

Michigan Developmental Disabilities Council

Five Year State Plan, 2012

Section IV: 5-Year Goals

DRAFT

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Five Year State Plan, 2012

Section IV: 5-Year Goals

Goal 1: Leadership Development

Create a broad range of leadership development opportunities for people with disabilities, their families, and allies. Offer varied opportunities that:

- A. Meet people where they are, and address their needs and wants;
- B. Support them to develop the skills needed to take on the leadership tasks they want to do;
- C. Help them learn to be leaders at whatever level they aspire to; and
- D. Get more people with developmental disabilities involved in developing state policy.

1.A Flexible Basic and Intermediate Leadership Development.

Fund a state level project to work with the Council's Regional Coordinators to offer a range of leadership development opportunities that meet people where they are in terms of experience and what they hope to learn. These will include:

- A. Leadership development training and support for people with developmental disabilities and their family members, including people with intellectual and cognitive disabilities. People will have opportunities to meet their expressed needs and wants, and to develop whatever level of self-awareness, disability culture and pride, self-advocacy, and/or leadership role they seek.
- B. Support and technical assistance on leadership development for Regional Interagency Consumer Committees (RICCs) and other local organizations and groups. Groups will have access to training that ranges from basic disability identity and pride, through developing the skills needed to take leadership in local activities, and learning to serve on the boards and committees that shape local services.

The project will put particular emphasis on including people with intellectual and cognitive disabilities as participants.

Implementation Activities

The project will work with the DD Council's Regional Coordinators to provide a range of basic and intermediate leadership training, technical assistance and other learning experiences. Peer mentors, Local Leaders, and other people with disabilities will work as trainers and co-trainers. Participants will include people with intellectual and cognitive impairments. The range of training and technical assistance will include, but not be limited to:

- A. Training, support and technical assistance for RICCs' leadership development.

- B. Building on Connections for Community Leadership’s (CCL’s) “Proud and Powerful” campaign to help people with disabilities and their families who want to find self-worth and disability pride.
- C. Work with parent groups to help people with disabilities and their families to learn about disability pride from a young age.
- D. Training on disability history, culture, and pride across the lifespan.
- E. Continued development of CCL’s “Her Power, Her Voice,” expanding it to include activities to help both male and female adolescents and young adults with disabilities to find self-worth and disability pride.
- F. Building on the “Building Alliances for Disability Leadership” (BAD-L) project by developing mentoring programs that use the talents and skills of experienced advocates and retirees to help people with disabilities learn leadership skills.
- G. Helping people with disabilities and family members to develop capacity to serve on local and regional boards, commissions, councils, and advisory groups by:
 1. Supporting people to find out about bodies that exist in their area;
 2. Teaching them the skills they need to serve on the bodies that relate to organizations and government functions they care about; and
 3. Helping them find out what steps they need to take to get appointed to the bodies that interest them.
- H. Helping people with disabilities and their allies to find ways to participate in developing state policy in areas that affect their lives.

Timeline

2012 – 2016

Resources

Federal: FY 2012: \$77,500. FY 2013: \$155,000. FY 2014: \$155,000.
 FY 2015: \$155,000. FY 2016: \$155,000.

Match: FY 2012: \$25,833. FY 2013: \$51,667. FY 2014: \$51,667.
 FY 2015: \$51,667. FY 2016: \$51,667.

Regional Coordinators.

1.B Leaders in Policy Advocacy.

Fund an intensive leadership development program for adults with disabilities and parents of young children with disabilities. Participants will learn to:

- A. Be effective public policy advocates at state and federal levels.
- B. Become leaders in the disability advocacy movement in Michigan and at the national level.
- C. Take leadership roles in the public discussion of principles and policies that affect their lives and their role in the community.

Implementation Activities

The project will provide intensive training, for adults with disabilities and parents of young children with disabilities, on how to achieve systems change. Trainees

will commit at the beginning to complete the entire class schedule, homework, class assignments and one major project.

A. The project will:

1. In the first year, train one cohort. In the second, train two. After that, train three to four cohorts a year, with training for each cohort in a different region of the state.
2. Work with the DD Council's Regional Coordinators.
3. Use Michigan-based experts, Partners in Policymaking graduates, peer mentors, Local Leaders, and other people with disabilities as trainers and co-trainers.
4. Assess whether overnight sessions are necessary to achieve the Council's purpose for the project, but assure that training includes time for both formal and informal learning.
5. Help participants find ways to take part in developing state policy in areas that affect their lives.
6. Assure that each new graduate has a basic advocacy support network at home by linking each graduate with:
 - a. Their local RICC, local advocacy groups, and other disability-related organizations; and
 - b. Local and/or state mentors, including people who are retiring.

B. Members of each training cohort will:

1. Develop a shared vision of a community and services system that promotes self-determination and full inclusion of people with developmental disabilities.
2. Work together, and with trainers, to gain self confidence, learn, and become comfortable in sharing their experiences and views with others.
3. Learn how to move the shared vision toward reality by:
 - a. Advocating for inclusion and self determination in a variety of ways, and in a variety of venues.
 - b. Organizing and leading advocacy efforts that include multiple strategies for reaching their objectives.
 - c. Working with policy makers to show them how to base public policy decisions on the experiences of those who need and use services.

C. When participants successfully complete the program, they will be able to:

1. Describe the history and development of disability advocacy, including the parents' movement, the self-advocacy movement and the independent living movement.
2. Explain the importance and relevance of the values underlying their shared vision, including inclusion, universal education, choice, consumer control of resources, supported competitive employment, home ownership, and control of one's residence.

