

**FDDC 5-Year Plan Logic Model: Transportation**

<p><b>Inputs</b></p> <p><i>Resources to support activities</i></p>	<p><b>Outputs</b></p> <p><i>Products of activities; items delivered</i></p>		<p><b>Outcomes – Impact</b></p> <p><b><u>Individuals with intellectual and developmental disabilities will have increased access to safe and affordable transportation.</u></b></p>		
	<p><b>Activities</b></p>	<p><b>Outputs</b></p>	<p><b>Short-term</b> 1-2 years</p>	<p><b>Long-term</b> 3-4 years</p>	<p><b>Impact</b> 5+</p>
<ul style="list-style-type: none"> <li>- AIDD Funding</li> <li>- Council staff</li> <li>- Council members</li> <li>- Individuals with intellectual and developmental disabilities</li> <li>- Family members of individuals with intellectual and developmental disabilities</li> <li>- Policy-makers</li> <li>- Service providers</li> <li>- General public</li> <li>- Grantees – time, leveraged resources</li> <li>- Council listserv, website and social media</li> <li>- Agency for Persons with Disabilities</li> <li>- Florida Department of Transportation</li> <li>- The Commission on Transportation Disadvantaged</li> <li>- Florida Department of Education - Division of Vocational Rehabilitation</li> <li>- Florida Department of Education - Division of Blind Services</li> <li>- Florida Department of Children and Families</li> </ul>	<ol style="list-style-type: none"> <li>1. Systems design and redesign to develop and implement a mobility management system</li>   <li>2. Support advocacy and communication efforts that empower self-advocates and their family members to engage in advocacy, including serving on transportation-related commissions, boards or advisory committees</li>   <li>3. Support development of travel training curriculum and train-the-trainer trainings</li>   <li>4. Support development of data collection system or database to readily identify the unmet transportation needs to be used for advocacy efforts</li> </ol>	<ol style="list-style-type: none"> <li>1. Conceptual framework and recommendations for full implementation of mobility management system, including mobility managers</li>   <li>2. A pool of self-advocates and family members desiring to impact transportation; materials, including Easy Read and Spanish translations; communication materials promoting transportation</li>   <li>3. Travel training curriculum developed and state-wide travel trainers available</li>   <li>4. Data collection system or database established and used to identify unmet transportation needs</li> </ol>	<ol style="list-style-type: none"> <li>1. Agreed upon infrastructure developed; strategies and regions identified for regional implementation; resources developed and disseminated</li>   <li>2. Self-advocates and family members begin to engage in advocacy efforts</li>   <li>3. Travel trainers receive training</li>   <li>4. Self-advocates, family members and other stakeholders have preliminary data on unmet transportation needs to use for advocacy efforts</li> </ol>	<ol style="list-style-type: none"> <li>1. Key stakeholders buy-in and initiate systems change efforts to redesign system</li>   <li>2. Self-advocates and family members fully engage in advocacy efforts on behalf of transportation, including serving on transportation-related commissions, boards or advisory committees</li>   <li>3. Individuals with intellectual and developmental disabilities begin to access travel training for transportation</li>   <li>4. Self-advocates, family members and other stakeholders have extensive data that conveys the unmet transportation needs to use for advocacy efforts</li> </ol>	<p>A minimum of three sustainable transportation solutions are implemented for individuals with intellectual and developmental disabilities and a minimum of one infrastructure change, resulting in increased access to safe and affordable transportation for individuals with intellectual and developmental disabilities, is executed.</p>

