which 45% were individuals with I/DD. Next, 26% of the surveys received were completed by service providers, of which 33% were direct support professionals. Lastly, 11% of the surveys were completed by community members; 9% by the category "others," which included those identified themselves as medical or state agency personnel, and 4% were completed by school personnel.

The majority (70%) of the surveys were received from the Central region (largest population) area; 15% were from the South, of which 5% were from Southeast and 5% from Southwest; 12% from the North, of which 13% were from Northwest and 0% from Northeast (remote area). Lastly, 2% were from the East and 1% were from the West. These statistics reflect the state's population density and rural areas.

An analysis for all of the survey questions and input received was completed by the Council staff, including the Deputy Director, Outreach Coordinator and an Intern. All three individuals have Master level degrees and previous experience in data analysis as a part of research projects. The first step was to look through the open-ended responses to the survey questions and write down themes. Then, there was a comparison of the themes to double-check what was found individually and then grouped together the common micro-themes. Next, meso-level or sub-themes were identified. The common micro-themes were grouped together into larger sub-themes. This process was then repeated in order to find the major themes. The sub-themes became the explanations of the major themes. Then, the total number of times the major themes were mentioned were added in order to rank their importance. The goal was to find the top five themes for each question. Eventually, the five major themes found on the fourth question related to the top three (3) priorities for New Mexicans with intellectual/developmental disabilities became the draft goals for the Council. The sub-themes provided further guidance to the Council when drafting objectives because they better define the major themes. Also, an analysis on the self-identified roles of those who completed the surveys, as well as, on the zip codes of the individuals was completed.

Attachment E: State Plan Development Process

COUNCIL DRAFT OF 2017-2021 GOALS:

During the January 13, 2016 Council meeting, these research results were presented. Council staff and the Program Committee shared the survey results and planning input with the Council members. The Federal Program Manager also conducted a gap review of the survey which was presented to the Council.

There were five top priorities that were identified. These priorities include: 1) formal and informal community supports, 2) employment, 3) health, 4) self-advocacy leadership, and 5) education and early childhood. Council member work groups were created for each of the five (5) priority areas. The work groups reviewed the survey and input results, drafted goals, objectives and activities and shared with the entire Council membership. These drafts became the foundation for the Council's new goals, objectives and activities and were incorporated into this Five-Year Plan. The Council approved the draft wording of the five new goals for 2017-2021 and recommended that public input be sought prior to Council finalization and approval.

The plan was then edited and finalized for approval by the Council on July 29, 2016. The Program Committee shared and reviewed this compiled public input with the entire Council membership. Council members provided further insights and input which resulted in approval of the finalized 2017-2021 Five-Year State Plan. In addition, the Council reviewed and approved Year 1 project funding to implement the Five-Year Plan.

Collaboration

Through the review process, survey and draft reviews were sent to DDPC contractors. Several of the DDPC contracts are with the University of New Mexico Center for Development and Disability (UCEDD) and Disability Rights New Mexico (P&A). In addition, the DDPC Council are represented by the state's UCEDD and P&A.

DDPC will continue to partner with University of New Mexico-Center for Development and Disability (UNM-CDD) and Disability Rights New Mexico (DRNM) in coordinating and administering multiple projects contained within the Five-Year Plan.

In partnership with DRNM, DDPC collaborates through the Disability Coalition Steering Committee with The Arc of New Mexico, two New Mexico Independent Living Centers, and New Mexico Governor's Commission on Disability.

