

GCDSE 5-Year State Plan 2022-2026 Goals & Objectives APPROVED; with Proposed Work Items for 2-Year Work Plans

Bold italicized is the output (what we will do or provide). Red is the outcome (the thing measured for success).

Goal 1 – Community Inclusion, Supports & Services

People with developmental disabilities will have increased access to a flexible system of meaningful supports and services in their homes and communities to increase the number of people with developmental disabilities living the lives they choose.

Objective 1 - Choice & Independence in Long-Term Supports and Services:

People ***will have information, training, tools, and programs*** for systems change, supported decision-making, strategies and technology for independence, community-building, and more to **increase the number of adults with developmental disabilities who choose and direct their long-term supports and services.**

Key Activities:

Supported Decision-Making

Contribute to, promote, facilitate one published resource, handbook, set of training slides, or tool, for Supported Decision-Making and Agreements.

Provide one statewide event, conference, summit per year for stakeholders and professional services providers on Supported Decision-Making and Agreements.

In addition to the statewide event, provide or support at least 3 trainings to DD service professionals, including service provider staff, special education professionals, and/or state court system staff

Assistive Technology

Collaborate with partners in at least one project to improve, develop, and/or promote assistive technology that can increase independence

Increasing Social Connections

Support projects or programs for increasing independence through building social connections (i.e., program that: pairs families for co-support, incentivizes long-term mentorships, recruits and screens volunteer “supporters” cohort, facilitates collaborative projects, or builds information resource for faith-based membership choices).

Public Testimony

Provide at least 3 opportunities per year for public stakeholder input on systems change for choice and independence

Changing Systems and Policies (with Legislative Committee)

Develop Speakers Bureau; Year 1, seek partners to develop speaker group of self-advocates, survey stakeholders, make draft plan for development and sustainability of speaker group of people with lived experience; Year 2, shop plan around for input, write final plan, set up application process [Year 3, offering trainings to speakers, create online resource list and roster of speakers with subjects; Year 4, promote and facilitate speakers and subjects; Year 5, find permanent home for Speakers Bureau, then support and promote in new home]

Facilitate annual state legislative visits for self-advocates and parent council members

Facilitate annual federal legislative visits with Alaska's U.S. Congressional delegation for self-advocates and parent council members

Support 2 Council member advocates to attend/participate in a national legislative or policy advocacy training (DPS, TASH, etc.)

Support 2 Council member advocates to participate in local community planning or program organization to advocate on changes that impact people with DD

Develop at least 2 position papers for educating state legislators and policy makers on the impacts on Alaskans with DD of policy and/or legislative proposals or issues

Participate in at least 4 annual disability awareness campaigns in collaboration with state and national partners (which could include: DD Awareness Month, Autism Awareness Month, FASD Awareness Month/Day, Disability Employment Awareness)

Objective 2 - Housing:

People with developmental disabilities and their families **will have information, training, tools, and programs** for housing accessibility, housing availability, housing rights, landlord-tenant relations, cohabitation strategies, and more to **increase the number of people with developmental disabilities who live where and with whom they choose.**

Key Activities:

Contribute to, develop, and/or promote one information resource tool, annually, (brochure, guide, training slide deck, infographic, etc., including an online version) on eligibility for and availability of EMod (environmental modification) services

In collaboration with partners, explore barriers to utilization of EMod services for reporting to 3 public meetings attended by Council members, state agencies, and other stakeholders

Collaborate with partners to identify barriers to entry/certification for ADA-trained contractors, and report to Council and stakeholders on barriers

Develop, support, or contribute to 1 training for individuals with DD with DD Act partners and/or other partners such as Alaska Legal Services on housing rights, landlord-tenant obligations, and dispute resolutions

Support or develop one research document on successful co-housing options and planned communities to educate people with developmental disabilities and families about options and/or development processes for co-housing and planned communities

Collaborate with self-advocates and other partners to develop one information resource on how perceptions of disability create barriers to living where and with whom people choose, including first-person stories about why having housing choice matters

Objective 3 - Health and Healthcare:

People ***will have information, training, tools, and programs*** about Medicaid services, home and community-based services, health and well-being, community events and activities, and more to **increase the number of people with developmental disabilities across the lifespan who are living full and meaningful lives.**

Key Activities:

Develop and maintain an online list of Ph.D. level psychiatrists/medical doctors, neurodevelopmental screening professionals, and primary care providers so that individuals with developmental disabilities across the lifespan may have an enhanced access to the diagnosis, evaluations, and treatment.