**FDDC 5-Year Plan Logic Model: Employment**

<b>Inputs</b> <i>Resources to support activities</i>	<b>Outputs</b> <i>Products of activities; items delivered</i>		<b>Outcomes – Impact</b> <u><b>Integrated, competitive employment for individuals with intellectual and development disabilities is increased.</b></u>		
	<b>Activities</b>	<b>Outputs</b>	<b>Short-term</b> 1-2 years	<b>Long-term</b> 3-4 years	<b>Impact</b> 5+ years
<ul style="list-style-type: none"> <li>- AIDD Funding</li> <li>- Council staff</li> <li>- Council members</li> <li>- Individuals with intellectual and developmental disabilities</li> <li>- Family members of individuals with intellectual and developmental disabilities</li> <li>- Policy-makers</li> <li>- Service providers</li> <li>- General public</li> <li>- Grantees – time, leveraged resources</li> <li>- Council listserv, website and social media</li> <li>- Agency for Persons with Disabilities</li> <li>- Florida Department of Education - Division of Vocational Rehabilitation,</li> <li>- Bureau of Exceptional Education and Student Services, Division of Blind Services</li> <li>- Florida Department of Children and Families, Substance Abuse and Mental Health</li> <li>- Florida Association of Rehabilitation Facilities</li> <li>- Florida Department of Management Services</li> <li>- Florida Department of Financial Services</li> </ul>	<ol style="list-style-type: none"> <li>1. Systems design and redesign to provide technical assistance and training to fully implement Employment First</li> <li>2. Systems design and redesign to increase Supported Employment providers</li> <li>3. Support development and implementation of a train-the-trainer curriculum for informed choice that facilitates movement from sub-minimum to integrated, competitive employment</li> <li>4. Provide extensive training for agency and organization leadership to transform the system to support Employment First</li> <li>5. Support advocacy and communication efforts that empower self-advocates and their family members to engage in advocacy, including serving on employment-related commissions, boards or advisory committees</li> </ol>	<ol style="list-style-type: none"> <li>1. Annual action plans targeted to assist state agencies with revisions policies, procedures, statutes and/or rules that impede Employment First</li> <li>2. An implementation plan for systems design and redesign to increase Supported Employment providers</li> <li>3. A train-the-trainer curriculum for informed choice with models that culminates in statewide implementation</li> <li>4. A model and methods that incentivize movement to Employment First</li> <li>5. A pool of self-advocates and family members desiring to impact employment identified; materials, including Easy Read and Spanish translations; communication materials promoting transportation</li> </ol>	<ol style="list-style-type: none"> <li>1. Improvements begin to be made in areas targeted for improvement within the annual action plans</li> <li>2. Strategies identified to increase Supported Employment providers</li> <li>3. A greater number of individuals who traditionally received sub-minimum wage have increased knowledge of their option to move into integrated, competitive employment</li> <li>4. Providers begin to embrace moving their organizations toward Employment First</li> <li>5. Self-advocates and family members begin to engage in advocacy efforts</li> </ol>	<ol style="list-style-type: none"> <li>1. Policies, procedures, statutes and/or rules are developed or changed</li> <li>2. Strategies implemented increase Supported Employment providers</li> <li>3. A greater number of individuals who traditionally received sub-minimum wage move into integrated, competitive employment</li> <li>4. Providers make changes to their policies and/or procedures that move their organizations into Employment First</li> <li>5. Self-advocates and family members fully engage in advocacy efforts on behalf of employment, including serving on employment-related commissions, boards or advisory committees</li> </ol>	<p>Data from each of the nine signatory partner agencies/organizations to Florida’s Employment First efforts will reflect a 25% increase in the number of individuals with intellectual and developmental disabilities gaining employment at or above minimum wage over the established 2014 Employment First baseline data.</p>