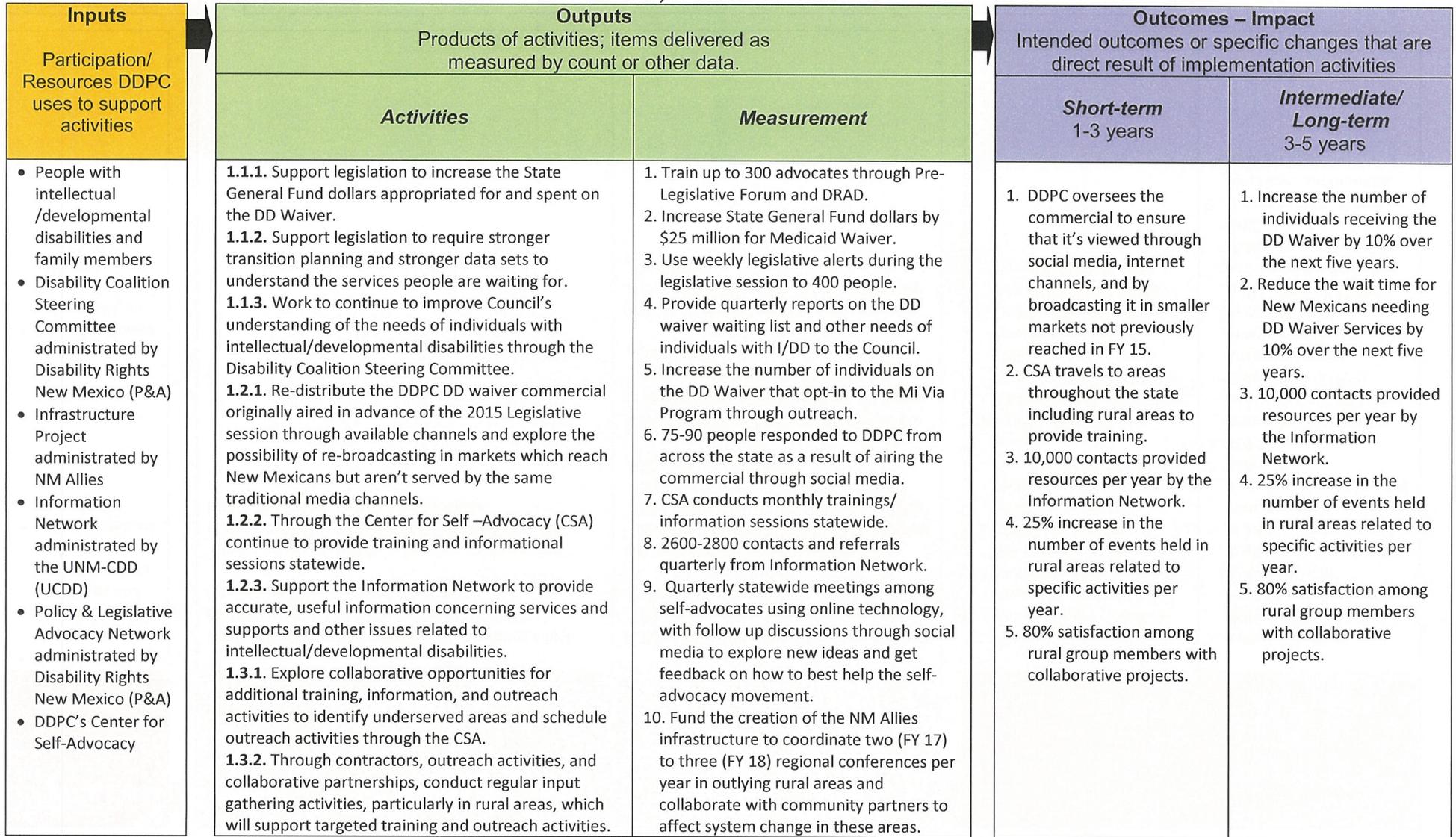
DDPC also partners directly with the Arc of New Mexico, Parent Reaching Out, New Mexico Allies, EPICS, a number of New Mexico Public School Districts, People First, Jemez Vocational Rehabilitation Program.

DDPC collaborates with other non-profit and other state agencies through language in state statute, rules and legislative memorials. These include the Behavior Health Collaborative, Division of Vocational Rehabilitation, Senate Memorial 25 (transition of youth with disabilities), and the state agencies represented on the DDPC Council.

Goal 1 – Community Supports

All individuals with intellectual/developmental disabilities, and their families, will have access to the community supports and services, based on their needs and preferences that will support them in leading productive, dignified, inclusive, and self-determined lives.

~ Objectives 1.1 – 1.3 ~



Data source to document accomplishments

Objective 1.1

1. Satisfaction surveys and registrations.
2. Legislation appropriation for Medicaid.
3. Data on the DD Waiver waiting list.

Objective 1.2

1. Phone calls will be screened and information logged.
2. Quarterly Reporting will be completed by Project Manager.
3. Quarterly Reporting will be completed by contractor.

Objective 1.3

1. Data on traffic of social media sites.
2. Sign in sheets from various events.
3. Surveys of groups in various rural areas.

Goal 1 – Community Supports

All individuals with intellectual/developmental disabilities, and their families, will have access to the community supports and services, based on their needs and preferences that will support them in leading productive, dignified, inclusive, and self-determined lives.

~ Objective 1.4 ~

Inputs Participation/ Resources DDPC uses to support activities	Outputs Products of activities; items delivered as measured by count or other data.		Outcomes – Impact Intended outcomes or specific changes that are direct result of implementation activities	
	Activities	Measurement	Short-term 1-3 years	Intermediate/ Long-term 3-5 years
<ul style="list-style-type: none"> • People with intellectual /developmental disabilities and family members • Native American tribes and pueblo communities • Center for Self-Advocacy at the DDPC • Educating Parent Indian Children Services (EPICS-advocacy organization) 	<p>1.4.1. Identify two (2) or more organizations which provide supports to Native Americans with intellectual/developmental disabilities.</p> <p>1.4.2. Sponsor outreach, education, training, and other events which target Native Americans with intellectual/developmental disabilities.</p>	<ol style="list-style-type: none"> 1. Two organizations identified and visited that support Native Americans with I/DD in New Mexico. 2. \$2500 sponsorship to support the annual 3-day EPICS conference, national special education conference on Native American issues, in New Mexico with 500 attendees funded. 3. DDPC staff conduct presentation at the annual EPICS conference with 25 Native Americans with I/DD and 10 family members. 4. DDPC/CSA staff reaches out to at least one other Native American community quarterly. 	<ol style="list-style-type: none"> 1. Promising best practices and resources to Native Americans with I/DD and their families identified at the two organizations. 2. \$2500 sponsorship to EPICS conference on Native American issues in New Mexico funded per year. 3. DDPC staff continues participation on the Jemez Vocational Rehabilitation (JVR) Advisory Council meetings per year. 4. Outreach to 4 Native American communities per year through CSA. 	<ol style="list-style-type: none"> 1. Native Americans with I/DD and their families are 80% satisfied with participating in conference sessions that provide education and information on increasing their advocacy skills. 2. DDPC representative continues participation on the Jemez Vocational Rehabilitation (JVR) Advisory Council meetings and conference to connect and collaborate with tribes and pueblos supporting Native Americans with I/DD. 3. Outreach to 20 Native American communities through CSA.

