The mission of GCDD is to advance social change, public policy, and innovative practices that increase opportunities for individuals with developmental disabilities and families to thrive where they live, learn, work, play and worship in Georgia’s communities.

Vision: In Georgia, all people are valued and fully included in our communities and are supported to realize their fullest potential.

WE VALUE:

1. public policies founded on sound research, accurate information and practices in alignment with the principles of the DD Act
2. a network of advocates comprised of people with and without developmental disabilities, family members, and others working together to support the principles of the DD Act
3. diverse, inclusive communities that allow for full participation by all people
4. available, accessible, flexible and responsive services that promote self-determination and community integration
5. the gifts and talents that people with developmental disabilities contribute to their communities
6. supportive, informed families who actively advocate for their loved ones with developmental disabilities by making significant contributions toward preparing for their future

**Framework**

The GCDD is charged with creating systems change for individuals with developmental disabilities and family members through advocacy and capacity building activities. The outcomes for all GCDD efforts are that people with intellectual and developmental disabilities and their families will be more interdependent, have greater economic self-sufficiency, are integrated and included in their communities, and are self-determined in their lives.

GCDD must embrace the notion that addressing complex problems requires a collective impact approach that involves many actors from difference sectors committing to a common agenda. Collective impact is about a shared vision and values, a common understanding of the problem and agreed upon rules of engagement. The focus is on adaptive problems where the answer is not known and no single entity has the resources/authority to bring about change. It requires an inclusive leadership style that is able to take others along a process of selection.

GCDD continues to influence the direction of public policy at both the state and federal level, to support capacity building through technical assistance and grants, to bring people together to discuss how to create change, and to promote public awareness of those in need:

Advocacy: GCDD can be an effective advocate for change because of the funding capability, reputation and board member prominence. Advocacy efforts are built based on (1) development of consensus around a common definition of the problem and possible policy options by an ever widening constituency of people; (2) increased visibility of the issue in policy process, resulting in policy outcome; (3) shifts in societal norms such as decreased discrimination; and (4) shifting population level impact indicators such as an increase in the of people with developmental disabilities who are working.

Capacity Building: is about awarding a certain number of grants across the state that meet the vision through efforts such as providing technical assistance, providing funding and creating pilot or demonstration projects. GCDD can impact capacity building by making investments in local communities that seek both financial return and social impact. Any effort that GCDD supports should be place based (focus on a certain geographic community), focus on asset development, be inclusive of people with intellectual and developmental disabilities, be collaborative and focus on fostering networks, and emphasize local ownership and control.

Convening: To strengthen GCDD capacity in coalitions is an essential marker to improve organizational conditions for advocacy and policy change efforts. GCDD can act as a neutral convener around community issues. Inclusive style of leadership that is able to take an organization and its coalition members along in a process of reflection. It is about creating networks who bring disability groups together who have grassroots constituencies

Public Policy: In order to make decisions about the direction of the publicly funded system of services or the public policies required to move in a new direction, we must first understand the historical context of public policies as they relate to people with intellectual/developmental disabilities. Policies such as exclusion, segregation and automatic referral by generic systems to disability systems have resulted in people being devalued and the creation of separate silos. GCDD will support Advocacy Days during the legislative session based on the issues members and the coalitions that we work with have identified.

GCDD will support the passage of value based public policy that results in a conceptually coherent policy for integrated life for people with developmental disabilities and the people who support them. As created by the Unlock the Waiting List Campaign, GCDD has adopted the following key principles for Inclusion of people with disabilities in their communities (adapted from Community Integration for People with Disabilities: Key Principles, Bazelon Center 2013):

