

CDDC 2017 – 2021 FIVE YEAR PLAN LOGIC TABLE

GOAL AREA: LEADERSHIP AND SELF-ADVOCACY TRAINING AND DEVELOPMENT FOR PEOPLE WITH DISABILITIES AND THEIR FAMILY MEMBERS, INCLUDING SIBS (note: this goal area and its objectives are required by the DD Act)

Objectives:

- State level self-advocacy group
- Leadership training by and for people with intellectual and developmental disabilities and their family members (including sibs)
- Cross-disability and culturally diverse leadership

INPUTS / RESOURCES	ACTIVITIES	OUTPUTS—PRODUCTS/ DELIVERABLES	SHORT TERM OUTCOMES / IMPACTS	LONG TERM OUTCOMES / IMPACTS
<p>1. Federal and State Funding</p> <p>2. Council members</p> <p>3. Council staff</p> <p>4. Council committee members</p> <p>5. Sister Agencies (Disability Law Colorado & JFK Partners)</p> <p>6. People with disabilities</p> <p>7. Family members of people with disabilities, including siblings</p> <p>8. Graduates of leadership development projects, Leadership Development Neurodevelopmental Disabilities (LEND) Fellows sponsored by the Council</p> <p>9. State agency partners (Division of Vocational Rehabilitation, Statewide</p>	<p>STATE LEVEL SELF-ADVOCACY GROUP</p> <p>Annual self-advocacy summit planned and attended by self-advocates interested in developing their leadership and self-advocacy skills</p> <p>Outreach to self-advocacy groups and individual self-advocates across the state to grow the state-level self-advocacy effort</p> <p>Develop a peer mentoring program led by self-advocates, including self-advocates from culturally diverse and un and underserved communities and with cross-disabilities</p>	<p>STATE LEVEL SELF-ADVOCACY GROUP</p> <p>Up to 100 self-advocates will attend the first self-advocacy summit; attendance will increase by at least 10% for every year of the plan.</p> <p>Begin outreach to 50 individuals; increase recruiting annually from Council projects and collaborative partners; increases will target primarily young adults</p> <p>Start peer mentoring program with 20 individuals and increase by 10% every year of the Plan, targeting young adults</p>	<p>There is a constantly increasing state-wide population of system's change advocates and leaders</p> <p>The number of self-advocates and leaders who are transition-aged and young adults increases</p> <p>Current self-advocacy groups and individuals are supported to form a state-level group that has been identified, developed, and is actively addressing barriers to full participation by the group</p>	<p>Participants in Council-supported leadership development activities are impacting systems at the individual, state, and federal level</p> <p>Policy makers consult with individuals with disabilities and/or family members in their decision-making processes</p> <p>Person-centered planning initiatives occurring in the state perceive the value of meaningful self-advocate participation / advocacy / in policy and system's change efforts</p>

INPUTS / RESOURCES	ACTIVITIES	OUTPUTS—PRODUCTS/ DELIVERABLES	SHORT TERM OUTCOMES / IMPACTS	LONG TERM OUTCOMES / IMPACTS
<p>Independent Living Council, Healthcare Policy and Finance, CO Department of Education, Division on Intellectual and Developmental Disabilities, CO Department of Human Services</p> <p>10. State-level initiatives relevant to the disability community</p> <p>11. Advocacy groups (parents, siblings, specific and cross-disability, culturally-specific)</p> <p>12. Council web page and social media</p> <p>13. Information and Technical Assistance Center for Councils on Developmental Disabilities (ITACC) and the Administration on Community Living</p> <p>14. Community-based and non-profit groups</p> <p>15. State and Federal Legislation and Rules</p> <p>16. "Best Practice" Research and Resources</p>	<p>LEADERSHIP DEVELOPMENT AND TRAINING</p> <p>Leadership Development Training for family members of young children, including family members from un and underserved communities, provided in culturally appropriate ways</p> <p>Leadership development training for siblings including siblings, who are young adults and including members of un and underserved populations</p> <p>Fund Council members/staff for professional development on topics related to the Plan</p> <p>LEND Project Funding for one self-advocate and one parent</p>	<p>LEADERSHIP DEVELOPMENT AND TRAINING</p> <p>30 participants for the first two years of the Plan and increase by at least 10% for the remaining years of the Plan</p> <p>30 for the first two years of the Plan, and increase by 10% for the remaining years of the Plan</p> <p>Fund 4 – 6 participants every year of the Plan</p> <p>2 Fellows per year for all 5 years of the Plan</p>	<p>The peer mentoring group provides opportunities for self-advocates to enhance their leadership skills and to educate other self-advocates, family members, and community members around system's change and inclusion.</p> <p>LEADERSHIP DEVELOPMENT AND TRAINING</p> <p>Participants of leadership development efforts become trainers for other individuals with intellectual and developmental disabilities and family members who want to become leaders</p> <p>Siblings of people with disabilities will have the knowledge and resources needed to support their siblings' participation in their communities</p>	<p>Communities become more receptive and inclusive of people with disabilities</p> <p>Individuals who have completed Council-supported leadership training continue to be engaged in meaningful ways to create innovative and improved systems within the efforts of the Council and other advocacy groups.</p> <p>Culturally diverse and cross disability leadership groups welcome and provide appropriate accommodations to people with intellectual and developmental disabilities and their family members, including siblings.</p>