Data source to document accomplishments

Objective 1.4

1. Compilation of organization’s practices and resources.
2. Evaluation survey data from EPICS conference, JVR conference, and training and outreach events collected and compiled.
3. Measurement indicates satisfactory ratings of the conferences and trainings on the survey results.

Goal 2 – Employment

People with intellectual/developmental disabilities who want to work will have meaningful job options and opportunities in inclusive settings within their communities.

~ Objective 2.1 ~

Inputs	Outputs		Outcomes – Impact	
	Activities	Measurement	Short-term 1-3 years	Intermediate/ Long-term 3-5 years
<p>Participation/ Resources DDPC uses to support activities</p> <ul style="list-style-type: none"> • People with intellectual/ developmental disabilities and family members • Transitions Conference & Forward @ 14 administered by Parents Reaching Out (Advocacy Organization) • Disability Coalition Steering Committee administered by Disability Rights New Mexico (P&A) • Policy & Legislative Advocacy Network (P&A) • DDPC/ Center for Self-Advocacy • Inclusive employers 	<p>Products of activities; items delivered as measured by count or other data.</p>		<p>Intended outcomes or specific changes that are direct result of implementation activities</p>	
	<p>2.1.1. Identify and work with three (3) to five (5) advocacy agencies or independent advocates who are experienced with employing, and finding employment for, individuals with intellectual/developmental disabilities.</p> <p>2:1:1a Identify employers and businesses who provide inclusive employment opportunities to individuals with intellectual/developmental disabilities.</p> <p>2:1:1b Work with employers and businesses who want to provide inclusive employment opportunities to develop the capacity to do so.</p> <p>2.1.2. Advocate for legislative support and for legislation which will provide incentives for businesses to hire individuals with developmental disabilities.</p> <p>2.1.3. Advocate for funding for, and expansion of, vocational school opportunities, and for inclusive internships, for high school students with intellectual/developmental disabilities.</p> <p>2.1.4 Advocate prohibiting payment of sub-minimum wages to persons with disabilities.</p>	<ol style="list-style-type: none"> 1. Orientation with former Business Leadership Network (BLN) members in order to obtain information on best practices with respect to inclusive employment in New Mexico setup. 2. List of potential employers for inclusive employment statewide compiled. 3. Outreach materials for employers with the assistance of BLN for use with employers organized. 4. Relationships with 2-3 potential employers established quarterly. 5. Legislation introduced per 60 day legislative session (2017, 2019, and 2021) promoting inclusive employment for individuals with disabilities, including business incentives, expansion of post-secondary education and elimination of sub-minimum wage. 	<ol style="list-style-type: none"> 1. Three inclusive employers statewide, who hire people with I/DD, identified and accessed as collaborative partners. 2. Inclusive employment legislation that utilizes best practices introduced and promoted. 	<ol style="list-style-type: none"> 1. Five inclusive employers statewide, who hire people with I/DD, identified and accessed as collaborative partners. 2. Inclusive employment legislation that utilizes best practices passed.

Data source to document accomplishments



Objective 2.1

1. Number of legislative initiatives related to inclusive employment for individuals with disabilities as shown on nmlegis.gov and in DRNM reports.
2. Number of meetings with employers regarding inclusive employment opportunities for people with disabilities each year.

Goal 2 – Employment

People with intellectual/developmental disabilities who want to work will have meaningful job options and opportunities in inclusive settings within their communities.

~ Objective 2.2 ~

Inputs	Outputs		Outcomes – Impact	
	Activities	Measurement	Short-term 1-3 years	Intermediate/ Long-term 3-5 years
<p>Participation/ Resources DDPC uses to support activities</p> <ul style="list-style-type: none"> • People with intellectual /developmental disabilities and family members • Disability Coalition Steering Committee administrated by Disability Rights New Mexico (P&A) • SM25 Taskforce & School to Work Transition Alliance administered by UNM-CDD • Policymakers 	<p>Products of activities; items delivered as measured by count or other data.</p>		<p>Intended outcomes or specific changes that are direct result of implementation activities</p>	
	<p>2.2.1. Identify senior staff who will participate in the taskforce.</p> <p>2.2.2. Assist with taskforce activities, including developing proposals to:</p> <p>2:2:2a Address barriers affecting the school-to-work transition for students with disabilities.</p> <p>2:2:2b Ensure that services for students with disabilities making the school-to-work transition are effective.</p> <p>2:2:2c Improve the efficiency of the school-to-work transition for students with disabilities.</p> <p>2:2:2d Educate these students, and their families, about options for school-to-work transition.</p> <p>2:2:2e Improve outcomes for these students, including attainment of lifelong opportunities for persons with disabilities to obtain competitive integrated employment..</p>	<p>1. Needs assessment and recommendations provided to Legislators by December 1 to improve the school-to-work system in compliance with Senate Memorial 25 (SM25).</p>	<p>1. Recommendations from SM 25 written and presented to Legislatures.</p>	<p>1. Based on 2017 Legislative results related to SM 25 recommendations, the School to Work Transition Alliance promotes and testifies on recommended practices.</p>

