| **Planned Work** | | **Intended Results** | | |
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| **Inputs/Resources** | **Activities** | **Outputs** | **Short-term outcomes** | **Long-term outcomes** |
| ADD allotment  DD Act; Program guidance and instructions  Grant program – money  Grant program – grantee staff and people  Grant program – people who use the program  Grant program – grantee leveraged resources, time, and innovations  DC Advocacy Partners graduates and Family Supports Community of Practice participants  Collaborative partnerships: DC agencies and other organizations  Council staff  Council members  Council website  Use of assistive technologies and  ACL Reporting – data management system  Policymakers and their staffs    National and local businesses, companies and not for profits  District residents with and without disabilities  Ethnically and linguistically diverse communities | **SELF-DETERMINATION, ADVOCACY & LEADERSHIP IMPACT**  More DC residents with developmental disabilities, families and stakeholders will be able to access services, influence policy, communicate needs and build relationships. | | | |
| Fund Advanced DC Advocacy Partners (DCAP) Program | A purchase order | Increased knowledge re: negotiation, effective leadership and mentoring | 1. Increased participation and involvement in their or family members IEPs, ISPs, grass root organizations, etc. 2. Influential in recommending and/or developing laws and legislation with policy-makers |
| Fund General DCAP Program | A purchase order | Increased knowledge re: disabilities, service system, laws, legislation, importance and demonstration of advocacy techniques | 1. Increased reliable information when advocating for and accessing services and supports 2. Influential in recommending and/or developing effective policies and regulations with government agencies and officials |
| Recruit and retain DC residents with developmental disabilities and/or family members with diverse cultural and linguistic backgrounds to participate in DCAP | Number of members from diverse cultural and linguistic backgrounds | 1. First-hand knowledge of different individuals perspectives 2. Participants’ sense of ownership and engagement to influence the service | 1. Increased understanding and participation by residents from diverse backgrounds and cultures in the service delivery system by everyone 2. Improved quality of life for District residents with disabilities through the entire lifespan due to greater understanding and access to service system |
| Coordinate with Self advocacy organization, Project Action!; Quality Trust; Arc of DC; Georgetown University Center for Child and Human Development; Disability Rights - DC at University Legal Services; and DDC to provide technical assistance | Number of people testifying before DC Council, Congress and other agencies/organizations. | 1. Increased understanding of the importance and value of advocating 2. Improving services, policies, and laws that impact District residents with disabilities | 1. Increased advocacy input at hearings 2. Establishing trusting relationships where Policy-makers call upon advocates for policy recommendations |
| Assist in recruiting and nominating self- advocates, parents/guardians and DCAP graduates to serve on various national and local boards and commissions | Number of Board, council and commission assignments | Recommendations to the Mayor’s Office on Talents and Appointments | Appointments and installation to board, council and commission assignments. |
| Support, sponsor or conduct two or more local self-determination, leadership, training opportunities and advocacy events | 1. Number of events 2. Number of participants | Increased participation in understanding their services/supports | Active participation in directing and managing their services/supports |
| Serve on Presidential Inaugural Committee and address functional and accessibility needs | Number of inaugural events | Inaugural Day 2017  without any problems | All inaugural events without any functional or accessible problems |
| Share information about Emergency Preparedness and participate in mock events | Number of mock events  Number of people with disabilities participating | Identifying and addressing functional and accessibility needs of people with disabilities and/or from culturally and linguistically diverse communities | Incorporating the functional and accessibility needs in operational procedures and practices. |
| Provide training and education on the electoral process, accessibility options and voting equipment. | Number of events  Number of people participating | 1. Increased understanding of value of and importance of voting 2. Voting in presidential election | Voting in all local and national elections |
| **EMPLOYMENT IMPACT:**  More youth and young adults will be able to have meaningful employment opportunities. | | | |
| Partner with Rehabilitation Services Administration and other private and public stakeholders to provide summer employment opportunities | 1. Number of Jobs 2. Number of people employed | Students receive placements in the District’s Summer Youth Employment Program | As adults, these students receive meaningful, competitive employment opportunities in line with their career choices. |
| Participate in Disability Mentoring Days | 1. Number of mentors 2. Number of mentees | 1. Mentees will learn about various employment opportunities 2. Establish professional connections | 1. Mentees will be able to identify career choices 2. Utilize professional connections to obtain meaningful, competitive employment opportunities |
| Begin trainings about transition (setting high expectations and employment planning) with parent(s) and students with developmental disabilities under age 14 | 1. Identification of training program 2. Number of students 3. Number of parents | Increased awareness and knowledge regarding post-secondary transition services | 1. Increased awareness and knowledge regarding post- secondary transition process and a transition trajectory for each student 2. Students directing their educational and long-term supports and services with greater independence |
| **EDUCATION IMPACT**  By the time students in high school graduate, they will know which path they are going to pursue—post-secondary education and/or employment options. More families will be aware and utilizing Early Intervention Services for their infants and toddlers. | | | |