**FDCC 5-Year Plan Logic Model: Elementary through Postsecondary Transition**

<p><b>Inputs</b></p> <p><i>Resources to support activities</i></p>	<p><b>Outputs</b></p> <p><i>Products of activities; items delivered</i></p>		<p><b>Outcomes – Impact</b></p> <p><u>Individuals with intellectual and developmental disabilities will receive quality elementary through postsecondary transition services.</u></p>		
	<p><b>Activities</b></p>	<p><b>Outputs</b></p>	<p><b>Short-term</b> 1-2 years</p>	<p><b>Long-term</b> 3-4 years</p>	<p><b>Impact</b> 5+ years</p>
<p>AAIDD Funding; Council staff; Council members; Individuals with intellectual and developmental disabilities; Family members of individuals with intellectual and developmental disabilities; Policy-makers; Service providers; General public; Grantees – time, leveraged resources; Council listserv, website and social media; University of South Florida Center for Inclusive Communities; Agency for Persons with Disabilities; Florida Department of Education: Bureau of Exceptional Education and Student Services; Division of Accountability, Research and Measurement; Division of Vocational Rehabilitation; Division of Blind Services; Division of Career and Adult Education; Division of Florida Colleges; State University System; Family Network on Disabilities; Project 10: Transition Education Network; State Secondary Transition Interagency Committee; Florida Diagnostic and Learning Resources System; University of Central Florida Consortium on Postsecondary Education and Intellectual Disabilities; University of Central Florida Center for Students with Unique Abilities; Florida Inclusion Network; Center for Autism and Related Disorders</p>	<p>1. Systems design and redesign for elementary through postsecondary transition services</p> <p>2. Technical assistance and support to increase expansion of and access to at least three models of postsecondary education and training opportunities</p> <p>3. Support advocacy and communication efforts that empower self-advocates and their family members to engage in advocacy, including serving on transition-related commissions, boards or advisory committees</p> <p>4. For students with Autism Spectrum Disorder and Hispanic/Latino: 1) Research and outreach to identify barriers and proposed solutions; and 2) implementation of programs, supports and/or strategies identified through research and outreach to reduce the disparity in enrollment and completion of postsecondary education and training</p>	<p>1. Conceptual framework; information and resources; assessment and curricula</p> <p>2. Annual report reflecting student enrollment, outcomes, barriers, solutions and satisfaction with each of the three different models of postsecondary education and training programs</p> <p>3. A pool of self-advocates and family members desiring to impact transition identified; materials, including Easy Read and Spanish translations; communication materials promoting transportation</p> <p>4. Marketing materials; report on barriers and proposed solutions; report on the types of programs, supports and/or strategies being implemented and their outcomes on systems change efforts</p>	<p>1. Framework for critical transition services, including recommended assessments and curricula</p> <p>2. Three models for postsecondary education and training that ensure improved and equitable access</p> <p>3. Self-advocates and family members begin to engage in advocacy efforts</p> <p>4. For students with Autism Spectrum Disorder and Hispanic/Latino, expanded efforts to address identified barriers and proposed solutions to reduce the disparity for enrollment in and completion of postsecondary education and training</p>	<p>1. Framework for critical transition services, including recommended assessments and curricula, adopted and included in Florida’s CPALMS</p> <p>2. Florida Career and Technical Centers, State Colleges and the State University System offer an expanded number of model programs that provide access for the full range of students with intellectual and developmental disabilities</p> <p>3. Self-advocates and family members fully engaged in advocacy efforts on behalf of transition, including serving on transition-related commissions, boards or advisory committee</p> <p>4. For students with Autism Spectrum Disorder and Hispanic/Latino, identified barriers addressed and proposed solutions implemented that significantly reduce disparity in postsecondary education and training</p>	<p>A minimum of four new improvements to transition services that assist students from elementary through post-school transition for students from elementary through post-school transition will be achieved, resulting in meaningful post-school outcomes with adequate services and supports for students with intellectual and developmental disabilities.</p> <p>Two or more policies or practices will be improved or developed to assist students with intellectual and developmental disabilities, elementary through post-school, attain meaningful post-school outcomes with adequate services and supports.</p>