Data source to document accomplishments

Objective 2.2

1. The number of SM 25 task force/sub-committee meetings measured by the minutes.
2. The final recommendations for SM 25.
3. The number of LHHS and Disability Concerns Subcommittee meetings attended.

Goal 3 – Health

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

~ Objective 3.1 ~

Inputs	Outputs		Outcomes – Impact	
	Activities	Measurement	Short-term 1-3 years	Intermediate/ Long-term 3-5 years
<p>Participation/ Resources DDPC uses to support activities</p> <ul style="list-style-type: none"> • People with intellectual/ developmental disabilities and family members • Information Network administrated by the UNM-CDD (UCDD) • Educational Rights Project administrated by Disability Rights New Mexico (P&A) • Center for Self-Advocacy at the DDPC • Policymakers • Infrastructure Project administrated by NM Allies for Advocacy • Public Education Department/Special Education Bureau (PED/SEB) 	<p>Products of activities; items delivered as measured by count or other data.</p>		<p>Intended outcomes or specific changes that are direct result of implementation activities</p>	
	<p>3.1.1. Through outreach activities, promote the Information Network located at UNM-CDD, and its medical information web portal to individuals with intellectual /developmental disabilities and their families.</p> <p>3.1.2. Collaborate with the Public Education Department to provide information through the Special Education Bureau and the Nutrition Program about available supports, services, and the Information Network. Through this collaboration, identify underserved areas and other gaps and needs. Explore expanding collaboration effort, including adding the following agencies: NM Council of Administrators of Special Education, NM School of Superintendents Association, Parents-Teachers Associations, NM Autism Society.</p> <p>3.1.3. Through contractors, outreach activities, and collaborative partnerships, conduct regular input gathering activities, particularly in rural areas, to identify health services and support gaps, and to help focus on outreach and training activities that address these gaps.</p> <p>3.1.4. Identify advocates and peer mentors in rural communities who are positioned to help establish regional support groups that can offer guidance to individuals with intellectual/developmental disabilities and their families, on accessing available health information and other resources. Through these advocates, identify underserved areas and other gaps and needs.</p>	<ol style="list-style-type: none"> 1. UNM-CDD promotes the Information Network and Medical Home portal located at UNM-CDD through thirty-six (36) to forty (40) outreach events per year. 2. The Educational Rights Project, administered by DRNM, collaborates with PED/SEB and other agencies to identify the gaps and needs in underserved areas related to health. 3. DDPC contractors gather regular input during activities to identify and address health services and support gaps in rural areas and inform DDPC in their quarterly reports. 4. Two (2) to five (5) regional support groups established through identification of advocates and peer mentors in rural areas to offer guidance about accessing health information and other resources. 	<ol style="list-style-type: none"> 1. Collaboration plan with PED/SEB and other agencies established and implemented related to gaps and needs in health services in rural areas. 2. One to two active regional support groups established statewide related to health information per year. 	<ol style="list-style-type: none"> 1. Increased traffic (inquiries, visits, referrals) regarding the Information Network /Medical Home portal. 2. Input and information regarding health gathered and compiled quarterly. 3. Five active regional support groups established statewide related to health information.

Data source to document accomplishments

- Objective 3.1**
1. UNM-CDD tracks calls and provides DDPC with this information on a quarterly basis.
 2. DRNM provides information to DDPC on a quarterly basis on the status of the collaborative plan.
 3. DDPC contractors provide information to DDPC on a quarterly basis.
 4. CSA reports status of regional support groups quarterly.

Goal 3 – Health

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

~ Objective 3.2 ~

Inputs	Outputs		Outcomes – Impact	
	Activities	Measurement	Short-term 1-3 years	Intermediate/ Long-term 3-5 years
<p>Participation/ Resources DDPC uses to support activities</p> <ul style="list-style-type: none"> • People with intellectual/ developmental disabilities and family members • Information Network administrated by the UNM-CDD (UCDD) • Center for Self-Advocacy at the DDPC 	<p>Products of activities; items delivered as measured by count or other data.</p>		<p>Intended outcomes or specific changes that are direct result of implementation activities</p>	
	<p>3.2.1. Collaborate with the Information Network located at UNM-CDD to develop a plan to support the provision of statewide telehealth portal access, including rural areas and other healthcare providers such as Project Echo.</p> <p>3.2.2. Implement a plan to support the provision of statewide telehealth portal access, including rural areas and other healthcare providers such as Project Echo.</p>	<p>1. Plan developed for statewide telehealth service provision and access.</p> <p>2. Plan implemented in sixteen (16) rural areas for statewide telehealth service provision and access.</p>	<p>1. Telehealth options are explored for potential use throughout the state.</p>	<p>1. Telehealth options are implemented throughout the state.</p>

Data source to document accomplishments

Objective 3.2
 1. The telehealth plan.
 2. The use of telehealth services measured by the various services.