3. Demonstrate knowledge and understanding of Michigan's DD services system, including assistive technology and family support services.
4. Demonstrate ability to plan and carry out advocacy strategies on legislative issues.
5. Outline specific strategies for achieving inclusion, universal education, and self determination for people with developmental disabilities, including grassroots organizing and using the media.
6. Show a basic understanding of parliamentary procedure, how to conduct a meeting and serve on boards, commissions, councils and advisory groups.

Timeline

2013 – 2016

Resources

Federal: FY 2013: \$75,000. FY 2014: \$175,000.
FY 2015: \$225,000. FY 2016: \$250,000.

Match: FY 2013: \$25,000. FY 2014: \$58,333.
FY 2015: \$75,000. FY 2016: \$83,333.

Regional Coordinators.



Goal 2: Self-Advocacy Network

Maintain a self-advocacy network across Michigan by supporting Regional Interagency Consumer Committees (RICCs) as grassroots groups of people with developmental disabilities, their family members, and allies. Each RICC works to support people to take control of their own lives by making their own choices. It also provides a forum to address local issues; advocates for needed changes in its community, and informs the DD Council about local conditions for people with developmental disabilities.

2.A RICC Network Certification.

On acceptable application, certify each Regional Interagency Consumer Committee (RICC), based on a RICC work plan designed to advance local priorities and achieve systems change.

RICCs will:

- A. Base their work on DD Council values and priorities.
- B. Develop their capacity for community organizing and help members develop self-advocacy and leadership skills.
- C. Work with the Council's Regional Coordinators.

The Council will provide:

- A. Grants to pay for the RICCs' operating costs.
- B. A Community Service Specialist (See 2.B.) to support and guide RICC activities, and Regional Coordinators (See 2.F.) to help and support RICCs and other Council activities in that region.
- C. Information and technical assistance on the Michigan Legislature and legislative issues through its Public Policy Committee and workgroups. (See 2.E.)

Implementation Activities

- A. Certification may provide each RICC with up to \$4,000 to carry out its work plan. The Council will also provide:
 1. The support of the Community Service Specialist (See 2.B.)
 2. Training and technical assistance (See 2.G.)
 3. Opportunities to interact with other RICCs (See 2.C.)
 4. Occasions for access to state legislators.
 5. Access to other resources.
- B. The Council will also provide five Regional Coordinators (See 2.F.) across Michigan and training and support for RICC Coaches for RICCs that want them.
- C. The Council's Public Policy Committee and workgroups will provide RICCs with information and technical assistance on the Michigan Legislature, legislative issues, and how to advocate with the legislature.
- D. RICC activities may include:
 1. Educating and empowering consumers about self-advocacy and their rights and responsibilities.

2. Increasing consumer participation in all levels of policymaking.
3. Building community coalitions.
4. Sponsoring informational events.
5. Providing training and support for advocates to rally around issues that affect the lives of people with developmental disabilities.

E. RICCs' charge also includes:

1. Recognizing the diversity within each Michigan community and addressing the needs of culturally-diverse people with disabilities.
2. Working to increase the involvement of people with high and complex support needs in RICC and community activities.

Timeline

2012 – 2016

Resources

Federal: \$180,000 per year.

Match: \$30,000 per year.

Community Service Specialist, Regional Coordinators. Public Policy Committee. Workgroups.

2.B Community Service Specialist (CSS).

The Council will employ a Community Service Specialist (CSS) at the state level to:

- A. Oversee and coordinate RICC activities, and provide technical assistance to RICCs and communities.
- B. Administer the RICC certification process.
- C. Provide and arrange training and support for RICC Coaches, members and leadership, and for Regional Coordinators.
- D. Provide expertise in assigned areas of emphasis to RICCs and the Council.

Implementation Activities

The Community Service Specialist will establish and maintain the statewide network of RICCs. His or her duties include:

- A. Oversight of RICCs, including
 1. On-site, written, and telephone consultation to RICC leaders, Coaches, and Regional Coordinators.
 2. Assuring that RICCs:
 - a. Have people with developmental disabilities in the leadership roles.
 - b. Have multicultural participation.
 - c. Focus on community inclusion and systems change.
 - d. Base their work on the DD Council's values.
- B. Developing and maintaining the RICC Handbook.
- C. Reviewing RICC reports.

- D. Providing staff support for the Council of RICC Chairs (CRC).
- E. Developing and disseminating, annually, a certification packet for response by RICCs and developing RICCs. The CSS will:
 - 1. Support applicants in developing and submitting certification requests.
 - 2. Review the requests and recommend certification, as appropriate.
- F. Working with the Regional Coordinators, Council committees and workgroups, and Council grant projects to provide and arrange training and support for RICC Coaches, leaders, and members, and for Regional Coordinators, as appropriate.
- G. Providing expertise in assigned areas of emphasis to RICCs and the Council; and inform the Council and its committees and workgroups about RICC activities.

Timeline

2012 – 2016

Resources

Cost is in Payroll/Administrative.

RICCs, Council committees, workgroups, and grant projects, as appropriate.

2.C Council of RICC Chairs (CRC).

The Community Service Specialist (CSS) will support the functioning of the CRC to promote advocacy and information sharing among RICC Chairs.

