

**Maryland Developmental Disabilities Council**  
**Annual Work Plan: Year 5 (FY2021)**  
**October 1, 2020 – September 30, 2021**

**Goal 1**

**People with developmental disabilities effectively advocate for themselves and others and influence issues that are important to them.**

<b>Objective 1.1: Support People on the Go of Maryland and local self-advocacy groups to be strong, effective, and influential.</b>
<p><b>Major Activities:</b></p> <ol style="list-style-type: none"> <li>1. Fund and support POG of Maryland to build, train and support their membership, educate policymakers, build partnerships, advocate on issues and affect change.</li> <li>2. Provide Council support to local self-advocacy groups.</li> </ol>
<p><b>Expected Outputs:</b></p> <ol style="list-style-type: none"> <li>1. 50 people with developmental disabilities participating in POG activities and initiatives. <b>(IFA 1.1= 50)(OEC 1.1.1=diversity)</b></li> <li>2. A minimum of 25 legislators and policy makers educated. <b>(SC 1.4 = 25)</b></li> <li>3. A minimum of two changes to policies/programs. <b>(SC 1.1 = 2)</b></li> <li>4. Support 2 local self-advocacy groups. <b>(SC 1.5 = 2)</b></li> <li>5. A minimum of 4 trainings held. <b>(OEC 1.1.3 = 4)</b></li> </ol>
<p><b>Expected Outcomes:</b></p> <ol style="list-style-type: none"> <li>1. POG members with developmental disabilities are engaged in advocacy activities. <b>(IFA 2.4 = 50%)</b></li> <li>2. POG and local self-advocacy groups improve policies/programs related to their priority issues. <b>(SC2.1.1 = 2)</b></li> <li>3. Local self-advocacy groups increase their participation in advocacy.</li> <li>4. POG members with developmental disabilities satisfied with POG activities <b>(IFA 3.1 = 70%)</b></li> </ol>
<p><b>Data Evaluation &amp; Measurement:</b></p> <ol style="list-style-type: none"> <li>1. Sign in sheets reviewed for attendance/participation (output).</li> <li>2. Quarterly Council report reviewed for funding (output).</li> <li>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).</li> <li>4. Impact survey amended with Council specific questions conducted and reviewed after significant activities, including trainings and meetings (outcome).</li> <li>5. Focus group with POG members (outcome).</li> <li>6. Interviews with local self-advocacy groups members and facilitators (outcome).</li> </ol>

**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. Include people with developmental disabilities as trainers in the Council's Leadership Development initiatives: Partners in Policymaking and Parents' Place and LEADers (see Objective 2.1).

**Expected Outputs:**

1. 50 people with developmental disabilities trained by POG. **(IFA1.1 = 50) (OEC 1.1.1=diversity)**
2. 10 people with developmental disabilities are trained by Partners in Policymaking trainers who have developmental disabilities. **(IFA 1.3 = 10) (OEC 1.1.1=diversity)**
3. At least 20 youth with disabilities participate in YLF. **(IFA 1.1 = 20) (OEC 1.1.1=diversity)**

**Expected Outcomes:**

1. Youth and adults with developmental disabilities increase leadership skills and demonstrate community leadership. **(IFA 2.3 = 60%)**
2. People with developmental disabilities satisfied with POG trainings **(IFA 3.1 = 70%)**

**Data Evaluation & Measurement:**

1. Sign in sheets reviewed for attendance/participation (output).
2. Quarterly POG, Partners in Policymaking, PPMD LEADers, and YLF reports reviewed for trainings held (output).
3. Impact 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. (Support self-advocate leaders to serve on boards and committees).
2. Through the Council grant, POG assigns and mentors members to represent POG on cross-disability and culturally diverse leadership coalitions (Mentor self-advocates to effectively tell their own stories).
3. Through the Council grant, POG collaborates with other disability organizations during legislative session on shared priorities. (Provide training and TA related to enhancing advocacy skills).

**Expected Outputs:**

1. POG collaborates with at least two organizations that represent people with other disabilities. **(SC 1.5 = 2)**
2. A member of POG is represented on at least one cross-disability and/or culturally diverse leadership coalitions. **(SC 1.1 = 1)**

**Expected Outcomes:**

1. People with developmental disabilities meaningfully participate in cross-disability and culturally diverse coalitions. **(IFA 2.5 = %) 30%**

**Data Evaluation & Measurement:**

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.

**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.**

**Major Activities:**

1. Support training related to the DDA IP process guide.

**Expected Outputs:**

1. At least 300 people with developmental disabilities and their families receive the user-friendly person centered planning guide. **(IFA 1.1 = 100; IFA 1.2 = 200) (OEC 1.1.1=diversity)**
2. At least 300 people with developmental disabilities and their families are trained about the Maryland person centered process and tools, their role, and how to use the process to develop support plans that helps them lead the lead the lives they want. **(IFA 1.1 = 100; IFA 1.2 = 200) (OEC 1.1.1=diversity)**
3. At least 25 people throughout Maryland are trained to provide the person centered planning training to expand and sustain the impact of this initiative beyond this fiscal year. **(IFA 1.3 = 25)**

**Expected Outcomes:**

1. People with developmental disabilities and their families are knowledgeable about the person centered planning process and tools and utilize them effectively to develop plans they are highly satisfied with. **(IFA 2.3 = 75%); IFA 3.1 = 75%; IFA 3.2 = 75%)**