Goal 4 – Self-Advocacy and Leadership

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

~ Objective 4.1 ~

Inputs	Outputs		Outcomes – Impact	
	Activities	Measurement	Short-term 1-3 years	Intermediate/ Long-term 3-5 years
<p>Participation/ Resources DDPC uses to support activities</p> <ul style="list-style-type: none"> • People with intellectual/ developmental disabilities and family members • Partners in Policymaking (PIP) administrated by the UNM-CDD (UCDD) • Center for Self-Advocacy at the DDPC • Transitions Conference & Forward @ 14 Projects administered by Parents Reaching Out (Advocacy Organization) 	<p>Products of activities; items delivered as measured by count or other data.</p>		<p>Intended outcomes or specific changes that are direct result of implementation activities</p>	
	<p>4.1.1.a Implement a program to train and mentor self-advocates as leaders. 4.1.1.b Ensure that self-advocate graduates of Partners in Policymaking (PIP) facilitate PIP sessions. 4.1.2. Transitioning high school graduates get the opportunity to engage in self-advocacy training with the prospect of going on to leadership training, through Center for Self-Advocacy training. 4.1.3. Continue to provide support to individuals with intellectual/developmental disabilities, and their families, to attend conferences, seminars, and trainings with self-advocacy leadership tracks or focus, by making scholarships and stipends available.</p>	<ol style="list-style-type: none"> 1. A Self-Advocacy Leadership Program developed and implemented statewide with fifteen (15) individuals with IDD per year, including People First officer trainings. 2. All Partners in Policymaking (PIP) sessions involve facilitation by self-advocate graduates with opportunities for facilitation mentorship by experienced self-advocate facilitators. 3. Of twenty (20) CSA self-advocacy training participants, at least 20% are 18-25 years old. 4. Using an application process, up to 60 stipends or scholarships for self-advocates and family members provided to attend conferences per year. 	<ol style="list-style-type: none"> 1. A Self-Advocacy Leadership and Peer Mentorship Program developed and piloted. 2. A Self-Advocacy Leadership Program implemented with 15 self-advocacy graduates per year. 3. Scholarship application process developed and implemented to attend conferences. 4. Active self-advocate leaders in local communities. 5. Interested PIP self-advocates graduates mentored in facilitation of PIP sessions. 6. Recruitment of 18-25 year old individuals who participate in CSA self-advocacy training. 	<ol style="list-style-type: none"> 1. Active self-advocate leaders statewide graduated from the Self-Advocacy Leadership Program. 2. All PIP sessions include self-advocate graduates as facilitators. 3. Transitioning high school graduates become more active community members through self-advocacy training. 4. Wider range of self-advocate and family member participation in conferences that reflect cultural and demographic diversity.

Data source to document accomplishments

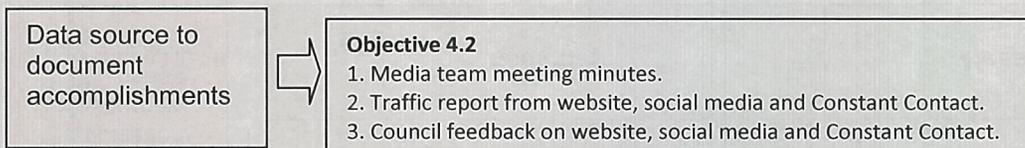
- Objective 4.1**
1. Numbers of individuals participating in local groups in each community as indicated by sign-in sheets.
 2. The Self-Advocacy Leadership/Peer Mentor Curriculum.
 3. Numbers of self-advocate graduates who facilitate Partners in Policymaking as indicated by the training schedule and reports.
 4. Numbers of individuals participating in the CSA program as measured by sign-in sheets.
 5. Number of scholarships and stipends provided by the DDPC for conferences as indicated by reports.