Implementation Activities

The CSS will convene and conduct regular CRC meetings as forums for sharing information and supporting advocacy for systems change. He or she will schedule speakers and hold regional meetings as the RICCs request them and the Council determines need.

Timeline

2012 – 2016

Resources

RICCs, Community Service Specialist.

2.D Establish Volunteer RICC Coaches.

Improve the effectiveness of RICCs as self-advocacy networks by establishing and supporting volunteer RICC Coaches for RICCs that want them. Coaches will support the RICC as a group and its leaders as individuals, while enabling and following the direction of the RICC's leadership. They will be local people; and might be RICC members, people with developmental disabilities, peer mentors, family members, advocates, and/or service providers. The Council, through its Community Service Specialist and Regional Coordinators, will provide coaches with training, technical assistance, and guidance for their work.

Implementation Activities

The Council will adopt a standard description of the role and functions of a volunteer RICC Coach, and will establish standards for selecting coaches. At minimum, volunteer RICC Coaches will:

- A. Understand and value inclusion, self-determination, diversity, social and economic justice and other DD Council values.
- B. Demonstrate good, clear communications skills.
- C. Have time available to help their RICC at meetings and between meetings.
- D. Be free to support the RICC to advocate vigorously for needed changes in their community and its services system.

The Council's Community Service Specialist (CSS) will oversee the activities of volunteer RICC coaches, providing or arranging training, technical assistance, and guidance directly and through the Regional Coordinators.

Timeline

2012 – 2016

Resources

Community Service Specialist, Regional Coordinators, RICCs.

2.E Support RICCs in Public Policy Advocacy.

The DD Council's workgroups and its Public Policy Committee will support the RICC network in developing focused public policy advocacy; especially with the Michigan Legislature. (See 7.A.) The committee and workgroups will collaborate with each other and work through the Regional Coordinators to provide RICCs with the information they need on public policy issues and support for advocating with state legislators.

Implementation Activities

The Public Policy Committee will take the lead on this effort. It will:

- A. Provide the RICCs with information about the Michigan Legislature and how it is organized, including how to interact with legislators and their staffs.
- B. Gather information about the Michigan Legislature's committee assignments, and match that information against the list of Regional Interagency Consumer Committees (RICCs), to determine which legislative committee members and chairs were elected from which RICC areas.
- C. Coordinate the Council's workgroups' efforts to develop and provide information and technical assistance to the RICCs on how to address Legislative issues.
- D. Assure that the relevant RICCs have the information they need to advocate with the legislators who are working on or considering the legislation.

Timeline

2012 – 2016

Resources

Public Policy Committee, workgroups, Council staff, Regional Coordinators.

2.F Regional Coordinators.

Define and establish five regions in Michigan. In each region, provide a Regional Coordinator to help and support RICCs, Council grant projects, and other Council activities in that region. Regional Coordinators must know and understand the region and be familiar with area resources, customs, and culture.

Implementation Activities

Fund grant projects to provide a Regional Coordinator in each of five regions of Michigan to provide support and assistance for RICCs, grant projects, and other Council activities in the region. Their activities may include (but not be limited to) any of the following:

- A. They will help RICCs, Council grant projects, and other Council activities to:
 1. Learn about local resources and existing technology that can improve sharing and networking among Council initiatives.
 2. Come together with other Council initiatives when they are working on the same issue, so that they can have a bigger impact.
 3. Meet Council requirements and carry out their missions in ways that help people with DD to make decisions and develop leadership skills, and to live the lives they choose.
- B. They will support basic RICC functions and help RICCs:
 1. Set priorities, develop work plans, carry out needed activities, and develop reports on RICC activities, accomplishments and expenditures.
 2. Assess their needs and choose the training they require.
 3. Recruit RICC coaches and help them support RICC leaders.
- C. They will support Council grant projects in their activities in the region by:
 1. Assisting the *Flexible Basic and Intermediate Leadership Development* project in providing a range of leadership development opportunities.
 2. Supporting the *Leaders in Policy Advocacy* in the region, including helping to assure that each new graduate has a basic advocacy support network at home.
 3. Helping the *Community Organizing* project to make community organizing training available and to develop train-the-trainer contacts in the region.
 4. Using training, technical assistance, and information provided to them by the *Advance Self-Determination* project to:
 - a. Oversee, support, and coordinate activities of Local Leaders (people with disabilities who are trained and supported to promote self-determination) in the region.
 - b. Help connect Local Leaders with resources for moving to the next level of leadership.
 5. Helping *Partners in Medicaid Policy* and the Health Issues Workgroup to build working relationships in the region.
 6. Supporting and assisting the *Peer Mentoring* project, by helping to arrange internships with Community Mental Health Programs and memberships in their local Regional Interagency Consumer Committees (RICCs) for *Peer Mentoring* graduates.
- D. They will help DD Council committees and workgroups to provide support and information to RICCs in the region about issues in the lives of people with

DD and about how they can advocate effectively and educate state legislators about how the issues affect people with DD.

- E. They will develop and carry out ongoing assessment of how well the Regional Coordinator process is achieving the Council's intent and meeting the needs of Council initiatives in the region.

Timeline

2012 – 2016

Resources

Federal: FY 2012: \$187,500. FY 2013: \$375,000. FY 2014: \$375,000.
FY 2015: \$375,000. FY 2016: \$375,000.

Match: FY 2012: \$62,500. FY 2013: \$125,000. FY 2014: \$125,000.
FY 2015: \$125,000. FY 2016: \$125,000.

Community Service Specialist. RICCs.

