

2022-26 State Plan (Draft)

Goal 1

The Council will empower people with intellectual/developmental disabilities to become strong self-advocates, peer trainers and community leaders.

Objectives

1.1

The Council will provide information, resources and 125 trainings to strengthen 1,250 self-advocates in:

- 1)** identifying and asking for the supports and services that they need;
- 2)** becoming and serving as peer trainers; and,
- 3)** developing skills and opportunities to engage as strong activists for issues that are important to them and their families

1.2

The Council will support self-advocates in peer networks by providing facilitation, tangible supports and peer advocacy/leadership opportunities through at least 1 statewide and 12 regional self-advocacy entities, reaching 6,000 self-advocates.

Goal 2

The Council will lead in partnership with family/self-advocates and others to protect and enhance civil rights and improve community-based systems to be more fully inclusive and supportive of people with intellectual/developmental disabilities and their families.

Objectives

2.1

The Council will develop, improve and/or change 30 practices, 15 policies, and 10 regulations (or guidance) and/or laws in the systems of regional centers, community-based services, and governmental entities. This work will include the areas of employment, education, housing, and health/safety in ways that will benefit people with intellectual/developmental disabilities and protect their civil rights, promote full inclusion, and/or provide additional supports and services, improving their lives in tangible ways.

2.2

The Council will engage in 20 regional and 5 statewide innovative/special projects and/or events in the areas of employment, education, housing, and health/safety to:

- 1)** empower 5,000 people (family/self-advocates and others) in systems change efforts and give them information, skills and/or supports to increase their abilities to become effective advocates; and/or,
- 2)** increase services to improve supports for people with intellectual/developmental disabilities and their families.

2.3

The Council, in collaboration with California's four (4) partners (one Protection and Advocacy agency and three University Centers for Excellence in Developmental Disabilities), will seek to improve the generic service system that impacts people with intellectual/developmental disabilities who are underserved by choosing an area of emphasis in the State Plan, such as education, employment, housing, and/or health/safety, and report on how that system is serving people with I/DD, gaps in that service delivery system, recommendations on how to improve the systems to meet the goals of the DD Act, and pursue policy and practice changes in those areas. The collaboration will result in 2 reports, 6 recommendations for policy or practice changes, and 2 Legislative or Administrative changes to policy or practice.

Goal 3

The Council will partner with and empower more people with intellectual/developmental disabilities and their families, so they know their rights and can advocate for and receive supports and services

Objectives

3.1

The Council will provide (staff-led, peer-led and/or collaborative) training to 60,000 people (family/self-advocates/others) throughout the state – virtually, online and/or in person - and provide technical assistance (TA)/advocacy clinics, reaching 50,000 people with assistance and resources to identify and obtain the supports and services that will help people with intellectual/developmental disabilities live a safer and healthier life.

3.2

The Council will engage in 100 projects and events in the areas of employment, education, housing, health/safety, and emerging issues, reaching 25,000 people (family/self-advocates/others) with information and resources to enhance their knowledge and increase their capacity to obtain supports and services that are important to them.

3.3

In order to reduce the disparities in obtaining a free, appropriate public education, the Council will work with 5,000 Spanish-speaking family/self-advocates throughout the state to advocate for and increase the number and type/quality of special education services they receive through their own local education agencies.