Goal 4 – Self-Advocacy and Leadership

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

~ Objective 4.2 ~

Inputs	Outputs		Outcomes – Impact	
	Activities	Measurement	Short-term 1-3 years	Intermediate/ Long-term 3-5 years
<p>Participation/ Resources DDPC uses to support activities</p> <ul style="list-style-type: none"> • People with intellectual/ developmental disabilities and family members • DDPC Information Technology Staff and Media Team • DDPC’s contractors and partner organizations • Community organizations 	<p>Products of activities; items delivered as measured by count or other data.</p>		<p>Intended outcomes or specific changes that are direct result of implementation activities</p>	
	<p>4:2:1. Continue to improve and maintain the DDPC website to ensure it is an easily accessible, dynamic resource, with up-to-date information on resources and opportunities.</p> <p>4:2:2. Through the DDPC website and other means of electronic communications, disseminate and promote resources developed through DDPC-funded initiatives.</p> <p>4:2:3. Through the DDPC website and other means of electronic communications, provide regular, up-to-date information about best practices, state and federal legislation and policy, advocacy and leadership opportunities, and other events, resources, and opportunities.</p> <p>4:2:4. Support existing initiatives and outreach efforts to develop webinar and other communication capacity in rural communities.</p>	<p>1. Quarterly DDPC Media Team meeting for website quality assurance.</p> <p>2. Monthly e-blast to 400-500 people from Constant Contact to provide information on DDPC projects.</p> <p>3. Monthly updates to calendars and descriptions of each program through the DDPC website and social media platforms.</p> <p>4. Assessment of webinar capacity for communication in rural areas.</p>	<p>1. DDPC Media Team developed and meets quarterly to plan updates to website, e-blast and calendar communications.</p> <p>2. Webinar capacity for communications in rural areas assessed.</p>	<p>1. Website and social media platforms with up to date information and opportunities for interaction among advocates and stakeholders.</p> <p>2. Website and social media raises attendance and participation in advocacy and leadership events, as well as awareness of DDPC projects.</p> <p>3. Webinar capacity available in rural areas.</p>



Goal 4 – Self-Advocacy and Leadership

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

~ Objective 4.3 ~

Inputs	Outputs		Outcomes – Impact		
	Activities	Measurement	Short-term 1-3 years	Intermediate/ Long-term 3-5years	
<p>Participation/ Resources DDPC uses to support activities</p> <ul style="list-style-type: none"> • People with intellectual/ developmental disabilities and family members • SWCD and PIP administrated by the UNM-CDD (UCDD) • Transitions Conference & Forward @ 14 administered by Parents Reaching Out (Advocacy Organization) • DDPC’s Center for Self-Advocacy • DRAD and Summit administrated by The Arc of NM (Advocacy organization) • Infrastructure Project administrated by NM Allies 	<p>Products of activities; items delivered as measured by count or other data.</p> <p>4.3.1. Support existing self-advocacy leadership initiatives, such as the New Mexico Allies for Advocacy, Inc. (Allies) in their work to develop, strengthen, and grow a statewide self-advocacy network.</p> <p>4:3:1a Support existing initiatives and outreach efforts to identify and recruit self-advocates, and train new self-advocates.</p> <p>4:3:1b Provide training and networking opportunities to self-advocates and leaders, such as CSA, Disability Rights Awareness Day (DRAD), Summit on Self-Advocacy (Summit), Partners in Policymaking (PIP), Southwest Conference on Disability (SWCD), Transitions Conference & Forward @ 14 and Center for Self-Advocacy (CSA) initiatives.</p> <p>4:3:1c Support public awareness campaigns developed by self-advocates.</p>		<p>1. CSA and the Infrastructure project recruits and trains 20-25 self-advocates statewide annually.</p> <p>2. Annual training and networking opportunities conducted through Disability Rights Awareness Day (DRAD), Summit on Self-Advocacy (Summit), Partners in Policymaking (PIP), Southwest Conference on Disability (SWCD), Transitions Conference & Forward @ 14 and Center for Self-Advocacy (CSA) initiatives.</p> <p>3. Conduct at least 12 self-advocate developed outreach campaigns and other activities per year.</p>	<p>1. Fund Infrastructure project to support existing self-advocacy leadership initiative to develop and grow a statewide self-advocacy network.</p> <p>2. Technical assistance and mentoring provided, through DDPC’s CSA, to the Infrastructure project on how to develop and grow a statewide self-advocacy network.</p>	<p>1. Self-advocacy network initiative (Allies) is in place with sustainable infrastructure and consistent recruitment of new self-advocates for the statewide self-advocacy network.</p> <p>2. Favorability rate of at least 90% of those attending trainings, presentations and other DDPC sponsored activities.</p> <p>3. Reach at least 75% of the targeted population through outreach campaigns developed by self-advocates.</p>

Data source to document accomplishments

Objective 4.3

1. Sign-in sheets at outreach events.
2. Quarterly project reports from Allies and other DDPC contractors.

Goal 5 – Education and Early Intervention

All children, youth, and students with intellectual/developmental disabilities, aged birth to 21 years, will receive individualized, evidence-based supports and services in inclusive settings that will help them attain their maximum potential, including extra-curricular activities.