2.G Menu of Technical Assistance and Training.

Offer RICCs a menu of technical assistance and training. Council staff, with help from Regional Coordinators, grantees, and other partners, will develop a range of resources and a system to connect RICCs with a broad range of training. Topics must focus on helping RICCS to:

- A. Operate effectively as organizations.
- B. Advocate well in their communities.
- C. Understand the issues that affect the lives of people with disabilities and their families in their area.

Current or former Council grantees, Council staff and workgroups, Regional Coordinators, or other organizations or groups may provide training and technical assistance. RICCs may pay for it, as needed, from their certification budget.

Implementation Activities

The Community Service Specialist will coordinate the efforts of the Regional Coordinators, grantees, Council workgroups, and other partners to develop a broad menu of technical assistance and training to meet RICCs' needs. The menu might include (but not be limited to) training, technical assistance, and information on:

- A. Basic self-worth and disability pride like "Proud and Powerful."
- B. Basic and intermediate advocacy like the "We Lead" training.
- C. Focused public policy advocacy, including how to interact with policymakers.
- D. Person-Centered Planning and Self-Determination.
- E. Community organizing.
- F. Getting appointed to and serving on a board or commission.
- G. Supporting people to tell their stories about their journeys to independence.
- H. The rights and responsibilities of public transit users.
- I. Working with generic social and recreational organizations to make their programs accessible to people with disabilities.

- J. How people with developmental disabilities can ask for social, recreational and leisure opportunities and how they can incorporate those choices in their Person Centered Plan (PCP).

Timeline

2012 – 2016

Resources

Community Service Specialist and other Council staff. Grantees. Public Policy Committee and workgroups. Regional Coordinators. RICC budgets.

2.H Community Organizing.

Fund a project to provide training on community organizing across the state for DD Council members, staff, and committee and workgroup members; Regional Coordinators and other grantees and partners, as needed; and RICCs, including RICC Coaches, leaders, and members.

Implementation Activities

Fund a state level grant project to develop or adapt training on community organizing and make it available to everyone who partners with the DD Council or uses DD Council resources. Trainees will include Council members and staff; RICC members, leadership, and coaches; Regional Coordinators; workgroup members, committee members, grantee staff and participants; staff of DD Act partners, and staff of community and state level partners.

Using a train-the-trainer model, the project will work with DD Council staff and the Regional Coordinators to:

- A. Start, in the first two or three years, by developing or adapting train-the-trainer instruction that provides a general overview of the history of disability advocacy, basic grounding in disability identity and pride, and community organizing. The project will begin providing the training for the Council, RICCs and other groups before the end of the first year. Training will include:
1. Developing train-the-trainer contacts in each community and group the project works with, to assure sustained availability of the training after the grant is over.
 2. The history of disability advocacy and basic grounding in disability identity and pride.
 3. The history of community organizing, its purposes and reasons for doing it, basic principles, and common language.
 4. Fundamental roles, types of recruitment, how to do outreach and fundraising, and how to plan a campaign.
 5. The various models for community organizing, what they have in common, the different methods they use, and how to match a community organizing model with what a group hopes to accomplish with it.
- B. The project will gradually move into technical assistance, working with specific RICCs and others to:
1. Help develop the actions and campaigns they want to do, and

2. Establish and strengthen the train-the-trainer contacts that will assure that training continues to be available after the end of the grant.

Timeline

2012 – 2016

Resources

Federal: FY 2012: \$62,500. FY 2013: \$112,600. FY 2014: \$90,000.
FY 2015: \$80,000. FY 2016: \$80,000.

Match: FY 2012: \$20,833. FY 2013: \$37,533. FY 2014: \$30,000.
FY 2015: \$26,667. FY 2016: \$26,667.

Council members and staff, committees and workgroups, RICCs.

Regional Coordinators, other grantees, other state and local partners.



Goal 3: Self-Direction and Self-Determination.

Support statewide availability of and access to the tools and supports that people with developmental disabilities in Michigan need to control their services and live self-directed, self-determined lives.

3.A Advance Self-Determination.

Build on Michigan Partners for Freedom (MPF), to continue its efforts to increase demand for self-determination, expand the work statewide and get it to those with the highest needs. Provide training, technical assistance, and consultation for people with developmental disabilities, their families, and other allies; and develop and maintain curriculum and materials on self-determination.

Train, support and assist the Council's Regional Coordinators to oversee and coordinate local and regional activities for expanding self-determination. Provide them with information about relevant policy developments and the national self-determination movement. Support and assist Regional Coordinators in working with Local Leaders (people with disabilities who were trained and supported by MPF to promote self-determination in their local areas).

Develop recruitment, training and support for parents of people with developmental disabilities, and help them to get information and materials to parent groups about self-determination and alternatives to guardianship.

Implementation Activities

Fund a state-level training and technical assistance project to work with and support the Council's Regional Coordinators to advance self-determination, increase demand for it, expand the work statewide, and get it to those with the highest needs. The project will:

- A. Working with the Regional Coordinators, provide training, technical assistance, and consultation on self-determination. Introduce and reinforce self-determination in each region by:
 1. Providing community-level training to people with disabilities, their family members and other allies on what self-determination is and how to get support for it.
 2. Informing and supporting people with disabilities on how they can choose their own services provider, supports coordinator, place to live, who they live with, and daily activities.
- B. Develop and maintain the curriculum, information, and materials needed to support the various kinds of training on self-determination needed to build on MPF, widen the project's audience, and expand it statewide.
- C. Provide Regional Coordinators with:
 1. Training and technical assistance on self-determination to enable their work in support of local and regional activities for expanding self-determination.
 2. Information on policy developments that affect self-determination.