* Individuals with disabilities should have the opportunity to live full, self-determined lives. This means they want the chance:
	+ …. To be employed
		- In regular workplaces – not in settings with only other workers with disabilities
		- Earning the same wages as people without disabilities
		- With access to supported or customized employment services
	+ … to have a place to call home
		- In apartments or houses that they’ve chosen
		- With the opportunity to live in communities that are inclusive or residents with and without disabilities
		- With the opportunity for ownership or control of the lease
		- Alone or with others that they’ve chosen – and no one else
		- Where they decide who visits and when
		- Without the threat of losing that home because they didn’t comply with a treatment plan
	+ … to be engaged in their communities with family and friends
		- Who understand and appreciate their gifts and contributions
		- With access to an array of educational and leisure pursuits
		- Able to go to a full range of locations and activities that they’ve chosen
	+ … to have control over how they spend their time
		- With adequate information so that they make informed choices from an array of meaningful options
		- With a schedule of daily activities based on their personal priorities, interests and contributions
		- Choosing when and what to eat, and what to watch on television

AND

* What individuals with disabilities DON’T want is:
	+ To be offered sheltered work, day treatment and other segregated programs as the only option
	+ To be offered group homes, other congregate arrangements, and multi-unit complexes for people with disabilities as the only option
	+ To have their daily activities determined by a collective schedule
	+ To hear that “we’ve always done it this way”
* And what individuals with disabilities and those who support them in advocacy DO want is
	+ To have their legitimate concerns and fears understood – and addressed with accurate information
	+ To continue to learn about the options available to them and what those have meant for others with disabilities
	+ For government funding to support these principles, rather than the continued “institutional bias” that perpetuates antiquated models of service

Public Information: GCDD is committed to inform, engage and educate individuals, their families, as well as the general public that brings about social and policy changes that positively impact community living. The communications strategy seeks to deepen engagement, increase knowledge, strengthen advocacy, create opportunities and foster lasting relationships between people with and without disabilities by sharing stories, disseminating information, producing and distributing media, convening spaces for dialogue and collaborating with our partners and the broader community. GCDD employs multiple communications platforms to improve public perception of disabilities, generate greater awareness of disability related issues and inform people with disabilities about important opportunities and a broad array of topics. GCDD leads the way as a reliable source of information for Georgians through traditional media-relations and outreach; through an Internet presence and growing social-media engagement; through publications, such as Making a Difference Magazine and “Public Policy for the People”; through database management which connects with 7,000 advocates; and through events like Advocacy Days, advocates who visit legislators during the General Assembly.

**Strategic Goals**

1. **Education**: GCDD will Increase opportunities for children with intellectual/developmental disabilities to be fully included in classrooms and actively involved in their local school community.

Objective 1.1: By 2021, GCDD will partner with the DD Network, civil rights and other organizations through Georgia to develop and implement a plan of action to reduce by 10% the number of African-American males in special education classes and who are at risk for dropping out of school.

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| **Implementation Activities** | **Convene** | **Advocacy and Public Policy** | **Public Information** | **Capacity Building** |
| Convene groups to address African-American students with intellectual/developmental disabilities who are at risk for suspension, drop out  | NACCP, Urban League, Rainbow/PUSH, 100 Black Men, Gwinnett STOP, Dignity in Schools, My Brothers Keepers, DOE |  | Investigate and use the latest technological advancements in communications that may include social networking.Show case the positive roles and contributions of people with developmental disabilitiesIncreased marketing efforts to ensure wide dissemination of Council products | Research who is dropping outCreate a RFP to support this effort |
| Collaborate with the Department of Education to expand ASPIRE to included confidence and leadership development for students |  |  | Educate and inform targeted audiences about the issues and stories about people with intellectual and developmental disabilities Apply GCDD communications platforms and media tools to fulfill diverse engagement and outreach strategies |  |
| DD Network Partners: Georgia Council on Developmental Disabilities (GCDD), Georgia Advocacy Office (GAO), Center for Leadership and Disability at Georgia State University (CLD) and the Institute for Human Development and Disability at the University of Georgia (IHDD) will support efforts to remove students from GNETS system and provides for a more inclusive and improved education. | Participate in coalition efforts around the GNETs/DOJ  | Participate in coalition efforts around the GNETs/DOJ |  |  |
| Expected Outputs:1. 100 people will participate in coalition activities
2. 75 students with disabilities will move to regular education activities per year
3. 2 GNET programs per year will close
 |
| Expected Outcomes: intended or desired result for population1. African American male students with intellectual and developmental disabilities will have increased opportunities to participate in regular classrooms with the necessary supports. 2. There will be a decrease in the number of male African American students identified in special education and GNETS programs |

