



Maryland Developmental Disabilities Council

EMPOWERMENT • OPPORTUNITY • INCLUSION

Annual State Plan Work Plan Fiscal Year 2018

Goal 1

Goal # 1: People with developmental disabilities effectively advocate for themselves and others and influence issues that are important to them.

Outcome: People with developmental disabilities lead the lives they want and policies and support systems help make this happen.

Objective 1.1: Support People on the Go of Maryland and local self-advocacy groups to be strong, effective, and influential.

Major Activities:

1. Fund and support POG of Maryland to build, train and support their membership, educate policymakers, build partnerships, advocate on issues and affect change.
2. Provide POG guidance and support regarding organizational and staff management based on annual assessment of need.
3. Provide Council support to local self-advocacy groups if needs are identified.

Expected Outputs:

1. 35 people with developmental disabilities participating in POG activities and initiatives.
2. A minimum of 25 legislators and policy makers educated.
3. A minimum of two additional improvements to policies/programs.
4. Support 2 local self-advocacy groups.

Expected Outcomes:

1. POG engages people with developmental disabilities in advocacy activities.
2. POG and local self-advocacy groups improve policies/programs related to their priority issues.
3. POG operates effectively and efficiently.
4. Local self-advocacy groups increase their knowledge and engage in advocacy.

Data Evaluation & Measurement:

1. Sign-in sheets reviewed for attendance/participation (output).
2. Quarterly Council report reviewed for funding (output).
3. Quarterly POG report analyzed for: 1) number of initiatives in which people with

developmental disabilities are involved; 2) number of policy/legislative issues people with developmental disabilities are engaged in or impacted; and 3) number of people with developmental disabilities serving on boards, commissions, or other leadership positions (outcome).

4. Consumer satisfaction survey amended with Council specific questions conducted and reviewed after significant activities, including trainings and meetings (outcome).
5. Focus group with POG members (outcome).
6. Interviews with local self-advocacy group members and facilitators (outcome).

Objective 1.2: Support opportunities for people with developmental disabilities to provide leadership training to other individuals with developmental disabilities who may become leaders.

Major Activities:

1. Through the Council grant, POG leadership trains POG members and other people with developmental disabilities.
2. Provide small grant funding to the Youth Leadership Forum (YLF).
3. Assist with planning and implementing YLF.
4. Assess success of year 1 activities and implement new strategies as needed.
5. Include people with developmental disabilities as trainers in the Council's Leadership Development initiatives (see Objective 2.1).

Expected Outputs:

1. 75 people with developmental disabilities trained by POG.
2. 4 trainings held.
3. At least 20 youth with disabilities participate in YLF.

Expected Outcomes:

1. Youth and adults with developmental disabilities increase leadership skills and demonstrate community leadership.

Data Evaluation & Measurement:

1. Sign in sheets reviewed for attendance/participation (output).
2. Quarterly POG report and annual YLF report reviewed for trainings held (output).
3. Quarterly POG report analyzed for the number of people with developmental disabilities serving on boards, commissions, or other leadership positions (outcome).
4. Consumer satisfaction survey amended with Council specific questions conducted and reviewed after significant activities, including trainings and meetings (outcome).

Objective 1.3: Support and expand participation of people with developmental disabilities in cross-disability and culturally diverse leadership coalitions.

Major Activities:

1. Inform people with developmental disabilities of opportunities to participate in coalitions, committees, and boards.
2. Inform people with developmental disabilities about transportation resources and provide transportation support when unavailable to support coalition participation.

