**Goal 1:** Individuals with developmental disabilities, their families, and stakeholders will benefit from advocacy and capacity building activities ensuring that individuals with developmental disabilities will have the services and supports they need in order to live in the communities of their choice.  **COMMUNITY LIVING**

**Area(s) of Emphasis:** Quality assurance, education and early intervention, formal and informal community supports, child care, housing.

<table>
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<th>Objective</th>
<th>Implementation Activities</th>
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<th>Evaluation Outcomes and Methods</th>
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</table>
| 1.1 Develop and implement one disability awareness campaign to impact negative public attitudes and stigmas faced by people with DD. | • Develop grant  
• Select grantees and award contracts  
• Promote disability and capability awareness  
• Conduct focus groups across the state to identify stereotypes.  
• Utilize the information received from the focus groups in the public awareness campaigns.  
• Collaborate with agencies to provide on-going information regarding the ability of people with disabilities through various media arenas | FY2012  
FY2013  
FY2014  
FY2015 | Evaluation Outcome A:  
Increase public knowledge regarding individuals with developmental disabilities and address stereotypes that prevent them from reaching their full potential  
A positive media campaign is active in 3 media markets in the state.  
One focus group of people viewing the products and sampling their impressions and attitudes  
**Evaluation Method A:** Product review and estimate of the number of resources distributed and impact created; |
| 1.2 Partner with other agencies to lead efforts in policy change which would benefit individuals with developmental | • Advocate for transportation services  
• Review policies on child and adult care for individuals 12 and older.  
• Support changes to current child and adult care policies for individuals ages 12 and older  
• Assist with training in legislative policy and | FY2012  
FY2013  
FY2014  
FY2015 | Evaluation Outcome A:  
Gain more concise knowledge regarding transportation and child/adult care concerns, so changes in current policies can be addressed |
<table>
<thead>
<tr>
<th>procedures</th>
<th>Collaborate with two partner agencies to host summit on transportation issues. The summits will occur in both the western in eastern parts of the states with 20 participants in attendance. 5 people will attend training in legislative policy and procedures.</th>
</tr>
</thead>
</table>
| 1.3 Increase the number of qualified personnel at all levels to serve individuals with developmental disabilities and their families | • Develop grant solicitation  
• Select grantees and award contracts  
• Encourage the upgrading of module training for QSP’s and DSP’s, so as to better meet the needs of the people they serve  
• Advocate for wages, benefits and job flexibility that encourage longevity of staff  
• Advocate for technology training for all staff  
• Coordinate with NDCPD to see if they have conducted a training needs analysis for direct support staff to include those in residential and employment services. |
| Evaluation Method A: Administration of focus groups through grant solicitation | Evaluation Outcome A: Research to identify grants supporting additional staffing and training resources |
| Evaluation Method A: Collect programmatic administration data to identify critical areas in need of additional training and staffing. | FY2012  
FY2013  
FY2014  
FY2015 |
| Subcontractors will provide the Council with sign in sheets, meeting minutes and/or a synopsis of the evaluation sheets for any training’s conducted. The training modules will offer a pre and post-test and a summary of results will be included in the subcontracts final report. At least 20% of the participants will increase their knowledge level in the post-test. |
**Goal 2:** Individuals with developmental disabilities, their families, and stakeholders will benefit from advocacy and capacity-building activities that will result in desirable employment options for people with developmental disabilities. 