Participate in, promote, and/or contribute to at least 3 statewide events, town halls, conferences, or trainings per year on full and meaningful lives, healthcare, health and well-being, HCBS, and/or Medicaid (i.e., Full Lives, Autism Conference, FASD State of the State, Disability and Aging Summit, etc.)

Annually, sponsor the attendance of at least 2 Council members who experience DD or are family members at statewide events, town halls, conferences, and/or trainings on full and meaningful lives, health and well-being, HCBS, and/or Medicaid

Provide at least 3 opportunities per year for public stakeholder input on Medicaid services, home- and community-based services, health and well-being, community events and activities

Monitor, review, and make recommendations on at least 2 proposed regulations and/or statutes, annually, that impact Medicaid services, home- and community-based services, health and well-being, community events and activities

Develop 1 recommendation or guidance document, based on stakeholder input on self-directed services

Using social media, promote events and information on meaningful lives, health and well-being, healthcare, Medicaid services, and/or HCBS (i.e., Full Lives, Autism Conference, FASD State of the State, etc.)

Objective 4 - Education & Early Development:

People with developmental disabilities across the lifespan and their families **will have information, training, tools, and programs** to **increase the number of people with disabilities included with nondisabled age peers in infant daycare, preschools, K-12, and post-secondary education.**

Key Activities:

Monitor and report on progress on statewide developmental screening task force for newborns

Explore need for official reporting on suspension and expulsion for infants and toddlers

Monitor and report on statewide seclusion and restraint data in grades K-12, educating parents about statewide seclusion and restraint data in grades K-12; advocate for publication of this data on DEED website

Support, develop, and/or contribute to 2 trainings on Positive Behavior Supports across early childhood learning environments and/or in grades pre-K-12 to reduce restraints, seclusion, and exclusionary discipline

Increase awareness of cyberbullying and bullying prevention strategies (K-postsecondary), and fostering respectful behavior (Early Childhood) across learning environments through collaboration with the state PTIC on the development of 2 information resources

Educate parents about screening and eligibility processes for getting disability-related services for infants, toddlers and children aged 3-22

Provide one training with partners for adults with DD about post-secondary education matters, including accommodation requests, assessment options, verification of need, assistive technology for education, and accessibility strategies

Complete one statewide outreach meeting or event with partners supporting career advancement through post-secondary education

Monitor, review, and make recommendations on at least 2 proposed regulations and/or statutes, annually, that impact inclusion of people with developmental disabilities with nondisabled age peers in infant daycare, preschools, K-12, and post-secondary education.

Provide at least 3 opportunities per year for public stakeholder input on barriers to inclusion of people with developmental disabilities with nondisabled age peers in infant daycare, preschools, K-12, and post-secondary education.

Objective 5 - Emerging Needs:

People with developmental disabilities and their families **will have information, training, and tools** to prepare for them for personal emergencies, natural disasters, and/or other emergent circumstances to **increase personal safety and the security of services, supports, and self-determined choices.**

Key Activities:

Participate in at least one statewide emergency preparedness and planning coalition, to improve the responsiveness of emergency systems to the needs of people with DD

Collaborate with self-advocacy organizations and other partners in one event to increase awareness of impacts of epidemic or pandemic health crises, personal emergencies, unforeseen service system disruptions, and/or natural disasters on people with DD

Collaborate with self-advocacy organizations and other partners to respond to emergent situations that impact people with DD by distributing public information on various platforms, promoting official state-issued advisories and orders, and publishing referral resources to increase the safety and well-being of people with DD

Provide one training on increasing emergency preparedness for people with DD per year

Provide at least one outreach and informational resource on emergency preparedness for use at community events, fairs, conference exhibit tables, stakeholder meetings, social events (SKIP Kits, brochure, infographic postcard, poster, banner, etc.)

Collaborate with a self-advocacy organization and other partners to obtain current data on perceptions of personal safety of Alaskans with DD – Friendship and Dating surveys (CHD)? Baselines and ideas for next steps in years 3-5 on self-reporting, monitoring, outreach on safety?

Goal 2 - Self-Advocacy and Leadership (Required)

People with developmental disabilities will have increased access to education, tools, and opportunities for self-advocacy across the lifespan to increase the number of people with developmental disabilities expressing their vision for their lives in local, state, and national forums.

Objective 1 - DD Shared Vision Implementation:

People with developmental disabilities **will have information on the Shared Vision** and **will have opportunities to actively participate in planning and implementation of the Shared Vision** to increase the number of people who understand the Shared Vision and the number who live the life they choose with the supports they direct.