<ol style="list-style-type: none"> 3. Through the Council grant, POG assigns and mentors members to represent POG on cross-disability and culturally diverse leadership coalitions 4. Through the Council grant, POG collaborates with other disability organizations during legislative session on shared priorities.
<p>Expected Outputs:</p> <ol style="list-style-type: none"> 1. Annual update of communications disseminated in Year 1. 2. 70 number of people receiving communication. 3. POG collaborates with at least two organizations that represent people with other disabilities. 4. A member of POG is represented on at least one cross-disability and/or culturally diverse leadership coalitions are identified.
<p>Expected Outcomes:</p> <ol style="list-style-type: none"> 1. People with developmental disabilities meaningfully participate in cross-disability and culturally diverse coalitions. 2. The diversity of collaborating organizations and coalition increases. 3. Legislation supported by people with a variety of disabilities is adopted.
<p>Data Evaluation & Measurement:</p> <ol style="list-style-type: none"> 1. Quarterly Communication’s report reviewed for materials produced and number of people receiving communication (output). 2. Quarterly POG report reviewed for number of groups with which POG collaborated (output). 3. Quarterly POG report analyzed for: 1) the number of people with developmental disabilities serving on boards, commissions, or other leadership positions; and 2) the number of statute and regulation changes adopted (outcome). 4. Council’s legislative interview (output). 5. Focus group with POG members to assess effectiveness, barriers, needs, and opportunities (outcome).

<p>Objective 1.4: Improve the ability of people with developmental disabilities to advocate for what they want through meaningful participation in the individual planning process.</p>
<p>Major Activities:</p> <p>There are no major activities in years one and two. DDA is currently redesigning the DDA process. Once this is complete (expected within two years), Council activities under this objective will begin.</p>
<p>Expected Outputs:</p> <ol style="list-style-type: none"> 1. To be determined in future State Plan updates.
<p>Expected Outcomes:</p> <ol style="list-style-type: none"> 1. To be determined in future State Plan updates.
<p>Data Evaluation & Measurement:</p> <ol style="list-style-type: none"> 1. To be determined in future State Plan updates.

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Goal 2

Goal # 2: People with developmental disabilities and their families are empowered to lead the lives they want and transform communities.

Outcome: People with developmental disabilities and their families have the information and skills to flourish and create change in their communities.

Objective 2.1: Increase knowledge and skills of people with developmental disabilities and families through education and training.
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Major Activities:

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| <ol style="list-style-type: none">1. Fund Southern Maryland LEADers – leadership development for family members.2. Create and issue a request for proposals (RFP) focused on leadership development for people with developmental disabilities and families.3. Outreach to organizations that represent diverse racial and cultural groups.4. Use the Council’s Education and Training Sponsorships to support local and issue-specific trainings that increase knowledge and skills that people with developmental disabilities and family members use to advocate for themselves and others. Modify policy as needed.5. Fund small grants to local and statewide organizations to increase knowledge and skills of people with developmental disabilities and families. |
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Expected Outputs:

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| <ol style="list-style-type: none">1. At least 50 people with developmental disabilities, including those from diverse racial/cultural backgrounds and geographic areas, participate in training events sponsored by the Council.2. At least 200 family members, including those from diverse racial/cultural backgrounds and geographic areas, participate in training events sponsored by the Council.3. A minimum of 6 trainings and events sponsored on a variety of topics.4. At least 25 people participate in the Council’s Leadership Development initiative, including those from diverse racial/cultural backgrounds and geographic areas.5. 100% of participants in the Southern Maryland LEADers training develop and implement leadership plans. |
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Expected Outcomes:

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| <ol style="list-style-type: none">1. People with developmental disabilities have increased advocacy and leadership knowledge and skills.2. Families have increased advocacy and leadership knowledge and skills.3. People with developmental disabilities have increased knowledge about issues and topics of importance to their lives.4. Families have increased knowledge about issues and topics of importance to their lives.5. Family members are engaged in advocacy and leadership activities. (75% of Southern MD |
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LEADers graduates).

Data Evaluation & Measurement:

1. Grantee reports reviewed for attendance and participation (output).
2. Quarterly Council report reviewed for number of events sponsored (output).
3. Grantee report on demographic composition of the participants in the Leadership Development initiative (output).
4. Grantee quarterly reports and Council survey analyzed for: 1) increased knowledge/skills of people with developmental disabilities; 2) increased knowledge and skills of families; 3) increased engagement in advocacy and leadership; and 4) satisfaction with activities conducted (outcome).