**Employment**

**Area(s) of Emphasis:** Employment

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| 2.1 Develop, support, and expand employment opportunities that lead to economic self-sufficiency for individuals with developmental disabilities | • Develop grant  
• Select grantees and award contracts  
• Encourage evaluations that provide vocational interest surveys and skill assessments to facilitate obtaining sustainable employment  
• Advocate to train potential employers on employment retention, breaking barriers to employment, etc. | FY2012  
FY2013  
FY2014  
FY2015 | **Evaluation Outcome A:**  
Survey and evaluate vocational interests and skills for individuals with developmental disabilities, prior to their securing employment  
**Evaluation Method A:**  
Administration of surveys through grant solicitation  
50 individuals will become employed in competitive jobs in the community.  
25 employers will be trained on employment, retention and barriers to employment.  
**Evaluation Outcome B:**  
Highlight successful employment stories in the NDSCDD annual report  
**Evaluation Method B:**  
Creation of annual report |
| 2.2 Partner with organizations looking to improve access to transportation to and from work | • Develop grant solicitation  
• Select grantees and award contracts  
• Encourage requirements that will provide transportation funding for work in programs such as Supported Employment, Extended Services, on-the-job training, etc.  
• Advocate for changes in regulations that don’t limit the availability of employment support  
• Collaborate with agencies to provide job exploration, job testing and post-secondary job-training skills including soft skills, co-worker and supervisory relationships, job responsibilities, etc. |
| FY2012 FY2013 FY2014 FY2015 | Evaluation Outcome A:  
Create a list of partnership agencies  
Collaborate with VR to update their policy on transportation to include a piece that identifies what supports are available for those that are utilizing Supported Employment services and their transportation needs.  
Evaluation Method A:  
List developed |
**Goal 3:** Youth and young adults with developmental disabilities are involved in transitional activities to support their independence so they are prepared for life outside of their educational settings. **TRANSITION**

**Area(s) of Emphasis:** Employment, education and early intervention, transportation, formal and informal community supports

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<tbody>
<tr>
<td>3.1 Collaborate with two organizations that provide training opportunities for individuals with developmental disabilities, their families, and stakeholders that foster independence</td>
<td>• Develop grant&lt;br&gt;• Select grantees and award contracts&lt;br&gt;• Collaborate with agencies on housing events&lt;br&gt;• Transportation&lt;br&gt;• Advocate for training caregivers on the importance of encouraging an individual's choice and fostering independent decision making&lt;br&gt;• Work to collaborate in safety training efforts</td>
<td>FY2012&lt;br&gt;FY2013&lt;br&gt;FY2014&lt;br&gt;FY2015</td>
<td>Evaluation Outcome A: Identify areas that have a positive impact in supporting independence for individuals with developmental disabilities and work to advance them Train 200 individuals regarding the available informal and formal supports available to individuals, their families' members and stakeholders that will improve independence. Evaluation Method A: Administration of applicant observation and interviews through grant</td>
</tr>
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</table>

<p>| 3.2 Increase awareness of services that are available for youth with developmental disabilities. | • Develop grant solicitation&lt;br&gt;• Select grantees and award contracts&lt;br&gt;• Collaborate with agencies to provide training and ongoing information regarding low income housing opportunities, including purchasing of own homes&lt;br&gt;• Collaborate with agencies to promote the | FY2012&lt;br&gt;FY2013&lt;br&gt;FY2014&lt;br&gt;FY2015 | Evaluation Outcome A: Increase the knowledge of services to individuals with developmental disabilities and families supporting them Collaborate with one agency to develop a transition piece that is design to assist |</p>
<table>
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<tr>
<th><strong>Expansion of low-income housing opportunities, rent vouchers, etc.</strong></th>
<th><strong>Evaluation Method A:</strong> Administration of questionnaires through grant</th>
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<tbody>
<tr>
<td>• Collaborate to provide training for individuals, families and siblings regarding available options for transitional and adult services.</td>
<td>individuals with developmental disabilities transition from high school to the adult community.</td>
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<tr>
<td>• Collaborate with agencies to provide information regarding post-secondary job training opportunities</td>
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<tr>
<td>• Collaborate with agencies to provide skill development in social relationships</td>
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<tr>
<td>• Collaborate with agencies to provide on-going support in the areas of ADL’s to assist in transition to the community</td>
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<tr>
<td>• Collaborate with agencies to provide educational opportunities that increase awareness of resources in communities of choice</td>
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<tr>
<td>• Collaborate with the educational system to provide real-world experience in work, activities of daily living, socialization skills, money handling, etc.</td>
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<tr>
<td>• Collaborate with the education system in providing training in technology skills that will assist individuals in transitioning to the adult world</td>
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**Goal 4:** People with developmental disabilities, their families, stakeholders will be provided necessary knowledge and skills in order to access comprehensive health care.  **HEALTH**