3. Information about, and connections with, the national self-determination movement.
- D. Support and assist Regional Coordinators in working with the Local Leaders (people with disabilities who were trained and supported by MPF to promote self-determination in their local areas). Train Regional Coordinators to:
 1. Provide oversight, support, and coordination for Local Leaders.
 2. Recruit new Local Leaders.
 3. Help Local Leaders to connect with additional training and advocacy groups that can support them in moving to the next level of leadership.
- E. Develop specific recruitment, training and support for parents of people with developmental disabilities. Prepare them to provide information to parent groups on self-determination and alternatives to guardianship. Begin with parents in “Early On.”
- F. Convene an annual Local Leaders’ Summit, to provide Local Leaders with training, networking, and linking with other leadership development groups that can help local leaders move to the next level.

Timeline

2012 – 2016

Resources (Late start in 2012.)

Federal: FY 2012: \$77,500. FY 2013: \$155,000. FY 2014: \$155,000.
FY 2015: \$155,000. FY 2016: \$155,000.

Match: FY 2012: \$25,833. FY 2013: \$51,667. FY 2014: \$51,667.
FY 2015: \$51,667. FY 2016: \$51,667.

Regional Coordinators.

3.B Peer Mentoring.

Expand the Council’s peer mentoring initiative to train people with disabilities to provide advocacy support to their peers that promotes self-determination; helps peers to direct their own lives; and supports them to become better self-advocates, make choices, and develop leadership skills.

- A. Target services that promote self-determination and help peers to direct their own lives.
- B. Train peer mentors to support people with developmental disabilities to become better self-advocates, make their own choices, and develop leadership skills.
- C. Use a train-the-trainer model.

Implementation Activities

Working in partnership with mental health boards and Michigan Department of Community Health (MDCH), and collaborating with the Council’s Regional Coordinators:

- A. Provide intense trainings in each of the Council’s regions, at no cost to trainees.
- B. Provide funding for training materials and trainees’ lodging, food, and other costs.

- C. Train participants to become certified peer mentors.
- D. Help participants learn to empower people with developmental disabilities to direct their own lives and advocate for themselves.
- E. Arrange for graduates to intern with Community Mental Health Programs upon completion of their training.
- F. Require graduates to become members of their local Regional Interagency Consumer Committees (RICCs).

Timeline

2012 – 2016

Resources

Federal: \$25,000 per year.

Council staff. Regional Coordinators. Mental Health boards. Michigan Department of Community Health (MDCH).

3.C Continuum of Care Bodies – Local Projects.

Fund local projects to support the meaningful involvement of people with disabilities and advocacy organizations in their Continuum of Care bodies (CoCs). [CoCs are local or regional planning bodies that coordinate Federal housing and services funding for homeless people.] Projects will advocate for the needs of people with developmental disabilities and inform decision makers about the importance of affordable, accessible, inclusive housing for people with disabilities.

Implementation Activities

Local projects will:

- A. Help people with disabilities and advocacy organizations to learn about federal, state and local housing assistance, resources and funding.
- B. Expand disability representation on their CoC by:
 - 1. Supporting people with disabilities to become CoC members, and
 - 2. Helping other disability advocacy organizations to participate with their CoC.
- C. Cooperate with and support other organizations that advocate on housing issues.
- D. Collaborate with state and national housing policy advocates for people with disabilities, and advocate for the housing needs of people with disabilities.
- E. Educate CoCs and other community leaders in the housing arena on the need to include people with disabilities in decision-making processes.
- F. Provide leadership development opportunities, training and support for people with disabilities in regard to housing issues.
- G. Cooperate with a Council-funded, external, cross-project evaluation.

Timeline

March 2011 – September 2014

Resources

Federal: FY 2012: \$125,000. FY 2013: \$125,000. FY 2014: \$31,250.

Match: FY 2012: \$41,667. FY 2013: \$41,667. FY 2014: \$10,417.

Cross-Project Evaluation.

3.D Continuum of Care Bodies – Cross-Project Evaluation.

Evaluate the local projects in “Working with Continuum of Care Bodies” by providing formative and summative evaluation across the projects.

- A. Develop information that helps the projects improve their operation, assesses how well they implement the Council’s requirements, and is suitable for sharing with others interested in developing similar programs.
- B. Evaluate their outcomes, analyze how they are achieved, and compare the effects of different approaches in different communities.

Implementation Activities

- A. Help the projects improve internal evaluation and provide for data collection across the projects.
- B. Involve people with disabilities and family members from the local projects in every aspect of the evaluation.
- C. Develop a process, which includes consumers and local project staff, for setting outcome indicators and developing common data elements, to enable aggregation of information across projects.
- D. Assess each pilot’s process for implementing the Council’s requirements, and each pilot’s results.
- E. Compare project designs and methods, and their relationships with outcomes and participant satisfaction.
- F. Organize quarterly round table meetings for the projects and evaluation team.
- G. Provide quarterly formative feedback to the projects.
- H. Assess changes in collaboration among people with disabilities and housing organizations.
- I. Gauge the degree to which projects enable people with disabilities to participate in CoCs and housing advocacy.
- J. Measure the achievements of the projects’ advocacy activities.