**FDDC 5-Year Plan Logic Model: Self-Advocacy Leadership**

<p><b>Inputs</b></p> <p><i>Resources to support activities</i></p>	<p><b>Outputs</b></p> <p><i>Products of activities; items delivered</i></p>		<p><b>Outcomes – Impact</b></p> <p><b><u>Florida SAND becomes a fully independent organization; trained leaders are available statewide to engage in advocacy efforts; and self-advocates and family members become members of diverse leadership coalitions.</u></b></p>		
	<p><b>Activities</b></p>	<p><b>Outputs</b></p>	<p><b>Short-term</b> 1-2 years</p>	<p><b>Long-term</b> 3-4 years</p>	<p><b>Impact</b> 5+ years</p>
<ul style="list-style-type: none"> <li>- AIDD Funding</li> <li>- Council staff</li> <li>- Council members</li> <li>- Individuals with intellectual and developmental disabilities</li> <li>- Family members of individuals with intellectual and developmental disabilities</li> <li>- Policy-makers</li> <li>- Service providers</li> <li>- General public</li> <li>- Grantees – time, leveraged resources</li> <li>- Council listserv, website and social media</li> <li>- State Protection and Advocacy System – Disability Rights Florida</li> <li>- University of South Florida Center for Inclusive Communities</li> <li>- The Mailman Center at the University of Miami</li> <li>- Agency for Persons with Disabilities</li> <li>- Family Network on Disabilities</li> <li>- Family Care Council of Florida</li> </ul>	<ol style="list-style-type: none"> <li>1. Support and strengthen Florida SAND and its grassroots groups, the State Self-Advocacy Organization, to conduct public policy activities and become an independent organization</li> <li>2. Support Partners in Policymaking and build Partners in Policymaking Plus</li> <li>3. Collaborate with DD Network Partners to build a leadership training program</li> <li>4. Collaborate with Disability Rights Florida to strengthen and implement Project VOTE</li> <li>5. Collaborate with the FCIC on high priority issue policy briefs</li> </ol>	<ol style="list-style-type: none"> <li>1. Annual reports, communication hub, inventory of participation on boards, coalitions, councils, assessment of training</li> <li>2. Reports on satisfaction, graduate activities and outcomes, technical assistance, new leaders providing leadership training, Partners Plus curriculum</li> <li>3. Documentation of training; completed assessments matching interests to Partners’ goals; list of mentors; resources, support and activities</li> <li>4. Final report and list of trained trainers and trainings</li> <li>5. Policy briefs and report of use in advocacy efforts</li> </ol>	<ol style="list-style-type: none"> <li>1. Florida SAND begins to undertake public policy activities, gains knowledge to operate independently, assumes responsibility for the communication hub and begins to gain knowledge and resources to serve in leadership roles and as trainers and mentors</li> <li>2. Graduates share information with policy-makers and complete projects to impact systems change, and a curriculum for Partners Plus is developed and piloted</li> <li>3. A trained DD Network Leadership Cadre is available to assist with systems change efforts and train another cadre of leaders</li> <li>4. Growing number of Project VOTE self-advocate trainers and larger number of self-advocates voting</li> <li>5. Self-advocates and family members have policy briefs for use in advocacy efforts</li> </ol>	<ol style="list-style-type: none"> <li>1. Florida SAND is fully engaged in public policy activities and assuming greater responsibility toward full independence; members are serving in leadership roles and as trainers and mentors</li> <li>2. Partners Plus becomes fully established with leaders providing training and Partners in Policymaking and Partners Plus graduates engaging in advocacy efforts</li> <li>3. The original DD Network Leadership Cadre is established and assisting with training of a second tier Leadership Cadre</li> <li>4. Project VOTE is becoming self-sustaining with a team of trained trainers</li> <li>5. High priority issues addressed through changes to policies, practices, rules and/or statutes</li> </ol>	<p>The Florida SAND state self-advocacy organization will have developed the infrastructure to sustain as an independent, non-profit organization.</p> <p>A cadre of trained leaders will be established and available to provide leadership training to individuals who desire to become leaders.</p> <p>The number of individuals and their family members trained to participate in cross-disability and culturally diverse leadership coalitions, including local- and state-level systems change boards, coalitions and teams, will be increased.</p>