INPUTS / RESOURCES	ACTIVITIES	OUTPUTS—PRODUCTS/ DELIVERABLES	SHORT TERM OUTCOMES / IMPACTS	LONG TERM OUTCOMES / IMPACTS
	<p>CROSS-DISABILITY AND CULTURALLY DIVERSE LEADERSHIP</p> <p>Research and develop linkages with other advocacy and peer mentoring groups not working on issues considered to be relevant to people with intellectual and developmental disabilities</p> <p>Provide training and technical assistance to state and community agencies about the accommodations self-advocates and family may need to participate fully in meetings (translations, interpreters, reimbursement, personal care assistance and childcare reimbursements, accessible meeting spaces, etc.)</p> <p>Reach out to and collaborate with un and underserved communities to determine their leadership development needs and preferences for training</p>	<p>CROSS-DISABILITY AND CULTURALLY DIVERSE LEADERSHIP</p> <p>Data base of groups is developed and added to the Council's website</p> <p>Data base expands as graduates of leadership development training share their leadership projects with the Council</p> <p>3 community-based service providers will be contacted; 1 state agency will be contacted and worked with throughout the Plan; this number may increase based on our collaboration efforts</p> <p>All grant proposals will address how they will recruit from and support participants from un and underserved communities</p>	<p>CROSS-DISABILITY AND CULTURALLY DIVERSE LEADERSHIP</p> <p>A resource of culturally-diverse and cross-disability leadership opportunities is developed and expanded each year of the Plan. The resource is made available to and expanded by participants in leadership development projects.</p> <p>Members of un- and underserved communities receive leadership training in ways that they identify as meaningful and appropriate</p>	

GOAL AREA: TRANSITION AS A STEPPING STONE TO INTEGRATION

Objectives:

- **Tools & Resources Needed for Advocacy in Housing**
- **Implementation of Employment First Legislation**
- **Self-advocacy and Self-Determination Specific to Transition-aged Students**
- **Community Participation Throughout Transition and Into Adult Life**

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<p>1. Federal and State Funding</p> <p>2. Council members</p> <p>3. Council staff</p> <p>4. Council committee members</p> <p>5. Sister Agencies (Disability Law Colorado & JFK Partners)</p> <p>6. People with disabilities</p> <p>7. Family members of people with disabilities, including siblings</p> <p>8. Graduates of leadership development projects, Leadership Development Neurodevelopmental Disabilities (LEND) Fellows sponsored by the Council</p> <p>9. State agency partners (Division of Vocational Rehabilitation, Statewide Independent Living Council, Healthcare Policy and Finance, CO Department of</p>	<p>ADVOCACY IN HOUSING</p> <p>Develop a state-wide housing resource that includes advocacy</p> <p>Educate policy makers, state agency partners, and others to promote Universal Design and real choice in housing</p> <p>Develop a resource that summarizes recent changes and what still needs to be done; utilize peer mentoring / self-advocates / leadership training graduates to provide personal perspective</p>	<p>ADVOCACY IN HOUSING</p> <p>One resource made available in multiple formats, incorporating social media</p> <p>Up to 6 state agencies, 6 community service providers, and applicable policy makers including legislators will be exposed to the concepts of Universal Design and Real Choice annually</p> <p>Engage in education, advocacy, and systems change activities to assure implementation that incorporates person-centeredness</p>	<p>Support team of transitioning youth gain resources to conduct transition planning that is student-focused and led</p> <p>Integrated, affordable, accessible, and visitable housing options for individuals with disabilities increases</p>	<p>Youth and young adults with intellectual and developmental disabilities will transition from high school better prepared for an adult life, including person-centered planning; choices in housing; competitive, integrated employment; and inclusion in and engagement with the community of their choice</p> <p>Communities become more accepting and inclusive of all members</p> <p>Graduates of Council-supported leadership development projects are active participants in their transition planning</p> <p>Graduates of leadership development projects become a resource for other families, self-</p>