Timeline

March 2011 – September 2014

Resources

Federal: FY 2012: \$45,000. FY 2013: \$45,000. FY 2014: \$22,500.

Match: FY 2012: \$15,000. FY 2013: \$15,000. FY 2014: \$7,500.

Local projects.

3.E Minority Family Support for Education – Local Projects.

Improve educational services, retention, and postsecondary outcomes for minority children with disabilities by continuing to fund minority family support projects that will help families to:

- A. Find their way through the educational services available for their students with disabilities.
- B. Assure that their students get the educational services they need.
- C. Become active members of their children's educational experiences.

Implementation Activities

Provide information and referral, training, mentoring, and individual assistance to minority families and youth with disabilities through native languages and culturally appropriate activities and interventions. Help and support them to:

- A. Understand the developmental and educational needs of their students with disabilities and the importance of taking active part in their students' educational experiences.
- B. Navigate the educational system and make sure that their students get:
 - 1. Better Individualized Education Plans (IEPs).
 - 2. Appropriate special education supports and services.
 - 3. Placements in inclusive general educational settings that support students' ability participate fully in their communities.
 - 4. Transition plans with all the required elements for those over age 14.
- C. Develop a cross-project network to share resources, experiences, and activities (e.g., speakers, conferences, train-the-trainer events). All local projects will comply with cross-project evaluation requirements.

Timeline

2009 –2012

Resources

Federal: FY 2012: \$122,499.

Match: FY 2012: \$40,833.

Cross-Project Evaluation.

3.F Minority Family Support for Education – Cross-Project Evaluation.

Evaluate the local projects in "Minority Family Support to Improve Education Outcomes" by providing formative and summative evaluation across the projects.

- A. Develop information that helps the projects improve their operation, assesses how well they implement the Council's requirements, and is suitable for sharing with others interested in developing similar programs.
- B. Evaluate their outcomes, analyze how they are achieved, and compare the effects of different approaches in different communities.

Implementation Activities

- A. Help the projects improve internal evaluation and provide for data collection across the projects.
- B. Involve people with disabilities and family members from the pilots in every aspect of the evaluation.

- C. Develop a process, which includes consumers and local project staff, for setting outcome indicators and developing common data elements, to enable aggregation of information across projects.
- D. Assess each pilot's process for implementing the Council's requirements, and each pilot's results.
- E. Compare project designs and methods, and their relationships with outcomes and participant satisfaction.
- F. Organize quarterly round table meetings for the projects and evaluation team.
- G. Provide quarterly formative feedback to the projects.

Timeline

2009 -2012

Resources**Federal:** FY 2012: \$17,499.**Match:** FY 2012: \$5,833.

Local projects.



Goal 4 Information on Supports and Services

Assure that information on supports and services, across the lifespan, is easily accessible and widely available to people with developmental disabilities, their families and allies.

4.A Health Issues Workgroup.

Support a Health Issues Workgroup to increase the quality, availability and range of health care supports and services for people with DD in Michigan.

Implementation Activities

Develop and carry out the Council's health issues advocacy strategy. Educate legislators, policymakers, and the general public about the health care needs of people with disabilities; and explore opportunities to improve health care services for persons with disabilities in Michigan. Work with the Michigan Coalition for Healthcare Advancement (MCHA) and with the Council's Regional Coordinators (See 2.F.) to get RICCs involved with MCHA, and to provide information and training to people with disabilities and their allies on the impact of health care reform.

Timeline

2012 – 2016

Resources

Federal: \$1,500 per year.

Health Issues Workgroup. MCHA. Regional Coordinators. RICCs. Council staff.

4.B Individual and Family Support, Education and Advocacy Workgroup.

Continue the Individual and Family Support, Education and Advocacy Workgroup to advocate for providing needed services and supports to people with developmental disabilities and their families throughout the lifespan, in areas including: education, transition, future planning, aging services, information dissemination, self-determination, and disability pride.

Implementation Activities

The workgroup will:

- A. Advocate on education, futures planning and aging, information dissemination, self-determination and disability pride, and transitions throughout the lifespan.
- B. Form partnerships with state and local service providers, peer mentors, RICCs, MPF Local Leaders, independent facilitators, and others to coordinate informational seminars on a variety of topics.

Timeline

2012 – 2016

Resources

Federal: \$4,500 per year.

Individual and Family Support, Education and Advocacy Workgroup.



Goal 5: Community Inclusion

Support full community inclusion for people with developmental disabilities in Michigan.

5.A Including Our Neighbors.

Continue to create neighborhood level ownership of the issue of inclusion for people with disabilities, particularly for people with the highest support needs. Build caring relationships with neighbors that improve quality of life, social networks, housing, employment and other outcomes, while supporting people with disabilities in being contributing members of their communities.

Implementation Activities

Fund a state level project that will contract with about 18 local projects.

- A. Each local project will work within a small community or neighborhood, to plan and do activities based on local control, self-help and collective action.
- B. Grassroots neighborhood or community groups will carry out the activities with people with disabilities and their allies, using existing resources and relationships.
- C. Community scan or resource mapping will identify the strengths, opportunities, needs and gaps upon which projects will base their activities.
- D. People with disabilities, including those with the highest support needs, will get the supports they need for full participation.
- E. Each project will help a person with disabilities get or create employment, get housing with needed supports, expand their circles of support, access civic and recreation activities, and/or gain community support for systems changes that improve quality of life for people with disabilities and their communities.