Objective 1.2: By 2021, GCDD will strengthen and expand 15 programs that support students with intellectual/developmental disabilities participating in Inclusive post-secondary programs.

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| **Implementation Activities** | **Convene** | **Advocacy and Public Policy** | **Public Information** | **Capacity Building** |
| Eliminate SPED certificate and other barriers for students who want to attend post-secondary institutions  | Create a coalition of those interested from previous Transition Steering Committee | Research and advocate for change in SPED certificatePromote efforts to remove the silos between regular and special education from a policy and practice perspective | Educate and inform targeted audiences about the issues and stories about people with intellectual and developmental disabilities Apply GCDD communications platforms and media tools to fulfill diverse engagement and outreach strategies | Fund related peer mentor training for students |
| Continue to support Georgia Inclusive Post-Secondary Consortium and member schools | Continue to work with the steering committee | Advocate for changes in funding and policy including “HOPE” and other resources to support programs and scholarships | Educate and inform targeted audiences about the issues and stories about people with intellectual and developmental disabilities Apply GCDD communications platforms and media tools to fulfill diverse engagement and outreach strategies | Fund 5 schoolsFind other funding for scholarshipsProvide technical assistance to programsUse GA College 411 for scholarship and application for all IPSE programs |
| Expected Outputs:1. 10 college programs per year2. 100 students with intellectual/developmental disabilities educated per year3. $500,000 per year leveraged to support programs |
| Expected Outcomes: intended or desired result for population1. Students with intellectual/developmental disabilities will have expanded opportunities to attend and graduate from colleges and universities that lead to careers2. Families will have access to financial supports to send students with intellectual/developmental disabilities to attend college and university programs.  |

Objective 1.3: By 2021, GCDD will leverage partnerships with organizations to increase the knowledge of educators, parents, and students with developmental disabilities about transition options and resources for students to support their involvement in life after school.

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| **Implementation Activities** | **Convene** | **Advocacy and Public Policy** | **Public Information** | **Capacity Building** |
| Train general education counselors and transition counselors  | Support efforts to convene the Transition Steering Committee |  | Educate and inform targeted audiences about the issues and stories about people with intellectual and developmental disabilities Apply GCDD communications platforms and media tools to fulfill diverse engagement and outreach strategies Coordinate and implement a webinar series for school districts and other transition coordinators | Create or update Transition WorkbookExplore ways to provide continuing education credits around transitionSupport others to attend and speak at conferences about transition |
| Work with Department of Education to include intellectual/developmental disabilities in Georgia College 411 college and career pathway |  |  | Educate and inform targeted audiences about the issues and stories about people with intellectual and developmental disabilities Apply GCDD communications platforms and media tools to fulfill diverse engagement and outreach strategies |  |

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| Expected Outputs:1. 2 trainings/webinars held per year2. 150 transition counselors trained 3. 3 publications produced concerning transition and disseminated to 300 people per year |
| Expected Outcomes: intended or desired result for population1. Transition staff will have the knowledge to direct families to resources that will help the students lead self-determined lives2. Students with intellectual/developmental disabilities and families will be educated about transition from school to college or work  |

1. **Employment:** GCDD will work with individuals with intellectual/developmental disabilities, families and community entities to develop and strengthen opportunities that result in people having meaningful employment based on unique skills, interests, and talents in the marketplace and earning a livable wage with career advancement opportunities.