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<p>Education, Division on Intellectual and Developmental Disabilities, CO Department of Human Services</p> <p>10. State-level initiatives relevant to the disability community</p> <p>11. Advocacy groups (parents, siblings, specific and cross-disability, culturally-specific)</p> <p>12. Council web page and social media</p> <p>13. Information and Technical Assistance Center for Councils on Developmental Disabilities (ITACC) and the Administration on Community Living</p> <p>14. Community-based and non-profit groups</p> <p>15. State and Federal Legislation and Rules</p> <p>16. "Best Practice" Research and Resources</p>	<p>IMPLEMENTATION OF EMPLOYMENT FIRST LEGISLATION</p> <p>Council participation on the State Rehabilitation Council as Employment First Legislation is implemented</p> <p>Council participation on the stakeholder group for the Employment First State Leadership Mentoring Program grant from the US Department of Labor, Office of Disability Employment Policy</p> <p>Coordinate training and information sharing with support teams of elementary- and transition-aged students about expecting and preparing for integrated employment</p> <p>Engage in system's change efforts to ensure transition-aged students are offered competitive and integrated employment as their first choice</p> <p>Host an event focused on best practice in employment supports for self-advocates, family members, and</p>	<p>IMPLEMENTATION OF EMPLOYMENT FIRST LEGISLATION</p> <p>The Council will be represented at all six annual State Rehabilitation Council meetings</p> <p>The Council will be represented at regularly-scheduled implementation meetings to support the proposed outcomes of increasing the number of youth/young adults receiving transition services by 15%, targeting wages in integrated work experience at or above the State minimum wage; and increasing the number of employers hiring people with disabilities by at least 10%</p> <p>The Council will develop one resource utilizing social media and its website to make this information available to students and families</p> <p>The Council will work with its leadership training graduates, peer mentors,</p>	<p>The regulations developed from Employment First Legislation maintain legislative integrity</p> <p>Family members of students in elementary school begin preparing their children for competitive, integrated employment</p> <p>The interests of transition-aged youth with intellectual and developmental disabilities and their family members (including those from un- and underserved communities) are considered and reflected in the State's Workforce Investment and Opportunity Act (WIOA) implementation plan</p>	<p>advocates, and transition support teams about community inclusion</p> <p>"Pre-vocational", segregated settings are no longer an option for transitioning students</p> <p>Supported employment providers receive a sustainable reimbursement rate, particularly in rural and frontier communities in the state</p> <p>Post-secondary opportunities increase for students with intellectual and developmental disabilities</p> <p>Transition-aged students and their families are prepared for and expect competitive, integrated employment</p> <p>The number of guardianships in the state decreases</p> <p>People with intellectual and developmental disabilities and their families will experience an inclusive faith</p>