Objective 2.2: MDDC, Disability Rights Maryland (DRM) and Maryland Center for Developmental Disabilities (MCDD) will work together to develop and widely disseminate materials that explain critical aspects of the DDA service system in a way that is easily understood and usable by people with developmental disabilities and their families.

Major Activities:

1. Develop a template and protocol for the production of the materials.
2. Develop branding for consistency and to be recognized as the “go to source” for understandable materials.
3. Finalize materials on top priority topics.
4. Translate into Spanish and explore transition into other languages.
5. Widely disseminate.

Expected Outputs:

1. 1 template and 1 protocol developed.
2. Materials produced on 7 priority topics.
3. At least 3000 people receive the materials.

Expected Outcomes:

1. Collaboration between Council, DRM, and MCDD increased.
2. People with developmental disabilities have increased knowledge about the DDA service system to make informed decisions and advocate for their needs.
3. Families have increased knowledge about the DDA service system to make informed decisions and advocate for their needs.

Data Evaluation & Measurement:

1. Minutes from collaborative meetings reviewed (output).
2. Quarterly Council report reviewed for materials produced and number of people who were sent the materials (output).
3. Focus group to solicit input on the draft materials (outcome).
4. Survey asking about the usability of the materials and whether recipients increased their knowledge (outcome).

Objective 2.3: Increase knowledge and understanding of issues of importance to people with developmental disabilities and their families.

Major Activities:

1. Use Council members to provide feedback on communications as needed.
2. Adapt Council communications to reflect current trends.
3. Increase number of people receiving Council communication and connected on social media platforms.
4. Identify priority topics for comprehensive communications.
5. Review outcomes of past webinars, refine as necessary and conduct additional webinars.
6. Update Planning Now, print and distribute widely.
7. Advertise Planning Now guide in Spanish media.
8. Explore translating Planning Now into other languages.

Expected Outputs:

1. At least 4000 people receiving materials.
2. At least 50 resources disseminated on priority topics.
3. At least 1 webinar held.
4. At least 500 additional fans on Facebook and/or followers on Twitter.

Expected Outcomes:

1. People with developmental disabilities have increased knowledge of issues that matter to them.
2. Families have increased knowledge of issues that matter to them and their family members.

Data Evaluation & Measurement:

1. Quarterly Communications report reviewed for number of people receiving communication, resources disseminated, webinars held, and social media analytics (output).
2. Using interview format, feedback elicited as needed from Council members regarding communication efforts/materials (outcome).
3. Survey information analyzed (outcome).

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Goal 3

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

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

<p>Objective 3.1: Increase the expectations that family members, providers, educators and others have about people with developmental disabilities.</p>
<p>Major Activities:</p> <ol style="list-style-type: none"> 1. Utilize current communications modalities to conduct outreach and education activities: newsletter, NYCU, Facebook, twitter and website. 2. Implement “Expectations Matter Expect Ability” awareness campaign. 3. Conduct a photo contest.
<p>Expected Outputs:</p> <ol style="list-style-type: none"> 1. 220 professionals receiving communications. 2. 550 family members receiving communications. 3. 12 resources disseminated. 4. A minimum of 2 new communication strategies implemented. 5. A minimum of 50 social media posts with #ExpectationsMatter #ExpectAbility.
<p>Expected Outcomes:</p> <ol style="list-style-type: none"> 1. Family members, providers, and educators have increased knowledge, understanding, and expectations about people with developmental disabilities.
<p>Data Evaluation & Measurement:</p> <ol style="list-style-type: none"> 1. Quarterly Communications report reviewed for number of people receiving communication materials and number of resources disseminated (output). 2. Surveys conducted annually to assess increased knowledge and expectations of families, providers, and educators that received Council communications (outcome).

<p>Objective 3.2: Increase access to informal and formal support for families of people with developmental disabilities across the lifespan.</p>
<p>Major Activities:</p> <ol style="list-style-type: none"> 1. Co-lead the Community of Practice for Supporting Families (CoP). 2. Engage identified culturally diverse communities and organizations.