Objective 2.1: By 2021, GCDD will strengthen and expand access to 30 Project Search programs for students transitioning from school to workforce and others for competitive employment

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| **Implementation Activities** | **Convene** | **Advocacy and Public Policy** | **Public Information** | **Capacity Building** |
| Continue to support current sites | Convene staff and others quarterly for learning and sharing opportunities |  | Educate and inform targeted audiences about the issues and stories about people with intellectual and developmental disabilities Apply GCDD communications platforms and media tools to fulfill diverse engagement and outreach strategies | Collect stories and data on the number of students and others participating and outcomes of internships |
| Expand to other sites | Convene staff and others quarterly for learning and sharing opportunities |  | Educate and inform targeted audiences about the issues and stories about people with intellectual and developmental disabilities Apply GCDD communications platforms and media tools to fulfill diverse engagement and outreach strategies | Collect stories and data on the number of students and others participating and outcomes of internshipsIn the first two years, the focus will be on Middle Georgia |
| Expected Outputs:1. 30 sites supported per year2. 3 publications and other materials created and disseminated to 200 people per year3. Convene quarterly meetings annually to support new and current sites4. 175 people participate in learning activities5. 100 students participate in Project Search per year6. 35 business will participate in Project Search per year |
| Expected Outcomes: intended or desired result for population1. Students with intellectual/developmental disabilities will be better prepared to transition from high school to work2. Students with intellectual/developmental disabilities will get jobs after participating in Project Search3. Businesses are more likely to hire students with intellectual/developmental disabilities |

Objective 2.2: By 2021, GCDD will support advocacy efforts that result in an Employment First statewide policy that creates increased opportunities for individuals with intellectual/developmental disabilities to participate in the workforce

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| **Implementation Activities** | **Convene** | **Advocacy and Public Policy** | **Public Information** | **Capacity Building** |
| Support a coalition that is working to create an Employment First policy | Support the Employment First coalition | Work to pass Employment First legislationSupport Take Your Legislator to Work Month | Educate and inform targeted audiences about the issues and stories about people with intellectual and developmental disabilities Apply GCDD communications platforms and media tools to fulfill diverse engagement and outreach strategiesCreate process for sharing content between GCDD and Employment First websitesCreate a campaign for Disability Employment Awareness month | Fund a convener and activities of the coalition |
| Collaborate with GVRA, DBHDD, DD Network, GAPSE and others to educate and provide assistance to providers who want to change from offering segregated employment to supported employment | Convene collaborators to develop and showcase effective and successful models utilizing the discovery process in their community to create meaningful employment to employees |  | Educate and inform targeted audiences about the issues and stories about people with intellectual and developmental disabilities Apply GCDD communications platforms and media tools to fulfill diverse engagement and outreach strategies | Develop a curriculum for job coaches (IHDD)Work with DBHDD to develop a fidelity scaleFund conferences and a technical assistance collaborative |
| Educate individuals with intellectual/developmental disabilities and families about the reasons for supported employment | Workforce developmentTransition CounselorsGVRA |  | Develop materialsDevelop a PR Campaign both internal (disability community) and external (general community)Apply GCDD communications platforms and media tools to fulfill diverse engagement and outreach strategies |  |
| Educate businesses about individuals with intellectual/developmental disabilities as part of a diverse workforce |  |  | Educate and inform targeted audiences about the issues and stories about people with intellectual and developmental disabilities Apply GCDD communications platforms and media tools to fulfill diverse engagement and outreach strategies | Create a RFP to support this effort |
| Expected Outputs:1. At least 5 providers will undertake transformation activities per year2. At least 150 people will participate in Employment First Coalition activities3. At least 150 people will advocate for passage of Employment First legislation4. 1 new policy will be adopted by Georgia to support Employment First |
| Expected Outcomes: intended or desired result for population1. Increase the number of providers shifting to a focus of providing competitive integrated employment supports in Georgia2. Increase awareness of the Employment First movement among people with intellectual/developmental disabilities, families, service providers, policymakers and others3. Georgia will adopt and implement an Employment First program to support people with intellectual/developmental disabilities participating in competitive integrated employment. |

