



Maine Developmental Disabilities Council

Invites you to participate in the

2018 Inclusion Awards

~Essay Contest~

“Maine Developmental Disabilities Council is committed to creating a Maine in which all people are valued and respected because we believe communities are stronger when everyone is included.”

What are the Maine Developmental Disabilities Council (MDDC) Inclusion Awards?

The MDDC Inclusion Awards provide awards to schools, teachers, and high school students who demonstrate an exceptional understanding of the meaning of Full Inclusion in which all people are valued members of the community. The essay contest is open to high school juniors and seniors who reside in Maine.

The awards recognize essays that maximize creativity and exemplify the highest level of College and Career Readiness (CCR) Anchor Standards for Language. The MDDC Inclusion Awards encourage the growth and development of individual students and supports Maine’s Guiding Principles to encourage students to become “a responsible and involved citizen who:

1. Participates positively in the community and designs creative solutions to meet human needs and wants
2. Accepts responsibility for personal decisions and actions
3. Demonstrates ethical behavior and the moral courage to sustain it
4. Understands and respects diversity
5. Displays global awareness and economic and civic literacy
6. Demonstrates awareness of personal and community health and wellness”

The contest asks students to develop essays that respond to the questions:

What does the full inclusion of individuals with developmental disabilities mean to you? What are your experiences/observations around the inclusion of individuals with developmental disabilities in your school, community, etc.? How would you improve inclusion for individuals with developmental disabilities?

Application Deadline: February 16, 2018

Essay Submission Guidelines

- The essay contest is open to high school students who reside in Maine and are currently enrolled in 11th or 12th grades. Enrollment can be in public, private, charter, or home schools.
- Each individual may submit up to 3 essays.
- Essays must be double spaced. The font used must be either Times New Roman or Arial and set at 12 pt or higher. A single submission should not exceed six pages.
- Essays must be submitted in text format, however this can be generated through any means including any appropriate assistive technology (AT), for example, talk-to-text software or YouTube's closed captioning feature.
- Entrants must include an official entry form for each essay that is submitted.
- Entries are to be submitted either:
 - Electronically to: maineddcom@gmail.com or
 - By mail to: Maine Developmental Disabilities Council
Attn: Jessica Gorton
225 Western Ave, Suite 4
Augusta, ME 04330
- The deadline for entries is **Friday, February 16, 2018 at midnight EST**. Entries submitted after the deadline will not be considered.

Awards

The MDDC Inclusion Awards will provide monetary prizes as listed below. MDDC will also publish a book of the top 10 to 20 essay submissions and make it widely available. At its sole discretion, based upon the number, quality and/or appropriateness of the entries received, MDDC reserves the right to decline awarding any or all prizes if it deems appropriate.

In order to be eligible to receive a monetary award, recipients must be able to commit to attending the awards ceremony to be held at 1:00 pm on Tuesday, April 10, 2018 at the Maine State House in Augusta.

Student Prizes

First Place	\$1,000
Second Place	\$750
Third Place	\$500
Honorable Mention	\$250

Additional Prizes

For the Teacher of the student awarded first place	\$500
For the School with the highest percentage of eligible students submitting essays	\$2,500

Timeline

The timeline below presents a general outline of the process for the MDDC Inclusion Awards.

Application Available	November 20, 2018
Entry Deadline	February 16, 2018
Award Announcement (via email and website)	March 16, 2018
Awards Ceremony	April 10, 2018
Selected Works Published	Summer 2018

Evaluation and Scoring

A review panel comprised of individuals with developmental disabilities, family members of individuals with developmental disabilities, MDDC staff, educators, and advocates will be assembled to evaluate and score submitted essays. Each essay will be individually evaluated by multiple reviewers and scored using a standardized rubric designed specifically for this contest. The final score for each essay will be the average of the reviewers combined scores.

Review Criteria

Review criteria for essays will include (but may not be limited to):

- Demonstrates knowledge and understanding of what developmental disabilities are as defined by the ADA. (Appendix A)
- Demonstrates clear understanding of issues that affect the lives and inclusion of individuals with developmental disabilities.
- Demonstrates clear understanding of full inclusion for individuals with developmental disabilities.
- Expresses ideas, concepts, and approaches related to inclusion that are unique, innovative, and creative.
- Demonstrate proficiency of CCR Anchor Language Standards. (Appendix B)

About MDDC

The purpose of MDDC, as required under the federal Developmental Disabilities Assistance and Bill of Rights Act of 2000, is to ensure that individuals with developmental disabilities and their families participate in the design of, and have access to needed community services, individualized supports, and other forms of assistance that promote self-determination, independence, productivity, integration, and inclusion in all facets of family and community life. MDDC is a partnership of people with disabilities, their families, and agencies which identifies barriers to community inclusion, self-determination, and independence. MDDC acts to effect positive change through advocacy, training, demonstration projects, and support for other inclusive and collaborative systemic change activities. For additional information, individuals can visit our website at www.MaineDDC.org.

Appendix A

Definition of DD

According to the Developmental Disabilities Act, section 102(8), "the term 'developmental disability' means a severe, chronic disability of an individual 5 years of age or older that:

1. Is attributable to a mental or physical impairment or combination of mental and physical impairments;
2. Is manifested before the individual attains age 22;
3. Is likely to continue indefinitely;
4. Results in substantial functional limitations in three or more of the following areas of major life activity;
 - i. Self-care;
 - ii. Receptive and expressive language;
 - iii. Learning;
 - iv. Mobility;
 - v. Self-direction;
 - vi. Capacity for independent living; and
 - vii. Economic self-sufficiency.
5. Reflects the individual's need for a combination and sequence of special, interdisciplinary, or generic services, supports, or other assistance that is of lifelong or extended duration and is individually planned and coordinated, except that such term, when applied to infants and young children means individuals from birth to age 5, inclusive, who have substantial developmental delay or specific congenital or acquired conditions with a high probability of resulting in developmental disabilities if services are not provided."

Appendix B

College and Career Readiness Standards – Grades 11-12

R.1: Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.

R.7: Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem.

R.8: Delineate and evaluate the reasoning in seminal U.S. texts, including the application of constitutional principles and use of legal reasoning (e.g., in U.S. Supreme Court majority opinions and dissents) and the premises, purposes, and arguments in works of public advocacy (e.g., *The Federalist*, presidential addresses).

W.9: Draw evidence from literary or informational texts to support analysis, reflection, and research.

b. Reading standards to literary nonfiction (e.g., "Delineate and evaluate the reasoning in seminal U.S. texts, including the application of constitutional principles and use of legal reasoning [e.g., in U.S. Supreme Court Case majority opinions and dissents] and the premises, purposes, and the premises, purposes, and arguments in works of public advocacy [e.g., *The Federalist*, presidential addresses]").

Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content. a. Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension. b. Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic. c. Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts. d. Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic. e. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing. f. Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).