<ol style="list-style-type: none"> 3. Support and fund local CoP initiatives, including replication of year one activities and new initiatives. 4. Implement promising statewide CoP initiatives identified in year one.
<p>Expected Outputs:</p> <ol style="list-style-type: none"> 1. A minimum of three local CoP initiatives supported. 2. A minimum of two statewide CoP initiatives implemented. 3. A minimum of one identified culturally diverse communities and organizations are engaged in CoP initiatives.
<p>Expected Outcomes:</p> <ol style="list-style-type: none"> 1. CoP initiatives expanded at the local and statewide levels to support system change. 2. Promising and best practices are adopted at the local level to support system change. 3. Promising and best practices are adopted at the state level to system change.
<p>Data Evaluation & Measurement:</p> <ol style="list-style-type: none"> 1. Quarterly Council report reviewed for: 1) number of CoP initiatives and partnering organizations; 2) number of improvements to policies/procedures; 3) number of promising/best practices supported (output). 2. Quarterly Council report reviewed for: 1) number of policy/procedure changes adopted; and 2) number of promising/best practices supported (outcome). 3. Face-to-face and phone interviews conducted with key stakeholders to gather input on process, progress and outcomes (outcome). 4. Grantee reports reviewed for number of promising/best practices implemented. (outcome)

<p>Objective 3.3: Increase access to inclusive opportunities in early childhood care and education, school, and out of school time activities.</p>
<p>Major Activities:</p> <ol style="list-style-type: none"> 1. Fund a statewide initiative that provides intensive, customized technical assistance for child care providers. 2. Building on progress in year 1, support and monitor implementation of the new formal dispute resolution process within the Office of Child Care to address discrimination complaints against child care providers. 3. Building on improvements based on year 1, advocate for the creation or improvement of statewide policies and practices relating to special education and teacher preparation and professional development so more students have access to the general education curriculum, appropriate assessments and the services and supports needed to succeed.
<p>Expected Outputs:</p> <ol style="list-style-type: none"> 1. At least 75 child care providers throughout Maryland receive at least three customized technical assistance each. Total 225 sessions. 2. A formal dispute resolution policy is adopted by the Office of Child Care. 3. Council serves on four committees, workgroups, or advisory councils that make

recommendations for improvements.

4. A minimum of two improvements to special education policies related to teacher preparation and professional development.

Expected Outcomes:

1. Collaboration between Council, child care providers, and Office of Child Care increased.
2. Families and child care providers have access to a formal dispute resolution process.
3. Child care providers are more likely to care for children with developmental disabilities.
4. More children with disabilities in early childhood care and education alongside their peers without disabilities.
5. More students with disabilities are educated in schools alongside students without disabilities.

Data Evaluation & Measurement:

1. Quarterly Council report reviewed for: 1) number of improvements to policies/procedures; 2) number of collaborative system change activities undertaken; and 3) number committees, workgroups, and advisory councils Council staff served on (output).
2. Grantee reports reviewed for number and location of child care providers receiving TA and the issues addressed (output).
3. Surveys or interviews with child care providers to assess increased knowledge and capacity to serve children with disabilities (outcome).
4. Quarterly Council report reviewed for number of policy/procedures changed or created (outcome).

Objective 3.4: Increase access to inclusive post-secondary education opportunities for people with intellectual disabilities.

Major Activities:

1. Support, monitor and assess status of inclusive post-secondary programs initiated in year 1.
2. Disseminate information throughout MD higher education community to increase knowledge and encourage replication.
3. Advocate for implementation of best practices.
4. Work with MDOD and MSDE to improve and expand inclusive dual enrollment programs at community colleges.

Expected Outputs:

1. 1-2 universities have policies; procedures, training, and funding sources to support implementation of their inclusive, post-secondary education programs developed in year 1.
2. 1 communication plan developed to support replication.
3. A minimum of 3 dual enrollment programs improve their practices.