Objective 2.3: By 2021, GCDD will strengthen financial inclusion and asset development efforts for individuals with intellectual and developmental disabilities by increasing their knowledge, developing financial plans and implementing the plan’s goals

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| **Implementation Activities** | **Convene** | **Advocacy and Public Policy** | **Public Information** | **Capacity Building** |
| Support efforts to develop financial literacy capacity for individuals with intellectual/developmental disabilities |  | Support implementation of ABEL Act | Educate and inform targeted audiences about the issues and stories about people with intellectual and developmental disabilities Apply GCDD communications platforms and media tools to fulfill diverse engagement and outreach strategies | Create a RFP to support this effort |
| Expected Outputs:1. 200 people with intellectual/developmental disabilities participate in trainings per year2. 3 trainings per year will be held3. 2 financial institutions per year will participate in efforts to educate people with intellectual/developmental disabilities4. 3 publications per year will be published and disseminated to over 300 people |
| Expected Outcomes: intended or desired result for population1. People with intellectual/developmental disabilities and families will better understand financial issues impacting their lives2. Financial institutions will support efforts to educate individuals with intellectual/developmental disabilities and families about financial literacy options |

1. **Formal Community Supports: GCDD will support demonstration of new practices and advocate for public policies that support universal access to quality long term supports and services that are integrated into typical formal and informal support systems**

Objective 3.1: DD Network Partners: By 2021, the Georgia Council on Developmental Disabilities (GCDD), Georgia Advocacy Office (GAO), Center for Leadership and Disability at Georgia State University (CLD) and the Institute for Human Development and Disability at the University of Georgia (IHDD) will support a statewide policy that has moved move all children living in a nursing facility or private ICF/DD into a loving stable home.

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|  | **Convene** | **Advocacy and Public Policy** | **Public Information** | **Capacity Building** |
| Support for the Children’s Freedom Initiative | Participate in the Children’s Freedom Initiative | Educate policy makers and support efforts that provide funding to move children | Educate and inform targeted audiences about the issues and stories about people with intellectual and developmental disabilities Apply GCDD communications platforms and media tools to fulfill diverse engagement and outreach strategies |  |
| Expected Outputs:1. Develop a work plan to promote awareness of community options for children and their families2. Develop a fact sheet for use in educating policy makers about the number of kids still in facilities 3. Host a strategy session to determine the best ways to divert children who may end up in facilities |
| Expected Outcomes: intended or desired result for population1. No child is living in a nursing facility or ICF/DD 2. Children currently living in a nursing facility or ICF/DD receive a Medicaid Waiver |

Objective 3.2: By 2021, GCDD will strengthen efforts to improve the quality of services and access to quality services and supports for individuals with intellectual and developmental disabilities throughout Georgia through improved wages and skills for direct support professionals, addressing the waiting list for home and community based services, and supporting efforts for families and individuals who self-direct services .