~ Objective 5.1 ~

Inputs	Outputs		Outcomes – Impact	
	Activities	Measurement	Short-term 1-3 years	Intermediate/ Long-term 3-5 years
<p>Participation/ Resources DDPC uses to support activities</p> <ul style="list-style-type: none"> • People with intellectual/developmental disabilities and family members • School to Work Transition Alliance (SWTA) administrated by the UNM-CDD (UCDD) • Educational Rights Project administrated by Disability Rights New Mexico (P&A) • Disability Coalition Steering Committee administrated by Disability Rights New Mexico (P&A) • Public Education Department/Special Education Bureau (PED/SEB) • School districts 	<p>Products of activities; items delivered as measured by count or other data.</p>		<p>Intended outcomes or specific changes that are direct result of implementation activities</p>	
	<p>5.1.1. Advocate for increased funding to schools to adequately support special education programs.</p> <p>5.1.2. Expand training for parents who are new to the IEP process through contractors. Explore peer mentor process for this training.</p> <p>5.1.3. Collaborate with Public Education Department’s Special Education Bureau to identify ways to streamline the IEP process and decrease the paperwork in order to encourage student and parent involvement and without limiting their rights.</p> <p>5.1.4. Support advocacy or legal assistance to students and families, as needed to obtain a free, appropriate public education for a student with intellectual/developmental disabilities, when there is a clear opportunity to improve policies or practices of a school or school district.</p>	<ol style="list-style-type: none"> 1. Promote legislation to increase funding to special education services in schools through the Disability Coalition Steering Committee. 2. DRNM reaches out through special education training sessions, provide individual advocacy and support and expand their services in order to mentor up to 60 parents annually on how the IEP process works. 3. PED/SEB invited to collaborate with DRNM to streamline IEP process, including a quarterly report by the PED/SEB to the DD Council. 4. DRNM provides a list of special education legal resources, assistance and advocacy to families. 	<ol style="list-style-type: none"> 1. Disability Coalition Steering Committee strategizes how to promote legislation to increase funding for special education in schools. 2. Educational Rights Project develops and implements plan to mentor 60 parents per year on how IEP process works. 3. DRNM develops plan to collaborate with PED/SEB to streamline IEP process. 4. List of special education legal assistance and resources developed and disseminated. 	<ol style="list-style-type: none"> 1. Funding for special education services increased to adequate levels. 2. DRNM expands training for parents including special education sessions, consisting of overview training on special education rights and the full range of remedies available to address disputes or violations of those rights, with individual consultation with students or parents of students in special education. 3. Increased access and visibility of PED/SEB statewide. 4. More residents of New Mexico are aware of legal assistance regarding special education and parental rights.

Data source to document accomplishments

Objective 5.1

1. DRNM provides quarterly reports that will provide information regarding how they are providing additional training for parents who are going through the IEP process.
2. DRNM provides quarterly reports that will provide information regarding how they are working the PED to streamline the IEP process.
3. Meeting minutes from DD Council on PED updates.
4. Disability Coalition Steering Committee Meeting Minutes.

Goal 5 – Education and Early Intervention

All children, youth, and students with intellectual/developmental disabilities, aged birth to 21 years, will receive individualized, evidence-based supports and services in inclusive settings that will help them attain their maximum potential, including extra-curricular activities.

~ Objective 5.2~

Inputs	Outputs		Outcomes – Impact	
	Activities	Measurement	Short-term 1-3 years	Intermediate/ Long-term 3-5 years
<p>Participation/ Resources DDPC uses to support activities</p> <ul style="list-style-type: none"> • People with intellectual/ developmental disabilities and family members • Educational Rights Project administrated by Disability Rights New Mexico (P&A) • Disability Coalition Steering Committee administrated by Disability Rights New Mexico (P&A) • Policy & Legislative Advocacy Network administrated by Disability Rights New Mexico (P&A) • Public Education Department/Special Education Bureau (PED/SEB) • Policymakers 	<p>Products of activities; items delivered as measured by count or other data.</p>		<p>Intended outcomes or specific changes that are direct result of implementation activities</p>	
	<p>5.2.1. Collaborate with the PED/SEB to expand training for parents, teachers, and teacher’s aides in dealing with behavioral issues in the classroom.</p> <p>5.2.2. Support legislation to eliminate disproportionate responses to behavioral issues, and to provide funding and support for full inclusion for children with developmental disabilities, including the use of one-on-one support where appropriate.</p>	<ol style="list-style-type: none"> 1. DRNM invites PED/SEB to collaborate monthly on dealing with behavioral issues in the schools to include school staff and parent training. 2. DRNM promotes passage of legislation to address restraint/seclusion, including well-defined limits, data collection by schools and parent notification. 	<ol style="list-style-type: none"> 1. Disability Coalition Steering Committee strategizes how to promote legislation to address restraint/seclusion, including well-defined limits, data collection by schools and parent notification. 2. DRNM develops and implements a plan to collaborate with PED/SEB to deal with behavioral issues in school, including school staff and parent training. 	<ol style="list-style-type: none"> 1. DRNM works with PED/SEB and other entities to track progress toward improving the educational services or outcomes for student with developmental and other disabilities. 2. Less families experience problems with school districts regarding their students with disabilities.

Data source to document accomplishments

Objective 5.2

1. DRNM minutes from quarterly meetings with PED/SEB.
2. Successful legislation related to restraint/seclusion.
3. School district reports to PED on incidents quarterly.

Goal 5 – Education and Early Intervention

All children, youth, and students with intellectual/developmental disabilities, aged birth to 21 years, will receive individualized, evidence-based supports and services in inclusive settings that will help them attain their maximum potential, including extra-curricular activities.

