

**GOAL 3: Children and adults with developmental disabilities meaningfully participate in all facets of community life, and are valued and supported by their communities.**

<b>OBJECTIVES</b>	<b>STRATEGIES/MAJOR ACTIVITIES</b>
<p>3.1 - Increase the expectations that family members, providers, educators and others have about people with developmental disabilities.</p>	<p>3.1.1 - Utilize current communications modalities: newsletter, NYCU, Facebook, Twitter and website.            3.1.2 - Develop new strategies, including the use of first-person accounts such as interview, blogs and video.            3.1.3 - Conduct a Photo Contest.</p>
<p>3.2 - Increase access to informal and formal support for families of people with developmental disabilities across the lifespan.</p>	<p>3.2.1 - Co-lead the Community of Practice for Supporting Families. (CoP).            3.2.2 - Expand the number of CoP partnering organizations.            3.2.3 - Support and fund local CoP initiatives.            3.2.4 - Support statewide CoP initiatives.            3.2.5 - Analyze, identify, &amp; engage with partners from culturally diverse communities and organizations.</p>
<p>3.3 - Increase access to inclusive opportunities in early childhood care and education, school, and out of school time activities.</p>	<p>3.3.1 - Use Council funds to provide technical assistance to improve the ability of child care providers to support children with disabilities in their programs.            3.3.2 - Advocate for more training and technical assistance for child care providers funded by other entities.            3.3.3 - Advocate for a formal dispute resolution process within the Office of Child Care to address discrimination complaints against child care providers.            3.3.4 - Advocate for the creation or improvement of statewide policies and practices relating to special education and teacher preparation and professional development so more students have access to the general education curriculum, appropriate assessments and the services and supports needed to succeed.</p>
<p>3.4 - Increase access to inclusive post-secondary education opportunities for people with intellectual disabilities.</p>	<p>3.4.1 - Partner w/ MD Dept Of Disabilities, MHEC (higher ed commission) &amp; at least two universities to identify and pursue sources of start-up costs.            3.4.2 - With stakeholders, support 1-2 universities to design sustainable inclusive programs.</p>

	<p>3.4.3 – Support, monitor and assess status of inclusive post-secondary programs initiated in year 1.</p> <p>3.4.4 – Advocate for implementation of best practices.</p> <p>3.4.5 – Work with MDOD &amp; MSDE to identify ways to advocate for and support the development of dual enrollment programs at community colleges that incorporate best practices.</p> <p>3.4.6 – Work with MDOD &amp; MSDE to improve and expand inclusive dual enrollment programs at community colleges.</p>
<p>3.5 – Increase community-based employment opportunities for people with developmental disabilities, including people with significant support needs.</p>	<p>3.5.1 – Participate in the development of Maryland’s newly-required plan to phase out sub-minimum wage 14c certificates.</p> <p>3.5.2 – Monitor and advocate for effective implementation of the state’s minimum wage phase-out plan.</p> <p>3.5.3 – Fund technical assistance, peer support and other activities to increase provider capacity and support innovation that leads to more employment and other inclusive community-based alternatives.</p> <p>3.5.4 – Advocate for change in state policies and programs.</p> <p>3.5.5 – Engage in and support communication strategies that increase people w/developmental disabilities and their families’ awareness, understanding and support for community employment.</p> <p>3.5.6 – Advocates for improved policies/practices that result in students with developmental disabilities having job exploration opportunities and work experience while in school.</p>
<p>3.6 – In collaboration with people with developmental disabilities, their families, and stakeholders, increase opportunities for people with developmental disabilities living in rural areas to find and maintain employment by reducing barriers unique to rural areas.</p>	<p>3.6.1 – Support and fund technical assistance opportunities for providers in rural areas that are customized to their needs.</p> <p>3.6.2 – Develop and implement communication strategies for rural areas to support Employment First.</p> <p>3.6.3 – In collaboration with stakeholders in rural areas and through research of best practices, identify and support approaches that address challenges unique to rural areas.</p>

	3.6.4 – Advocate for policies that address rural needs.
3.7 – Increase access to community-based services and supports.	<p>3.7.1 – Advocate for increased funding for the Autism Waiver that results in more children and their families receiving needed services.</p> <p>3.7.2 – Advocate for increased funding allocated to the DDA waiting list resulting in more people receiving the supports and services they need and want.</p> <p>3.7.3 – Advocate for and support waiting list policies that improve access to services.</p> <p>3.7.4 – Advocate for policies and program changes that result in improved services and supports for people with developmental disabilities.</p> <p>3.7.5 – Advocate for improvements in laws and regulations.</p>

**OUTCOME: People with developmental disabilities achieve their full potential in all facets of community life side by side people without disabilities.**