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|  | **Convene** | **Advocacy and Public Policy** | **Public Information** | **Capacity Building** |
| Support opportunities that result in training and livable wages for direct support professionals | Support efforts that bring DSPs together with others who are paid subminimum wages including home care providers (aging) and 9 to 5 | Support legislation that results in higher wages | Educate and inform targeted audiences about the issues and stories about people with intellectual and developmental disabilities Apply GCDD communications platforms and media tools to fulfill diverse engagement and outreach strategies | Explore the work that Beth Mount and John O’Brien are doing in New York to support DSPs |
| Collaborate with the Unlock Campaign to decrease the number of people on waiting list, increase the financial resources available and continue efforts to make sure there are quality supports available | Convene individuals, families, advocates, providers and others interested in the goals of the Unlock Campaign | Support a legislative agenda that is line with the goals of the Unlock Campaign and support advocacy efforts around those issues | Educate and inform targeted audiences about the issues and stories about people with intellectual and developmental disabilities Apply GCDD communications platforms and media tools to fulfill diverse engagement and outreach strategies | Create a RFP to support this effort |
| Increase opportunities for individuals with intellectual/developmental disabilities to self direct services | Support a learning community of individuals and families who are self-directing for the purpose of improving this option |  | Apply GCDD communications platforms and media tools to fulfill diverse engagement and outreach strategies | Fund a network of those who are self directing servicesFund the Georgia Microboard AssociationDevelop materials to help individuals and families who are self directing services or who are interested in self directing services |
| Inform and educate about supported decision making as an alternative to guardianship |  |  | Apply GCDD communications platforms and media tools to fulfill diverse engagement and outreach strategies | Create a RFP to support this effort |
| Support efforts to increase affordable, accessible and integrated housing  | Support SOPOS to convene advocates interested in housing |  | Apply GCDD communications platforms and media tools to fulfill diverse engagement and outreach strategies | Create a RFP to support this effort Explore integrated housing options |
| Support efforts to increase GCDD’s internal capacity to respond to constituent calls |  |  |  | Examine alternatives for GCDD to do a better job of responding to constituent calls. |
| Expected Outputs:1. Annually create a legislative agenda adopted by GCDD2. Host three Unlock Coalition meetings per year3. Create and distribute materials about supported decision making4. Produce and disseminate Public Policy for the People during the legislative session5. Convene stakeholders that self-direct services6. Convene direct support professionals and others who make low wages to determine strategy for increasing the minimum wage in Georgia |
| Expected Outcomes: intended or desired result for population1. Decrease the number of people on the waiting list for home and community based services2. Increase the number of people who are self directing services3. Increase the number of housing units that are available, affordable and accessible4. The minimum wage in Georgia will be increased to $12 per hour5. Increase the number of people with developmental disabilities, families and others who are educating policymakers about the needs of people with developmental disabilities6. Increase the funding available for waivers and others services available to people with developmental disabilities and their families.  |

1. **Real Communities: GCDD’s Real Communities Initiative will strengthen and support local projects planned and implemented by a network of partners with and without disabilities that result in improvements for all people in their communities.**

Objective 4.1: By 2021, GCDD will strengthen and support funding of existing Real Communities sites in Clarkston, Macon, Savannah, and Atlanta through ongoing technical assistance that will result in each community becoming self-sustaining.

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|  | **Convene** | **Advocacy and Public Policy** | **Public Information** | **Capacity Building** |
| Provide technical assistance and staff support | Support a design team that is regularly examining the Real Communities initiatives and making recommendations for improvementsCommunity builder and other retreatsContinue to offer learning journeys to community members to learn what is happening in other placesDevelop study groups that allow people to come together and develop new ideasFacilitate processes that community can identify their common interest for their next phase of their community building effortsSupport and facilitate regular communication among the Real Community sites  |  | Educate and inform targeted audiences about the issues and stories about people with intellectual and developmental disabilities Apply GCDD communications platforms and media tools to fulfill diverse engagement and outreach strategies | Develop and administer contracts and grantsProvide coaching and learning opportunitiesOffer trainings on issues such as ABCD, media relations, story telling and other issues |
| Expected Outputs:1. Number of purposeful learning opportunities2. Number of learning conversations and coaching sessions 3. Number of retreats  |
| Expected Outcomes: intended or desired result for population1. Communities become self-sustaining2. People with disabilities are in active leadership roles and increase people without disabilities’ engagement in community projects  |

Objective 4.2: By 2021, GCDD will identify, provide funding support and technical assistance to 10 communities interested in using the Real Communities model and aligning with Asset Based Community Development principles and practices