| Involve more than 300 high school students in transition in opportunities to learn and/or demonstrate their self-determination and advocacy skills , protected rights, post-secondary education opportunities and employment options. | 1. Number of students participating 2. Number of events | Increased awareness and knowledge regarding the transition process, its services and opportunities | Active participation in decision-making and direction for next steps in life while utilizing effective leadership and advocacy skills |
| Strengthen Early Intervention Services | 1. Number of families educated about the Early Intervention Services 2. Number of policymakers educated about importance of expanding services | 1. Increased awareness and knowledge about Early Intervention Services 2. Parents sharing availability of services with other parents | 1. Increased effectiveness of Early Intervention service system and its delivery 2. Parents advocating and influencing policy-makers to invest more in EI services 3. Infants and toddlers develop into more independent and capable individuals inside and outside the classroom |
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| **COMMUNITY LIVING IMPACT:**  District residents with developmental disabilities, their families and stakeholders will have more access to person-centered and family-centered trainings/activities and supports with the Supporting Families Community of Practice initiatives, Living a Healthy Lifestyle Program, Housing Rights and Options, Community Service and Recreation Program, and Next Chapter Book Clubs. These opportunities allow individuals to be independent, productive and included in various facets of community life. | | | |
| Strengthen capacity of the Supporting Families Community of Practice | Number of families | 1. Increased access to current information about disability programs, issues, supports and services 2. Connected to other diverse families | 1. People will have the reliable information they need to advocate for and access services and supports across the entire lifespan 2. Establishing trusting relationships with community organizers and government officials while improving and strengthening family supports and services |
| Develop and coordinate the Living a Healthy Lifestyle Program | Number of people participating in Program | People will have increased access to information and demonstrations about healthy eating and fitness | People will utilize the information to maintain healthy lifestyles at home and wherever on a regular basis. |
| Establish and/or support Next Chapter Book Clubs | Number of Book Clubs established | 1. Increased awareness and knowledge of what the Next Chapter Book Clubs offer 2. Provide an integrated, social environment for people with and without disabilities 3. Reading on any level is a fundamental skill | 1. Increased knowledge of available books while socializing and feeling a part of the community 2. Individuals with intellectual disabilities maintain and possibly improve their vocabulary and communication skills |
|  | Sponsor and conduct the Fair Housing Act Symposium | 1. Number of agencies collaborating 2. Number of attendees | Increased awareness and knowledge of housing rights and options | People will know their housing rights and use the information to advocate how and where they want to live. |
|  | Develop and coordinate the Community Service and Recreational Opportunities Program | 1. Number of inclusive recreational, social and community service events 2. Number of participants in the various events | 1. Increased awareness of what opportunities and events DC offer 2. Less isolation experienced by District residents with disabilities | 1. People will get out and about on their own and enjoy all that DC has to offer. 2. Improved quality of life for participants and family members with access to integrated recreational opportunities |
|  | **CROSS-CUTTING IMPACT:** | Residents with developmental disabilities, family members, professionals, policymakers and the general public will have access to reliable information about disability issues, services and supports. | | |
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|  | Support outreach and implementation of the No Wrong Door Program | 1. Number of informed employees that can assist you no matter where you enter for service delivery 2. Number of people accessing the services at non-typical places | Increased awareness and knowledge of the No Wrong Door Program and person-centered planning (PCP) | Increased knowledge and utilization of the No Wrong Door concept and PCP for advocating and accessing services and supports |
|  | Maintain and offer relevant information through DDC website | Number of people visiting website | People will have increased access to information about services, supports and current issues | People will use the information to educate the general public and policymakers about issues |
|  | Produce and disseminate press releases and newsletters | 1. Number of press releases produced and disseminated 2. Number of newsletters developed and disseminated | People will have increased access to information about current issues and what is going on in DC | People will use the information to spread the good news and know where to go and/or call when help is needed |
|  | Host a recognition event | 1. Number of people recognized 2. Type of recognition event | Involvement from community members is needed and appreciated | Services are appreciated and once an advocate, always an advocate. Continued involvement for self, family and others in taking a stand and giving back. |
|  | Participate in outreach activities that target American Indians and Asian & Pacific Islanders | 1. Number of American Indians and Asian & Pacific Islanders accessing and utilizing DD services | Increased involvement of American Indians and Asian & Pacific Islanders in service utilization | All service recipients and family members are valued and accepted. Service providers will perform their jobs with a smile and in a welcoming manner. All individuals are appreciated and once an advocate, always an advocate.  There is more community involvement and community integration. |