**Area(s) of Emphasis:** Health, quality assurance, formal and informal community supports

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| 4.1 Increase and support and partner with organizations to provide information and resources that will be inclusive of the needs of individuals of developmental disabilities | • Develop grant  
• Select grantees and award contracts  
• Assist with the provision of easily accessible information regarding AMA “good health” recommendations.  
• Encourage and promote training regarding assistive technology  
• Recognize the need for supported health care | FY2013  
FY2014  
FY2015 | Evaluation Outcome A:  
A statewide network of organizations exists and information and resources are shared among them.  
Develop one subcontract that promotes training regarding assistive technology.  
Develop a brochure with accessible information regarding AMA “good Health”.  
Evaluation Method A:  
Develop a partner list |
| 4.2 Increase collaboration with agencies that will improve access to health care | • Develop grant  
• Select grantees and award contracts  
• Assist in the provision of easily understood and accessible health information regarding such things as Medicaid, Medicare, current topics of health care, offerings of local health units, etc.  
• Encourage and promote training of health care professionals to recognize the psychological and physical needs of individuals | FY2013  
FY2014  
FY2015 | Evaluation Outcome A:  
Increase networking of public and private entities across healthcare communities and identify areas in need of more accessibility.  
Develop one training curriculum for health care professionals to recognize the psychological and physical needs of individuals with developmental disabilities. |
<table>
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<th>Evaluation Method A:</th>
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<td>Create a list of agencies the council works with</td>
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</table>
**Goal 5:** Individuals with developmental disabilities will be provided leadership skills development and opportunities to exercise self-advocacy skills in their communities.  **SELF-ADVOCACY**

**Areas of Emphasis:** Education and early intervention, health, housing, transportation, formal and informal community supports

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| 5.1 Establish and support one program for the direct funding for self-advocacy development. | • Develop grant  
• Select grantees and award contracts  
• Collaborate with agencies to provide on-going self-advocacy training that is evidence-based for both adults and youth in transition.  
• Train caregivers to foster self-advocacy  
• Self-advocates train other individuals in self-advocacy | FY2012  
FY2013  
FY2014  
2 individuals will become key players in the self-advocacy development in North Dakota.  
Evaluation Method A: Collection of program administrative data through grant solicitation. |
| 5.2 Increase and support opportunities of individuals with developmental disabilities who are considered leaders, to provide leadership training to other individuals with developmental disabilities to foster more leaders | | FY2012  
FY2013  
FY2014  
FY2015 | Evaluation Outcome A: Through the subcontracts the grantees will foster the inclusion and participation of individuals with developmental disabilities in organizational activities.  
10 people with developmental disabilities will participate in leadership activities.  
Evaluation Method A: Pre and post questionnaires through grant |
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<tr>
<th>5.3 Increase and support participation of individuals with developmental disabilities in cross-disability and culturally diverse leadership coalitions</th>
<th>FY2012</th>
<th>FY2013</th>
<th>FY2014</th>
<th>FY2015</th>
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<tr>
<td>Evaluation Outcome A: Increased knowledge and skills among stakeholders relating to leadership participation and activities. 15 individuals will receive training in leadership. 5 individuals will participate in leadership activities and take leadership roles.</td>
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<td>Evaluation Method A: Pre and post questionnaires through grant solicitation</td>
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**Goal 6:** Families and stakeholders of individuals with developmental disabilities will be provided leadership skills development and opportunities to exercise advocacy skills in their communities. **LEADERSHIP**

**Areas of Emphasis:** Education and early intervention, health, housing, transportation, formal and informal community supports

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| 6.1 Support one advocacy organization that provides leadership skills development for families and stakeholders of individuals with developmental disabilities, so they may participate in cross-disability and culturally diverse leadership coalitions | • Develop grant  
• Select grantees and award contracts  
• Collaborate with agencies to provide public speaking training for families and stakeholders  
• Collaborate with agencies to provide diversity training for families, siblings and stakeholders  
• Work to promote leadership training  
• Work to promote advocacy training  
• Educate caregivers to promote development of leadership skills | FY2012  
FY2013  
FY2014  
FY2015 | **Evaluation Outcome A:** Increase the knowledge and skills of 100 family members and stakeholders as it relates to leadership participation and activities.  
5 self-advocate will participate in partnerships or coalitions.  
**Evaluation Method A:** Pre and post questionnaires through grant |