Expected Outcomes:

1. The inclusive post-secondary education programs created in year 1 are operational and enrolling students.

2. Increase in number of dual enrollment programs at community colleges that are inclusive and reflect best practice.
3. Students with intellectual disabilities attending inclusive post-secondary education programs at colleges/universities in Maryland.
4. Increase in students with intellectual disabilities attending inclusive dual enrollment programs.

Data Evaluation & Measurement:

1. Quarterly Council report reviewed for: 1) number of inclusive programs at 4-year colleges; 2) increase in # of inclusive dual enrollment programs at community colleges; 3) other universities considering the development of their own inclusive post-secondary programs; and 4) number of students with intellectual disabilities attending inclusive post-secondary education programs at colleges/universities in Maryland (outcome).
2. MSDE data analyzed for increase in number of dual enrollment programs at community colleges that become more inclusive and improve practices and an increase in the number of students enrolled (outcome).
3. Interviews of administrators of the post-secondary education programs to obtain information in support of sustainability and replication (outcome).
4. Interviews of students enrolled in the post-secondary education programs to assess satisfaction (outcome).

Objective 3.5: Increase community-based employment opportunities for people with developmental disabilities, including people with significant support needs.

Major Activities:

1. Monitor and advocate for effective implementation of the state’s minimum wage phase-out plan.
2. Expand TA, peer support and other activities to additional providers to increase capacity and support innovation that leads to more employment and other inclusive community-based alternatives.
3. Advocate for improvements in state policies and programs based on progress in year 1.
4. Develop an Employment and Meaningful Day publication with messaging aimed at a range of audiences, including but not limited to parents, providers, and employers.
5. Survey people with disabilities, parents, and other stakeholders about transitioning from school and use the feedback to inform the work of the Council, DDA, DORS, MDOD, DLLR and MSDE.

Expected Outputs:

1. Council serves on four committees, workgroups, or advisory councils that make recommendations for improvements to Employment First policies and practices.
2. Work on 100% of the recommendations made by the Employment First Advisory Committee in progress.
3. 10 employment service providers supported to transform and improve their practices, including continuing support to providers from year 1 and additional providers.

4. At least 12 more informational materials and resources disseminated to people with developmental disabilities and their families.
5. At least 4000 people receiving communication materials.
6. A minimum of three local school systems improve policies and practices related to work experience while in school.
7. At least 500 people respond to the transitioning youth survey and the results are analyzed and reported.
8. Employment & Meaningful Day publication available in print and online.

Expected Outcomes:

1. Plan to phase out subminimum wage is implemented.
2. Additional recommendations by Employment First Advisory Committee are implemented.
3. More employment service providers transform and improve their practices.
4. More people with developmental disabilities are employed in integrated settings.
5. More sheltered workshops downsize.
6. More people with developmental disabilities and their families understand and support community employment.
7. Students with developmental disabilities participate in work experience while in school.
8. The Council and 5 state agencies have a more thorough understanding of the experiences, perspectives and recommendations of transitioning youth and their families and this benefits work on this issue.

Data Evaluation & Measurement:

1. Subminimum wage phase out implementation report and bi-annual employment data reviewed for: 1) state and provider agency policy/procedure changes; 2) subminimum wage phase out plan progress; and 3) number of people transitioning from subminimum wage jobs to community employment and/or other activities (outcome)
2. Grantee quarterly reports reviewed for: 1) employment promising/best practices implemented; 2) employment policies and procedures improved; 3) number of providers increasing their skills; 3) number of people with developmental disabilities employed in integrated settings; 4) number of people transitioning to employment from segregated settings; and 5) lessons learned for replication (output).
3. Quarterly Council report reviewed for: 1) State policies created and/or improved; 2) provider practices supported and improved; 3) number of sheltered workshops downsized; (outcome).
4. Quarterly Council communication's report reviewed for: 1) number of people receiving communication materials; 2) number of resources disseminated (output).
5. MSDE data analyzed for increase in students with developmental disabilities participating in job exploration and work experience while in school (outcome).
6. Face-to-face and phone interviews conducted with key stakeholders to gather input on process, progress and outcomes (outcome).
7. Interview state agency representatives to assess increased knowledge about transition youth issues as a result of the survey and its usefulness in decision-making (outcome).