Key Activities:

Annually, collaborate with a self-advocacy organization and other partners to support at least one statewide event led by self-advocates (conference, stakeholder meeting) to review DD Shared Vision goals and objectives, and to plan future activities and collaborations to implement the Vision

Produce at least 2 informational outreach resources about the Vision for use at community events, fairs, conference exhibit tables, stakeholder meetings, social events (brochure, infographic postcard, poster, banner, etc.)

Led by a self-advocacy organization and in collaboration with other partners, create video content explaining the Vision and its impact on people's lives

Collaborate with a statewide DD self-advocacy organization on at least one statewide legislative advocacy training per year (with Legislative Committee)

Contribute to, support, or promote one publication, training, video, or conference that is a legislative/policy advocacy training resource (Legislative Committee)

Objective 2 - Support Self-Advocacy Organization: A self-advocacy organization will **have direct funding support; and information, training, and tools for success** to increase its membership, sustainability, and organizational outreach.

Key Activities:

Led by the self-advocacy organization, provide at least one professional training for board members per year, including organizational management, fundraising, ethics, board recruitment, and/or democratic rules of order

Led by the self-advocacy organization, develop 2 outreach resources for increasing membership and statewide representation in the organization

Led by the self-advocacy organization, collaborate with DD Act partners to provide technical assistance/advice on 2 of the following: business structure, board responsibilities and obligations; recruitment strategies, and compliance with grant conditions from funders

Provide funding for 2 at-large members of self-advocacy organization to participate in national conference on self-advocacy

Goal 3 - Employment

People with developmental disabilities will have access to supports, services, programs, and training necessary for successful transitions to adulthood, meaningful work experiences, integrated and competitive employment, as well as career development, across the lifespan.

Objective 1 - Employment First Implementation:

People will ***have information, training, tools, and programs*** on telework, the state as a model employer, employment rights, and universally designed work environments **to increase the percentage of people with development disabilities with meaningful, integrated, competitive employment in typical work settings.**

Key Activities:

Collaborate with the Alaska Work Matters Task Force and partner agencies on at least 2 improved employment policies, procedures, or regulations annually

Work with partners to participate in at least 2 employment activities annually, such as: job fairs, transition fairs, conferences, and/or statewide stakeholder meetings or trainings

Create at least one outreach event per year to increase understanding of the State as a Model Employer of individuals with disabilities, including awareness and utilization of DVR Provisional Hire, exploring a centralized accommodation fund, accessibility of online platforms exploration, and universal designed work environments and policies

Collaborate with partners in at least one project or program that provides information, grants, and/or tools for self-employment across the life span

Participate in at least one state agency transportation committee to improve transportation policies and increase transportation reliability and accessibility

Explore availability of telework as an option for people with DD

Update Transition Handbook: update Website, promote employment resources on social media

Provide and promote 3 opportunities per year for statewide stakeholder input on concerns and ideas on employment and transportation

Objective 2 - Traditional Transition:

Transition-aged youth (14-22) with developmental disabilities will **have increased information, education services, training, and tools** that are regionally, culturally, and linguistically relevant to them to **increase the number of young adults in rural communities with skills for meaningful, place-based adulthood.**

Targeted Disparity: “In collaboration with people with developmental disabilities, their families, and stakeholders, **the unequal availability of educational resources for regionally, culturally, and linguistically appropriate transitions to adulthood in the Southwest region of rural Alaska will be decreased** through **capacity building by curriculum development, outreach, and training.**”

Key Activities:

Support and contribute to development of modified curriculum that is regionally, culturally, and linguistically relevant for rural transitions in three regions of the state

Collaborate with partners on a plan for collecting baseline data on rural transitions, developing a pilot using the curriculum and measuring progress

Provide at least 3 trainings to educators on the use of the curriculum

Provide at least 2 trainings to parents and guardians on availability of curriculum

Promote the pilot in at least 2 meetings with policy makers annually (state and national)

Provide at least 1 opportunity for stakeholder input on education for transitions to adulthood in rural Alaska

[Year 1 & 2: Finish the Rural Transitions curriculum, Create a Pilot]

[Year 3: Expand reach; new units? Data collection]

[Year 4: Course correction, Expand reach, sustainability work]

[Year 5: impact data; share with other states, BIA Education, Rural Ed groups]

[**Targeted Disparity guidance for special considerations on support for choosing population, disparity, data collection, and reporting; scalable to a region is mandatory consideration, here]**

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