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|  | **Convene** | **Advocacy and Public Policy** | **Public Information** | **Capacity Building** |
| Identify new communities that willing to bring people with and without disabilities together to improve where they live | Outreach to find the right community group with right philosophy of community building and inclusion of people with and without disabilities  |  |  | Look at the following as possible examples of new sites: health focused projects, youth organizing, slow money micro-financing, and associational projects such as faith based efforts |
| Provide technical assistance and staff support | Communicate the four commitments as principles for participation |  | Educate and inform targeted audiences about the issues and stories about people with intellectual and developmental disabilities  | Develop and administer contracts and grantsProvide coaching and learning opportunities |
| Connect new community builders with those from existing communities | Develop connections linking people with existing networksOrganize Community Builder and other retreats and offer learning journeys to community members to develop relationships and learn what is happening in other placesDevelop study groups from the community that allow people to come together and develop new ideasFacilitate process that community can identify their common interestFacilitate regular communication among the Real Community sites Continue to support community builders with disabilities and without disabilities  |  | Apply GCDD communications platforms and media tools to fulfill diverse engagement and outreach strategies |  |
| Expected Outputs:1. Number of learning conversations with different communities in Georgia 2. Number of new partners for Real Communities 3. Number of learning journeys for new partners |
| Expected Outcomes: intended or desired result for population1. Increase the number of communities find ways to involve people with and without disabilities together 2. Identification of new partners for Real Communities  |

Objective 4.3: By 2021, GCDD will document and disseminate information about the Real Communities Initiative and what has been learned from each community to local communities and other Developmental Disability Councils interested in implementing Real Communities.

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|  | **Convene** | **Advocacy and Public Policy** | **Public Information** | **Capacity Building** |
| Evaluate the Real Communities Initiative annually using appreciative inquiry, most significant change and collected data | Develop study group of community builder and members to evaluated their project or program |  | Educate and inform targeted audiences about the issues and stories about people with intellectual and developmental disabilities Apply GCDD communications platforms and media tools to fulfill diverse engagement and outreach strategiesCreate a series of videos/documentary type productions that tell the Real Communities story | Provide technical assistance and staff supportDevelop a Real Communities curriculum |
| Explore funding collaborations as a way to sustain the initiative |  |  |  |  |

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| Expected Outputs:1. Number of DD Councils who have received our educational materials about Real Communities 2. Number of DD Councils come to Learning Tours 3. Number of Learning Tours that are held  |
| Expected Outcomes: intended or desired result for population1. Other DD Councils will replicate Real Communities framework in other communities 2. People with and without disabilities are coming together in different states to create sustainable change  |

1. **Self Advocacy: GCDD will strengthen the knowledge of individuals with intellectual and developmental disabilities to promote/encourage informed decision making and increase participation in advocacy and policy making activities**

Objective 5.1: By 2021, GCDD will establish or strengthen a program for the direct funding of a state self-advocacy organization led by individuals with intellectual and developmental disabilities

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|  | **Convene** | **Advocacy and Public Policy** | **Public Information** | **Capacity Building** |
| Provide Funding for People First of Georgia Annual Conference |  |  | Apply GCDD communications platforms and media tools to fulfill diverse engagement and outreach strategies | Provide Funding (currently at $25,000 annually) |
| Create the space that allows a network self-advocates to emerge  |  |  | Apply GCDD communications platforms and media tools to fulfill diverse engagement and outreach strategies | Create a RFP to support this effort Support a diverse membership |
| Continue to offer Learning Opportunity Funds that allow members of the community to attend disability related conference and share knowledge |  |  | Apply GCDD communications platforms and media tools to fulfill diverse engagement and outreach strategies | Create a RFP to support this effort |
| Expected Outputs:1. A conference is held for self advocates2. 35 individuals with intellectual/developmental disabilities and family members will attend learning opportunities and report back.3. 10 communities will express interest in starting a self advocacy organization4. 25 individuals with intellectual/developmental disabilities will plan and carry out advocacy strategies on legislative issues1. 50 individuals with intellectual/developmental disabilities will be trained each year
2. 100 family members will be trained each year
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| Expected Outcomes: intended or desired result for population1. Self advocates in Georgia will educate and train people with intellectual/developmental disabilities
2. There will be an increase in people with intellectual/developmental disabilities participating in advocacy actions
3. People with intellectual/developmental disabilities and families will participate in conference and other educational events and use that information to create change
4. People with intellectual/developmental disabilities will gain the skills to become leaders in the disability advocacy movement
5. People with developmental disabilities will gain the knowledge and skills to start and maintain local self-advocacy groups
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Objective 5.2: By 2021, GCDD will support efforts that engage individuals with intellectual/developmental disabilities to actively participate in civil society