**FDDC 5-Year Plan Logic Model: Self-Advocacy Systems Change**

<b>Inputs</b> <i>Resources to support activities</i>	<b>Outputs</b> <i>Products of activities; items delivered</i>		<b>Outcomes – Impact</b> <u>Individuals with intellectual and developmental disabilities will be able to independently control their income.</u>		
	<b>Activities</b>	<b>Outputs</b>	<b>Short-term</b> 1-2 years	<b>Long-term</b> 3-4 years	<b>Impact</b> 5+ years
<ul style="list-style-type: none"> <li>- AIDD Funding</li> <li>- Council staff</li> <li>- Council members</li> <li>- Individuals with intellectual and developmental disabilities</li> <li>- Family members of individuals with intellectual and developmental disabilities</li> <li>- Policy-makers</li> <li>- Service providers</li> <li>- General public</li> <li>- Grantees – time, leveraged resources</li> <li>- Council listserv, website and social media</li> <li>- University of South Florida Center for Inclusive Communities</li> <li>- Agency for Persons with Disabilities</li> <li>- Family Network on Disabilities</li> <li>- Florida Agency for Health Care Administration</li> <li>- Florida Department of Children and Families</li> </ul>	<ol style="list-style-type: none"> <li>1. Systems design and redesign to impact waiver income limits and facilitate Medicaid Buy-in for Florida</li> <li>2. Support advocacy and communication efforts that empower self-advocates and their family members to engage in advocacy</li> </ol>	<ol style="list-style-type: none"> <li>1. Review of needed legislative changes</li> <li>2. Self-advocates, family members and other stakeholders interested in engaging in advocacy for waiver income limits and Medicaid Buy-in identified; 10 new policy-makers educated; communication materials available and disseminated in accessible formats</li> </ol>	<ol style="list-style-type: none"> <li>1. Policy-makers and stakeholders informed of the critical issue's impact on the lives of individuals with intellectual and developmental disabilities; changes in legislative policies impacting Medicaid Buy-In and income limits identified</li> <li>2. Self-advocates and family members begin to engage in advocacy efforts</li> </ol>	<ol style="list-style-type: none"> <li>1. Key stakeholders and policy-makers support and initiate systems change efforts to mitigate income limits and facilitate Medicaid Buy-in for Florida</li> <li>2. Self-advocates and family members fully engaged in advocacy efforts on behalf of waiver income limits and Medicaid Buy-in</li> </ol>	<p>A minimum of one systemic change to federal and/or state statutes, rules, policies or procedures mitigating the income limits on people with intellectual and developmental disabilities will be implemented resulting in restoration of their ability to independently control their income.</p>

**FDDC 5-Year Plan Logic Model: Housing**

<p><b>Inputs</b></p> <p><i>Resources to support activities</i></p>	<p><b>Outputs</b></p> <p><i>Products of activities; items delivered</i></p>		<p><b>Outcomes – Impact</b></p> <p><b><u>Individuals with intellectual and developmental disabilities will have choices and financial support for safe, affordable and inclusive housing with access to support services.</u></b></p>		
	<p><b>Activities</b></p>	<p><b>Outputs</b></p>	<p><b>Short-term</b> 1-2 years</p>	<p><b>Long-term</b> 3-4 years</p>	<p><b>Impact</b> 5+ years</p>
<ul style="list-style-type: none"> <li>- AIDD Funding</li> <li>- Council staff</li> <li>- Council members</li> <li>- Individuals with intellectual and developmental disabilities</li> <li>- Family members of individuals with intellectual and developmental disabilities</li> <li>- Policy-makers</li> <li>- Service providers</li> <li>- General public</li> <li>- Grantees – time, leveraged resources</li> <li>- Council listserv, website and social media</li> <li>- Agency for Persons with Disabilities</li> <li>- University for Florida Shimberg Center for Housing</li> <li>- Florida Alliance of Community Development Corporations</li> <li>- Florida Housing Coalition</li> <li>- Florida Housing Authorities</li> <li>- The Commission on Transportation Disadvantaged</li> <li>- Housing Leadership Council</li> <li>- Florida Housing Finance Corporation</li> <li>- Habitat for Humanity</li> <li>- Florida Department of Elder Affairs</li> <li>- Florida Association of Centers for Independent Living</li> <li>- Florida Association of Housing and Redevelopment Officials</li> </ul>	<ol style="list-style-type: none"> <li>1. Comprehensive research on community-based strategic planning mandates, including the Consolidated Plan process</li> <li>2. Stakeholder workgroup and training to assist stakeholders with developing strategies for community involvement based on research findings</li> <li>3. Support advocacy and communication efforts that empower self-advocates and their family members to engage in advocacy, including serving on housing-related commissions, boards or advisory committees</li> </ol>	<ol style="list-style-type: none"> <li>1. Research report, including summary of findings and recommendations</li> <li>2. A core team of state-wide stakeholders representative of three cities and three counties in three different geographic areas of the state</li> <li>3. A pool of self-advocates and family members desiring to impact housing; materials, including Easy Read and Spanish translations; communication materials promoting housing</li> </ol>	<ol style="list-style-type: none"> <li>1 and 2. Stakeholders have information needed to understand the community-based strategic planning mandates and the Consolidated Plan process</li> <li>3. Self-advocates and family members begin to engage in advocacy efforts</li> </ol>	<ol style="list-style-type: none"> <li>1 and 2. Self-advocates, family members and other stakeholders have a unified understanding of community-based strategic planning mandates and the Consolidated Plan process, become members of city and county planning commissions and establish a voice in housing planning matters</li> <li>3. Self-advocates and family members fully engage in advocacy efforts on behalf of housing, including serving on housing-related commissions, boards or advisory committees</li> </ol>	<p>A minimum of one systemic change to statutes, rules, policies and/or procedures designed to improve choice and provide for financial support for safe, affordable and inclusive housing with access to support services for individuals with intellectual and developmental disabilities will be achieved.</p>