Objective 3.6: In collaboration with people with developmental disabilities, their families, and stakeholders, increase opportunities for people with developmental disabilities living in rural areas to find and maintain employment by reducing barriers to employment unique to rural areas.

Major Activities:

1. Support and fund technical assistance for providers in rural areas that are customized to their needs.
2. Implement communication strategies for rural areas to support Employment First.
3. Advocate and support policies that address challenges in rural areas.

Expected Outputs:

1. A minimum of 3 employment service providers in rural areas receive TA customized to their needs, including continuing support to providers from year 1 and additional providers .
2. Employment & Meaningful Days publication includes issues of importance to rural areas.
3. At least 200 people in rural areas receiving communication materials.
4. A minimum of 2 best practices and approaches to employment supports in rural areas adopted by a minimum of 3 employment service providers.
5. A minimum of 2 state policy improvements that address rural area needs.

Expected Outcomes:

1. Employment service providers in rural areas have increased knowledge.
2. Employment service providers in rural areas have increased skill and capacity to help people with developmental disabilities find and maintain employment.
3. People with developmental disabilities and their families understand and support integrated employment.
4. More people with developmental disabilities living in rural areas are employed in integrated settings.

Data Evaluation & Measurement:

1. Quarterly Council report reviewed for 1) number of best practices supported for rural areas; 2) policy improvements, and 3) number of providers supported (output).
2. Grantee quarterly reports reviewed for: 1) number of best practices for rural areas implemented and expanded; 2) number of innovative approaches implemented; 3) number of providers reporting increased knowledge and skills; and 4) number of people with developmental disabilities employed in integrated settings (outcome).
3. Quarterly Council communication's report reviewed for: 1) number of people receiving communication materials; and 2) number of resources disseminated (output).
4. Face-to-face and phone interviews conducted with key stakeholders to gather input on process, progress and outcomes (outcome).

Objective 3.7: Increase access to community-based services and supports.

Major Activities:

1. Advocate for increased funding for the Autism Waiver that results in more children and their

families receiving needed services.

2. Advocate for increased funding allocated to the DDA waiting list resulting in more people receiving the supports and services they need and want.
3. Support implementation of improved waiting list policies.
4. Advocate for policies and program changes that result in improved services and supports for people with developmental disabilities.
5. Advocate for improvements in laws and regulations.
6. Co-sponsor Developmental Disabilities Day at the Legislature with the DD Coalition.

Expected Outputs:

1. 188 legislators educated.
2. A minimum of 5 improvements to policies.
3. A minimum of 5 statute/regulation improvements.
4. A minimum of 5 promising practices supported.
5. Council serves on 8 committees, workgroups, or advisory councils that make recommendations for improvements.
6. At least \$15M in additional funding for the DDA waiting list.
7. At least \$2.5M in additional funding for the Autism Waiver.
8. At least 500 diverse stakeholders participate in DD Day at the Legislature.

Expected Outcomes:

1. More people receive DDA services.
2. More people receive services through the Autism Waiver.
3. More people access community-based services and supports.
4. Services and supports for children and adults with developmental disabilities are improved.

Data Evaluation & Measurement:

1. Quarterly Council report reviewed for 1) number of legislators educated; 2) number of improvements to policies; 3) number of statute/regulation improvements; 4) number of promising/best practices supported; 5) number of committees/workgroups/advisory councils served on; 6) funding for DDA waitlist; and 7) funding for Autism Waiver (output).
2. Quarterly Council report reviewed for: 1) policy/procedure changes adopted and implemented; and 2) number of regulatory changes adopted and implemented (outcome).
3. Council Legislative Report reviewed for number of statute changes adopted and implemented (outcome).
4. State budget analyzed for 1) number of people receiving DDA services; and 2) number of people receiving services through Autism Waiver (outcome).