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|  | **Convene** | **Advocacy and Public Policy** | **Public Information** | **Capacity Building** |
| Collaborate with Center for Leadership in Disability to provide training for individuals with intellectual/developmental disabilities to be members of boards, commissions, task forces and councils. |  |  |  |  |
| Find opportunities and support individuals with intellectual/developmental disabilities to be appointed to boards, commissions, task forces and councils |  |  | Apply GCDD communications platforms and media tools to fulfill diverse engagement and outreach strategies |  |
| Support efforts that connect individuals with intellectual/developmental disabilities with social justice movements | Host an annual conference that brings together social justice advocates and people with intellectual/developmental disabilities |  | Apply GCDD communications platforms and media tools to fulfill diverse engagement and outreach strategies |  |
| Support Get Out the Vote activities that increase the number of individuals with intellectual/developmental disabilities who vote and participate in the political process |  |  | Apply GCDD communications platforms and media tools to fulfill diverse engagement and outreach strategies |  |
| Expected Outputs:1. A conference is held for self advocates2. A conference is held for those working on social justice issues as it relates to intellectual/developmental disabilities3. 500 people with intellectual/developmental disabilities will be registered to vote per year4. 35 people with intellectual/developmental disabilities trained per year5. 25 individuals with intellectual/developmental disabilities apply to be on boards, commissions, councils and task forces |
| Expected Outcomes: intended or desired result for population1. People with intellectual/developmental disabilities will be educated on their rights and use that knowledge to make changes and impact their lives
2. People with intellectual/developmental disabilities will be educated to participate on boards, commissions and other organizations
3. People with intellectual/developmental disabilities will vote in numbers that reflect the size of the community
4. People with intellectual/developmental disabilities will gain the skills to become leaders in the disability advocacy movement
5. People with developmental disabilities will gain the knowledge and skills to start and maintain local self-advocacy groups.
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Objective 5.3: By 2021, GCDD will support a program that results in leadership development of individuals with intellectual and developmental disabilities who desire to become leaders that is led by people with intellectual and developmental disabilities

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|  | **Convene** | **Advocacy and Public Policy** | **Public Information** | **Capacity Building** |
| Support a youth leadership initiative that is intentional in making sure there is a balance between youth with and without disabilities |  |  | Apply GCDD communications platforms and media tools to fulfill diverse engagement and outreach strategies | Create a RFP to support this effortMight want to connect with the Clarkston Youth Summit |
| Expected Outputs:1. A conference is held for self advocates2. 25 students will be trained and supported per year |
| Expected Outcomes: intended or desired result for population1. Participating youth will exhibit increased confidence, self-efficacy and leadership skills
2. Participating youth will show increased confidence in directing their own lives and making their own choices
3. Graduates will be knowledgeable of the history of the disability movement and how it relates to other social justice efforts, best or promising practices around services and supports, and how to plan and implement advocacy strategies
4. An advocacy organization comprised of students with and without disabilities will be created
5. People with intellectual/developmental disabilities will gain the skills to become leaders in the disability advocacy movement
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