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	<p>members of the community</p> <p>Engage with people with intellectual and developmental disabilities, family members, legislators, state agencies, and community service providers to expand post-secondary options for students with intellectual and developmental disabilities</p> <p>SELF-ADVOCACY AND SELF-DETERMINATION SPECIFIC TO TRANSITION-AGED YOUTH</p> <p>Collaborate with community service providers to expand training available to youth, utilizing the Council-supported state-wide self-advocacy network and peer mentoring project</p> <p>Develop a resource for people with intellectual and developmental disabilities and family members about supported decision making and other person-centered alternatives to guardianship</p>	<p>and self-advocates to educate up to 10 policy makers and legislators about the benefits of competitive and integrated employment</p> <p>At least 50 self-advocates, family members, and community members will participate</p> <p>The Council will develop and make available a resource on the importance of post-secondary options for transition-aged students; it will also support advocacy efforts from other organizations</p> <p>SELF-ADVOCACY AND SELF-DETERMINATION SPECIFIC TO TRANSITION-AGED YOUTH</p> <p>At least 12 community service provision agencies (Division of Vocational Rehabilitation, Centers for Independent Living, Parent Resource Centers, etc.) will</p>		<p>community</p> <p>The Council gains a better understanding of how person-centered community supports can be provided in rural and frontier communities</p>

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	<p>intellectual and developmental disabilities and their family members</p> <p>Develop a resource on inclusion for people with intellectual and developmental disabilities in faith communities if none currently available. Utilize peer and self-advocate network</p> <p>Council staff and members will engage with statewide systems impacting the lives of people with intellectual and developmental disabilities resulting in a decrease to barriers to inclusion (this may include transportation, emergency preparedness and other issues). This effort will utilize the leadership project graduates and peer mentoring network</p> <p>Community participation building grant in an un and/or underserved community</p>	<p>2 service systems are improved</p> <p>One resource is developed; one system is improved</p> <p>Council will provide support to a public policy committee which may include representation from community-based and non-profit organizations, state legislators, family members, and persons with disabilities at least 6 times per year</p> <p>Up to 10 persons with intellectual and developmental disabilities will be supported to engage in community activities, including employment</p>	<p>Faith communities receive information that supports their efforts to include people with intellectual and developmental disabilities and their family members</p>	

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	<p>COMMUNITY PARTICIPATION THROUGHOUT TRANSITION AND INTO ADULT LIFE</p> <p>Expand educational opportunities for youth and their family members about how to advocate for and receive assistive technology post high school</p> <p>Participate on the Assistive Technology Partners Coalition</p> <p>Use social media to educate youth and family members about planning for and experiencing inclusive transition</p> <p>Partner with Aging and Disability Resource Centers and No Wrong Door agencies to support their outreach and service provision to persons with</p>	<p>be contacted about training annually</p> <p>Best practice alternatives to guardianship (including supported decision making) will be integrated into all Council trainings</p> <p>SELF-ADVOCACY AND SELF-DETERMINATION SPECIFIC TO TRANSITION-AGED YOUTH</p> <p>Work with collaborative partners to develop webinar and written resource; at least 40 people participate and 100 people access it over the course of the Plan</p> <p>Attend meetings 5 times per year; advocate for the needs and interests of persons with intellectual and developmental disabilities and their families</p> <p>At least 60 people will utilize this resource over the course of the Plan; graduates of leadership development and the peer mentoring project will contribute to the development</p>	<p>Family members, youth and young adults, and support team members will become knowledgeable about and acquire the skills needed to advocate for and acquire the assistive technology needed to support their transition goals and inclusion in the community</p>	

GOAL AREA: ALTERNATIVES TO SECLUSION & RESTRAINT FOR BEHAVIORAL MANAGEMENT

Objectives:

- Use of Expulsion and Suspension in Early Childhood Settings (note: this objective addresses the federally-required collaboration effort amongst sister agencies [JFK Partners & Disability Law Colorado])
- Use of Seclusion and Restraint in K-12 Systems
- Use of Seclusion and Restraint on Adults