**FDDC 5-Year Plan Logic Model: Workforce**

<p><b>Inputs</b></p> <p><i>Resources to support activities</i></p>	<p><b>Outputs</b></p> <p><i>Products of activities; items delivered</i></p>		<p><b>Outcomes – Impact</b></p> <p><u>Individuals with intellectual and developmental disabilities will have access to, and receive services and supports from, a sustainable, qualified workforce.</u></p>		
<ul style="list-style-type: none"> <li>- AIDD Funding</li> <li>- Council staff</li> <li>- Council members</li> <li>- Individuals with intellectual and developmental disabilities</li> <li>- Family members of individuals with intellectual and developmental disabilities</li> <li>- Policy-makers</li> <li>- Service providers</li> <li>- General public</li> <li>- Grantees – time, leveraged resources</li> <li>- Council listserv, website and social media</li> <li>- Agency for Persons with Disabilities</li> <li>- Florida Association of Rehabilitation Facilities</li> <li>- The Arc of Florida</li> <li>- Florida Department of Economic Opportunity</li> <li>- CareerSource Florida</li> <li>- National Alliance for Direct Support Professionals</li> <li>- Family Care Council of Florida</li> <li>- Florida Agency for Health Care Administration</li> </ul>	<p><b>Activities</b></p>	<p><b>Outputs</b></p>	<p><b>Short-term</b> 1-2 years</p>	<p><b>Long-term</b> 3-4 years</p>	<p><b>Impact</b> 5+ years</p>
	<p>1. Establish a workgroup and use national and state research recommendations to identify two categories of providers to impact in advocacy efforts for competitive compensation</p>	<p>1. Workgroup established, detailed report of national and Florida compensation findings, two categories of providers determined for compensation advocacy efforts; plan for guiding efforts</p>	<p>1. Initial implementation of the plan for improving compensation for advocacy efforts for two categories of direct and community-based service providers begins</p>	<p>1. Key stakeholders initiate systems change efforts and plans are under development for systemic changes to occur</p>	<p>One or more improvements will be made to practices, services and compensation for community-based service providers to ensure that individuals with intellectual and developmental disabilities have access to, and receive services and supports from, a sustainable, qualified provider base.</p>
	<p>2. Support advocacy and communication efforts that empower self-advocates, their family members and stakeholders to engage in advocacy</p>	<p>2. A pool of self-advocates, family members and stakeholders desiring to impact provider practices, services and compensation; advocacy plan; materials, including Easy Read and Spanish translations; communication materials promoting provider compensation</p>	<p>2. Self-advocates, family members and stakeholders begin to engage in advocacy efforts</p>	<p>2. Self-advocates, family members and stakeholders fully engage in advocacy efforts on behalf of selected providers</p>	
	<p>3. Review state and national evidence-based and best practice training materials for direct services providers</p>	<p>3. Report on evidence-based and best practice training materials for providers</p>	<p>3. Evidence-based and best practice training materials available for planning purposes</p>	<p>3. N/A (See item 4.)</p>	
<p>4. Collaborate with stakeholders to identify competencies and implement training that ensures person-centered planning processes are used in all training and provision of services</p>	<p>4. Competencies for personal care attendants and residential habilitation/group home staff identified by stakeholder workgroup; evidence-based and best practices for training, which ensures person-centered planning processes are used in all training and services, identified or developed and delivered by agencies; development and implementation of a credentialing process</p>	<p>4. Competencies identified or developed and training developed and piloted; a credentialing process is considered by key credentialing agencies</p>	<p>4. Competency based training and credentialing process adopted and implemented in Florida</p>		