~ Objective 5.3 – 5.4 ~

Inputs	Outputs Products of activities; items delivered as measured by count or other data.		Outcomes – Impact Intended outcomes or specific changes that are direct result of implementation activities	
	Activities	Measurement	Short-term 1-3 years	Intermediate/ Long-term 3-5years
<p>Participation/ Resources DDPC uses to support activities</p> <ul style="list-style-type: none"> • People with intellectual/ developmental disabilities and family members • School to Work Transition Alliance (SWTA) administrated by the UNM-CDD (UCDD) • Public Education Department/Special Education Bureau (PED/SEB) • Parents Reaching Out (Advocacy Organization) • Statewide Post-Secondary Committee • Educational Rights administrated by Disability Rights New Mexico (P&A) 	<p>5.3.1. Work with current, active evidence-based programs; identify and support new programs working with students with intellectual/developmental disabilities in higher education.</p> <p>5:4:1 Identify local self-advocates and parents who can help establish peer support groups to work with parents of students with intellectual/developmental disabilities on the transition and inclusion issues in rural communities.</p> <p>5:4:2 Through CSA, develop a peer mentor program where advocates and self-advocates collaborate with schools to work with students with intellectual/developmental disabilities through transition, such as, elementary to middle school.</p> <p>5.4.3 Provide information to parents regarding the role of the Division of Vocational Rehabilitation in the IEP process.</p>	<ol style="list-style-type: none"> 1. Increase in the number of students with intellectual/developmental disabilities pursuing classes at post-secondary/higher education level. 2. Two (2) to five (5) regional support groups established through identification of advocates and peer mentors in rural areas to offer guidance about transition and inclusions. 3. A Self-Advocacy Leadership Program developed and implemented statewide with fifteen (15) individuals with I/DD per year, including transition trainings. 4. DRNM meets with DVR to create an informational packet to distribute to parents of children in middle and high schools, as well as, other schools. 	<ol style="list-style-type: none"> 1. DDPC contractors Parents Reaching Out and UNM-CDD connect and collaborate with the statewide Post-Secondary Committee to identify and support existing and new programs working with students with I/DD in higher education. 2. Two regional support groups established to offer peer mentoring in transition and inclusion. 	<ol style="list-style-type: none"> 1. Increase in percentage of students exiting high school with a plan to continue their education. 2. Active regional support groups established statewide related to transition and inclusion. 3. Active self-advocate leaders statewide graduated from the Self-Advocacy Leadership Program. 4. Information and materials provided by DVR disseminated to parents in schools.

Data source to document accomplishments

- Objective 5.3**
1. Quarterly meeting with statewide post-secondary committee members to obtain enrollment numbers for individuals with developmental disabilities.
 2. Review of evidence-based programs, including those in use in New Mexico.
- Objective 5.4**
1. CSA reports status of regional support groups quarterly.
 2. Numbers of individuals participating in local groups in each community as indicated by sign-in sheets.
 3. DRNM Educational Rights Project Quarterly Reports.

Goal 5 – Education and Early Intervention

All children, youth, and students with intellectual/developmental disabilities, aged birth to 21 years, will receive individualized, evidence-based supports and services in inclusive settings that will help them attain their maximum potential, including extra-curricular activities.

~ Objective 5.5 – 5.6 ~

Inputs	Outputs		Outcomes – Impact	
	Activities	Measurement	Short-term 1-3 years	Intermediate/ Long-term 3-5years
<p>Participation/ Resources DDPC uses to support activities</p> <ul style="list-style-type: none"> • People with intellectual/ developmental disabilities and family members • Information Network administrated by the UNM-CDD (UCDD) • Collaborators and partner organizations • Parents Reaching Out (Advocacy Organization) 	<p>Products of activities; items delivered as measured by count or other data.</p>		<p>Intended outcomes or specific changes that are direct result of implementation activities</p>	
	<p>5.5.1. Through contractors and other collaborators, determine the need for extra outreach/awareness to ensure all those eligible for birth to three services and supports/programs are aware of and accessing them.</p> <p>5.6.1. Identify one to three middle schools to implement an inclusive afterschool program to provide tutoring, introduce life skills and other technical skills to students with disabilities, their siblings, and other students with or without self-reported disabilities.</p>	<ol style="list-style-type: none"> 1. Information Network at UNM-CDD gathers information on support gaps and needs for children birth to three quarterly. 2. One (1) to three (3) inclusive community-based afterschool programs implemented. 	<ol style="list-style-type: none"> 1. UNM-CDD gathers and disseminates information on support gaps and needs for children birth to three quarterly. 2. Parents Reaching Out develops and implements a plan to identify 1 to 2 middle schools who implements an inclusive afterschool program. 	<ol style="list-style-type: none"> 1. Information about service and support gaps and needs for early intervention identified and reported to the Council. 2. Afterschool participants introduced to several professions, businesses and other livelihood alternatives that they may wish to pursue. 3. Mentor opportunities available where students within the program collaborate other students through the skill trainings.

Data source to document accomplishments

- Objective 5.5**
1. UNM-CDD quarterly reports.
- Objective 5.6**
1. Satisfaction surveys.
 2. Quarterly reports.



Save the Date!

Disability Rights Awareness Day!

February 23-24, 2017



For more information:

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