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<p>1. Federal and State Funding</p> <p>2. Council members</p> <p>3. Council staff</p> <p>4. Council committee members</p> <p>5. Sister Agencies (Disability Law Colorado & JFK Partners)</p> <p>6. People with disabilities</p> <p>7. Family members of people with disabilities, including siblings</p> <p>8. Graduates of leadership development projects, Leadership Development in Neurodevelopmental Disabilities (LEND) Fellows sponsored by the Council</p> <p>9. State agency partners (Division of Vocational Rehabilitation, Statewide Independent Living Council, Healthcare Policy and</p>	<p>EARLY CHILDHOOD</p> <p>Research potential reporting requirements on the use of suspension and expulsion for children in early childhood settings</p> <p>Engage in systems change work to develop and promulgate rules on the use of suspension and expulsion in early childhood settings and development of reporting requirements at the state level</p> <p>Identify alternative tools and resources that are recognized as “best practice”</p> <p>Work collaboratively with sister agencies, community-based groups, CO Department of Education to identify one school district to receive training</p>	<p>EARLY CHILDHOOD</p> <p>Collaborate with the sister agencies and up to 5 other community-based and non-profit groups, including advocacy organizations</p> <p>Development of potential reporting requirements</p> <p>Rules on the use of expulsion and suspension in early childhood settings including data collection and monitoring at the state level</p>	<p>Children and adults with intellectual and developmental disabilities, family members and guardians, and their support teams will advocate for and utilize alternatives to the use of expulsion, suspension, seclusion and restraint to manage behavior</p> <p>Reporting requirements will be developed for the use of expulsion, suspension, seclusion and restraint for behavior management across the lifespan of people with intellectual and developmental disabilities</p>	<p>The use of expulsion, suspension, seclusion and restraint for behavior management across the life span of people with intellectual and developmental disabilities will decrease</p> <p>A position will be dedicated within the appropriate state agency(ies) to collect and monitor reporting information on the use of expulsion, suspension, seclusion and restraint</p>

INPUTS / RESOURCES	ACTIVITIES	OUTPUTS—PRODUCTS/ DELIVERABLES	SHORT TERM OUTCOMES / IMPACTS	LONG TERM OUTCOMES / IMPACTS
<p>Finance, CO Department of Education, Division on Intellectual and Developmental Disabilities, CO Department of Human Services</p> <p>10. State-level initiatives relevant to the disability community</p> <p>11. Advocacy groups (parents, siblings, specific and cross-disability, culturally-specific)</p> <p>12. Council web page and social media</p> <p>13. Information and Technical Assistance Center for Councils on Developmental Disabilities (iTACC) and the Administration on Community Living</p> <p>14. Community-based and non-profit groups</p> <p>15. State and Federal Legislation and Rules</p> <p>16. "Best Practice" Research and Resources</p>	<p>Develop training and resources and deliver them to families of students with disabilities from ethnic groups that are currently subject to suspension and expulsion at a higher frequency than their peers. Training will also be developed and delivered to the families' support team at the district</p> <p>Develop needed legislation/rules and implementation/systems change activities so that the use of suspension and expulsion as a means to manage behavior decreases significantly</p> <p>K-12 Educational System Develop training and support materials for children, their families and guardians, and support teams so that they will have the knowledge and tools they need to advocate for the use of alternatives to expulsion, suspension, seclusion, & restraint as means to manage behavior, including the use of Positive Behavior Interventions and Supports</p>	<p>Family members, guardians, and their support teams will receive the knowledge and tools they need, in the format they request, to advocate for alternatives to the use of expulsion and suspension for behavior management</p> <p>Collaborate with at least 5 community-based and non-profit groups on this effort; incorporate family members from districts involved and leadership development graduates and peer mentoring program</p> <p>K-12 Educational System At least 10 teams per year will receive training</p> <p>One system will be improved, at least 15 policy makers and/or legislators will be educated over the course of the Plan</p> <p>Educate legislators on the necessity of providing</p>		

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	<p>Develop and implement rules and engage in systems' change activities that lead to the collection and monitoring of the use of expulsion, suspension, seclusion & restraint, in K-12 educational settings at the State Level</p> <p>Provide training to school district personnel and family members on the CO Department of Education's Restraint Rules</p> <p>ADULTS Research training and resources available for self-advocates, their family members, guardians, and support teams on best practice for understanding and supporting behavioral needs and how to advocate for them</p> <p>If none available, develop and provide a training and resources on alternatives, utilizing social media</p> <p>Coordinate an event focused on current "behavior management" policies, including restraint as well as best practice alternatives</p>	<p>funding for position to collect and monitor data</p> <p>At least 60 school personnel and 30 family members will receive this training over the course of the Plan</p> <p>ADULTS One report will be developed and made available via social media and the Council's web page</p> <p>Training and resources will be made available and utilized by at least 40 people over the course of the Plan</p> <p>The event will be attended by at least 60 family members, self-advocates, community-based and non-profit groups including advocacy organizations</p>		