**FDDC 5-Year Plan Logic Model: Broad Systems Change (Page 1)**

<p><b>Inputs</b></p> <p><i>Resources to support activities</i></p>	<p><b>Outputs</b></p> <p><i>Products of activities; items delivered</i></p>		<p><b>Outcomes – Impact</b></p> <p><b><u>Systemic changes are made to statutes, rules, policies or procedures that improve community inclusion and emerging needs or emergencies are addressed in a timely manner.</u></b></p>		
	<p><b>Activities</b></p>	<p><b>Outputs</b></p>	<p><b>Short-term</b> 1-2 years</p>	<p><b>Long-term</b> 3-4 years</p>	<p><b>Impact</b> 5+</p>
<ul style="list-style-type: none"> <li>- AIDD Funding</li> <li>- Council staff</li> <li>- Council members</li> <li>- Individuals with intellectual and developmental disabilities</li> <li>- Family members of individuals with intellectual and developmental disabilities</li> <li>- Policy-makers</li> <li>- Service providers</li> <li>- General public</li> <li>- Grantees – time, leveraged resources</li> <li>- Council listserv, website and social media</li> <li>- Relevant state agencies</li> <li>- Relevant state organizations</li> </ul>	<p><b>Year 1</b> Complete the following:</p> <ul style="list-style-type: none"> <li>- Transportation Voucher Pilots</li> <li>- Transportation Options Research Project</li> <li>- Rural Routes to Employment</li> <li>- Benefits Planning and Asset Development Train-the-Trainer</li> <li>- Project SEARCH</li> <li>- UDL Regional Trainings</li> <li>- First Steps</li> <li>- Early Steps</li> <li>- Project SALT</li> <li>- Route to Self-Determination</li> </ul>	<p><b>Year 1</b></p> <ul style="list-style-type: none"> <li>- Two operational transportation voucher programs with capacity for sustainability and expansion through the Florida Department of Transportation</li> <li>- Research report on transportation for use in future activities</li> <li>- Established, sustainable Rural Routes to Employment models with a replication guide available for other rural counties</li> <li>- Benefits Train-the-Trainer curriculum, updated materials and trained trainers</li> <li>- Fifteen new Project SEARCH sites representing a minimum of 20 counties and long-term sustainability established through agency and organization partners</li> <li>- UDL trainings expanded and capacity built for sustainability through FDLRS links and regional trained educators</li> <li>- Updated First Steps guide for families</li> <li>- Competency-based curriculum and online materials for Early Steps, which may be transitioned to a credentialing process</li> <li>- Project SALT training materials</li> <li>- Route to Self-Determination Online module for training trainers</li> </ul>	<p><b>Year 1</b></p> <ul style="list-style-type: none"> <li>- Increased transportation services available; knowledge of implementing transportation vouchers available for legislative and sustainability purposes; research report with evidence-based practices for future use</li> <li>- Increased knowledge and opportunity for employment in rural communities</li> <li>- Increased knowledge and resources available for benefits planning and asset development training and information</li> <li>- Increased capacity and sustainability of Project SEARCH state-wide</li> <li>- Increased number of schools implementing UDL and sustainability built through FDLRS and regional trained educators</li> <li>- Increased availability of a First Steps guide that walks parents through critical steps from identification to postsecondary</li> <li>- Increased availability of trained early intervention evaluators with access to competency-based training</li> <li>- Increased number of trained self-advocate leaders engaged in leadership roles</li> <li>- Increased number of trainers available to provide self-determination training, and greater capacity for self-advocates in rural areas and who are Spanish speaking</li> </ul>	<p><b>Year 1</b> N/A for completion objectives and activities</p>	<p>By the end of the five-year state plan, a minimum of six systemic changes to statutes, rules, policies or procedures at the state, regional or local levels designed to improve community inclusion for individuals with intellectual and developmental disabilities will have been achieved.</p>



**FDDC 5-Year Plan Logic Model: Broad Systems Change (Page 2)**