Timeline

2009 – 2014

Resources

Federal: FY 2012: \$156,000. FY 2013: \$78,000. FY 2014: \$39,000.

Match: FY 2012: \$52,000. FY 2013: \$26,000. FY 2014: \$13,000.

5.B Including People with Complex and High Support Needs.

Fund a study to determine:

- A. How other groups include people with complex and high support needs in their leadership development, public policy advocacy, and community activities.
- B. How the Council can better include and support them in its activities.

Implementation Activities

The project will:

- A. Conduct an international literature search.
- B. Consult with experts in the field.
- C. Identify groups that are doing an especially good job of including and supporting people with complex and high support needs in activities that involve leadership

skills, decision making, and complex interactions. Examine their practices and pinpoint those that support the inclusion.

- D. Create a report on the problems encountered and the best practices identified.
- E. Present the report to focus groups of people with complex and high support needs.
- F. Based on the report and the focus groups, develop recommendations for how the Council can:
 - 1. Improve how much and how well it includes people with complex and high support needs in its activities.
 - 2. Improve how well it supports their full participation in activities like planning and decision making.
 - 3. Advocate for and support inclusion of people with complex and high support needs in other activities at local and state levels.

Timeline

2012

Resources**Federal:** FY 2012: \$80,000.**Match:** FY 2012: \$26,667.

Goal 6: Community Education

Support education on disability issues for service providers, professionals, and the general community, to help them improve their understanding of what life is like for a person with disabilities, and of the talents, abilities, contributions, preferences and needs of people with disabilities.

6.A Michigan Disability Housing Workgroup.

Continue to support the Michigan Disability Housing Workgroup to work with Disability Network Michigan and other partners to develop and implement advocacy strategy on housing for people with disabilities. Educate legislators and policymakers regarding the housing needs of people with disabilities and explore opportunities to expand support services for persons with disabilities.

Implementation Activities

The workgroup will continue to monitor, and to advocate for the needs of people with DD, with the Michigan State Housing Development Authority, Housing Resource Centers, the Michigan Affordable Housing Conference, the legislature, local housing authorities, and agencies that develop and regulate group homes.

Timeline

2012 - 2016

Resources

Federal: \$1,500 per year.

Michigan Disability Housing Workgroup, Disability Network Michigan, local disability networks, Michigan Disability Rights Coalition, United Cerebral Palsy, Community Housing Network, Community Housing Network, and other partners.

6.B Economic Justice Workgroup.

Establish an Economic Justice Workgroup to advance economic justice for people with developmental disabilities and other devalued groups.

- A. Develop and recommend the Council's policy on economic justice.
- B. Develop and recommend the Council's strategy for achieving economic justice. Address barriers to achieving human dignity, living a life of one's choice, and having adequate food and shelter, education and employment, health care and housing.
- C. Inform the Council and RICCs on issues related to economic justice.

Implementation Activities

Create and support a DD Council Economic Justice Workgroup to:

- A. Develop and recommend the Council's policy on economic justice.
 - 1. Address policies and programs that force people with disabilities to remain single and live in poverty, including Social Security and Supplemental Security Income, Medicaid, Programs of the Department of Housing and Urban Development, Food Stamps, and other programs that address poverty.

2. Identify and address societal and legislative barriers to economic justice, including lack of access to education, income security, a societal safety net, and basic rights in the workplace.
3. Examine the aspects of impoverishment that are imposed by the system of services for people with DD. These include a person's:
 - a. Lack of real control over the way dollars for services are spent.
 - b. Lack of even small amounts of money to spend on personal purchases, relationship-based activities and community membership.
 - c. Enforced inability to develop capital assets like savings, home or car ownership, inventory, etc.
- B. Based on the Council's policy on economic justice, develop and recommend its economic justice strategy, an Economic Justice Action Plan. Focus it on helping people with DD to get out of enforced poverty, find meaningful employment, produce income, and contribute to their own support.
- C. Develop partnerships with groups that are working for economic justice for other devalued groups that live with enforced poverty.
- D. Pursue a partnership with the Michigan Business Leadership Network, to develop a mutual understanding of disability as an aspect of diversity, and employers' expectations when hiring.
- E. Educate legislators and policymakers about economic justice and how it affects people with developmental disabilities.
- F. Provide information on economic justice to the Council's Public Policy Committee for distribution to Regional Coordinators and RICCs.
- G. Review reports from Council grants that relate to economic justice.
- H. Create and support an Employment Subcommittee.
 - a. Base the Subcommittee on the principles that people with disabilities of all ages value work, should be fairly compensated for their work, are free to choose their work, and should have broad access to competitive employment.
 - b. The subcommittee will explore existing models and identify best practices for helping people with DD get meaningful employment and the means to produce income.
 - c. As part of the Economic Justice Workgroup's Action Plan, the subcommittee will develop recommendations for getting best practices implemented in Michigan and getting access for people with DD to meaningful employment.

Timeline

2012 – 2016

Resources

Federal: \$4,500 per year.

Economic Justice Workgroup. RICCs. The Council.



Goal 7: Public Policy Advocacy

Improve the lives of people with developmental disabilities in Michigan by advocating for change in policy, laws, and systems; assuring that the consumers can make their own voices heard at the policy table.

7.A DD Council Advocacy Development.

Develop, support, and deliver advocacy by, with, and on behalf of people with developmental disabilities, assuring that their own voices are heard at the policy table. Advocate for changes that will enable them to live as they choose, where they want and with the people they want, fully included in their communities. Champion their rights to direct their own lives, decide how services are provided to them, and work in jobs they choose. Work with the Council's Regional Coordinators to support Regional Interagency Consumer Committees (RICCs) in learning about:

- A. Issues that affect the lives of people with developmental disabilities and their families on which advocacy can improve policy and practice; and
- B. How they can advocate effectively and educate state legislators about the needs and preferences of people with developmental disabilities and their families.

Implementation Activities

The Council's Public Policy Committee (PPC) and workgroups (See 2.E.) will develop advocacy information and create advocacy products to provide to the Council and to the Regional Coordinators (See 2.F).

- A. Each workgroup will develop information about legislation and other policy initiatives that are pending and under development.
- B. The information will enable the Council and the RICCs to advocate for changes in policy, laws and systems on issues that may include those identified by RICCs, grant projects, and Council committees and workgroups.
- C. The PPC will coordinate workgroups' development of information and products (as in 2.E), including position papers, talking points, alerts, training, and technical assistance to enable ongoing advocacy by the Council and RICCs.

Timeline

2012 – 2016

Resources

PPC. Workgroups. Regional Coordinators. RICCs. Council staff.

7.B Partners in Medicaid Policy.

Continue to fund Partners in Medicaid Policy, to advocate for drastically reshaping the state's health care delivery system for people with DD. The project will:

- A. Identify barriers to consumer access to Medicaid services.
- B. Find opportunities for people with developmental disabilities to make their needs known and influence the way funding and services are provided to them.
- C. Build partnerships, sharing information and promoting policy advocacy about Medicaid among advocacy organizations and provider groups.

- D. Develop and carry out a broad-based advocacy plan to increase access to health care for Medicaid recipients.
- E. Position the DD Council, Health Issues Workgroup, RICCs, Regional Coordinators, and partners and allies to continue the effort after the grant project is over.

Implementation Activities

- A. Work with the Health Issues Workgroup to identify and begin to build working relationships with people with developmental disabilities and their allies, RICCs, health care provider groups, health advocacy groups, and the Governor's recently appointed Health Insurance Reform Coordinating Council.
- B. Participate in the Michigan Consumer Coalition for Healthcare Advancement (MCCHA), which is working to develop a unified statewide coalition to provide a consumer voice in carrying out health care reform. Help the DD Council, Health Issues Workgroup, and other partners to support and take part in the MCCHA.
- C. Working with these partners, collect information about how Medicaid policy and the Affordable Care Act impact consumer access to health care. Examine:
 - 1. The barriers to people with developmental disabilities in Michigan getting the comprehensive health care services they need.
 - 2. The specific Medicaid policy issues that create barriers to access and play a part in limiting availability of comprehensive health care services.
 - 3. The opportunities for people with developmental disabilities and their allies to get their voices heard, make their needs known and influence the way funding and services are provided.
- D. Review and analyze the information collected and develop a policy report with:
 - 1. Analysis of the policy barriers to access and availability of comprehensive health care services.
 - 2. Recommendations on policy and advocacy, and on setting priorities among the needs identified.
 - 3. A collaborative, broad-based advocacy plan.
- E. Share information, build advocacy partnerships on common issues, and launch an advocacy campaign that will:
 - 1. Monitor the Affordable Care Act and Medicaid policy and implementation.
 - 2. Mobilize consumers and providers to advocate for Medicaid reform and the Affordable Care Act to meet the needs of people with developmental disabilities.
 - 3. Help to position the DD Council, its Health Issues Workgroup, RICCs, Regional Coordinators, and other allies to maintain needed partnerships and continue advocacy activities after the grant project is over.
- F. Carry out the advocacy plan, adapting it as needed to reflect successes and other changes to the environment, and positioning the DD Council and its allies to continue after the grant project is over.

Timeline

2011 – 2014

Resources

Federal: FY 2012: \$80,000. FY 2013: \$80,000. FY 2014: \$20,000.

Match: FY 2012: \$26,667. FY 2013: \$26,667. FY 2014: \$6,667.

Health Issues Workgroup.

7.C Transportation Workgroup

Continue to support a Transportation Workgroup to develop and carry out the Council's transportation advocacy strategy. Provide recommendations to the Council on positions related to transportation issues. Educate legislators and policymakers regarding the transportation needs of people with developmental disabilities, and creative ways to leverage transportation funds.

Implementation Activities

The workgroup will monitor changes in transportation legislation and policy and continue to advocate with the Department of Transportation and the Michigan Legislature for a statewide transit plan for a seamless regional and cross-county transportation system with statewide funding. Work with RICCs, the Council's Regional Coordinators, and transportation coalitions such as "Let's Get Moving" to encourage inter-local agreements to facilitate transit across county lines.

Timeline

2012 – 2016.

Resources

Federal: \$3,800 per year.

Transportation Workgroup.

7.D Emerging Issues.

Hold at least 1.5% of the Council's grants budget in reserve for developing responses to emerging issues and unanticipated needs.

Implementation Activities

Unanticipated needs or emerging issues suitable for use of this funding may be identified by workgroups, committees, or Council members. The Council Director, in consultation with the Council Chair, will assign responsibility for developing a plan and a budget for addressing any issue or need identified as a target for this funding. The Executive Committee, with confirmation by the Council, will approve the allocation of funds and initiation of the project or initiative.

Timeline

2012 – 2016

Resources

Federal: \$22,500 per year.

Match: \$7,500 per year.