**Data Evaluation & Measurement:**

1. Quarterly grantee progress reports reviewed. (outputs & outcomes)
2. Sign in sheets reviewed for attendance/participation (output)
3. Survey data analyzed (outcomes)
4. Sample of people with developmental disabilities and their families interviewed.(outcomes)
5. Sample of people trained as trainers interviewed. (outcomes)

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**Goal 2**

**People with developmental disabilities and their families are empowered to lead the lives they want and transform communities.**

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

**Major Activities:**

1. Fund and help lead Year 3 of Maryland Partners in Policymaking program for individuals with developmental disabilities and family members.
2. Implement recommendations of Diversity Work Team to reach diverse racial, ethnic, cultural, geographic, faith, and other communities through strategic outreach and partnerships.
3. 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.
4. Fund small grants to local and statewide organizations to increase knowledge and skills of people with developmental disabilities and families.

**Expected Outputs:**

1. 30 people with developmental disabilities and family members participate in 8 Partners in Policymaking. **(IFA 1.1 = 10) (IFA 1.2 =20)(OEC 1.1.1= diversity) (OEC 1.1.3 = 8) (OEC 1.1.6 = 16)**
2. At least 50 people with developmental disabilities, including those from diverse racial/cultural backgrounds and geographic areas, participate in other educational/training events (ETES) sponsored by the Council to increase their knowledge and skills. **(IFA 1.1 =50) (OEC 1.1.1= diversity)**
3. At least 300 family members, including those from diverse racial/cultural backgrounds and geographic areas, participate in other educational training events (ETES) sponsored by the Council to increase their knowledge and skills. **(IFA 1.2=300) (OEC = diversity)**
4. A minimum of 6 trainings and events sponsored on a variety of topics. **(OEC 1.1.2=6)**

**Expected Outcomes:**

1. People with developmental disabilities increase advocacy as a result of Partners **(IFA 2.1 = 75% )**
2. Family members have increased advocacy as a result of Partners. **(IFA 2.2 = 75%)**
3. Family members are engaged in advocacy and leadership activities (Partners in Policymaking graduates). **(IFA 2.4 = 75%)**
4. Partners in Policymaking participants on cross disability coalitions. **(IFA 2.5 = 40%)**
5. Participants in Council-sponsored leadership development initiatives are satisfied with the program. **(IFA 3.1 = 80%) (IFA 3.2 = 80%)**
6. Diverse communities have needed information so they have equal access to information and services.

**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 reports on demographic composition of the participants in the Leadership Development initiatives (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:** Completed in FY2019 but documents are updated as needed and remain available.

**Objective 2.3: Increase knowledge and understanding of issues of importance to people with developmental disabilities and their families by sharing information and resources.**

**Major Activities:**

1. Adapt Council communications to reflect current trends.
2. Increase number of people receiving Council communication and connected on social media platforms.
3. Conduct webinars on current topics, if need is identified.
4. Widely distribute Planning Now guide in English and Spanish.
5. Widely distribute user-friendly MD ABLÉ Guide in English and Spanish.

**Expected Outputs:**

1. At least 1000 people receiving materials designed to increase knowledge. **(IFA 1.1 = 100) (IFA 1.2 = 2500) (IFA 1.3 = 500)**
2. At least 20 resources disseminated on priority topics. **(OEC 1.1.8 = 20)**
3. At least one webinar held **(IFA 1.2 = 50) (SC 1.4 = 30)**
4. At least 25 additional followers on Facebook and/or followers on Twitter. **(OEC 1.1.1 = 25)**

**Expected Outcomes:**

1. Webinar participants are better able to say what they want and what is important to them **(IFA 2.3 = 75%)**
2. People with developmental disabilities have increased knowledge of issues that matter to them. **(OEC 2.1.1)**
3. Families have increased knowledge of issues that matter to them and their family members. **(OEC 2.1.2)**

**Data Evaluation & Measurement:**

1. Quarterly Communications report reviewed for number of people receiving communication, resources disseminated, webinars and informational calls 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**

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

**Objective 3.1: Increase the expectations that family members, providers, educators and others have about people with developmental disabilities.**

**Major Activities:**

1. Utilize a variety of communications modalities to conduct outreach and education activities.
2. Support implementation of small “Expectations Matter-Expect Ability” grants to raise expectations in local communities.

**Expected Outputs:**

1. 220 professionals receiving communications. **(SC 1.4 = 220)**
2. 600 family members receiving communications. **(SC 1.4 = 600)**
3. 12 resources disseminated. **(OEC 1.1.8=12)**
4. At least 4 small grants funded to raise expectations. **(SC 1.3.1 = 4) (SC 1.5 = 1)**

**Expected Outcomes:**

1. Family members, providers, and educators have increased knowledge, understanding, and expectations about people with developmental disabilities. **(CR 03), (OEC 2.1.2), (OEC 2.1.3)**
2. People with developmental disabilities and family members report increasing their advocacy as a result of Council funded initiatives. **(IFA 2.1=70) (IFA 2.2 =70)**
3. Educators/providers/professionals/others that report participating now in advocacy activities as a result of Council funded initiatives. **(IFA 2.4 =70)**
4. The percent of people with developmental disabilities and family members satisfied with a project activity. **(IFA 3.1=70) (IFA 3.2=70)**
5. At least 4 promising and/or best practices are implemented that raise expectations of people with developmental disabilities. **(SC 2.1.4 = 4)**

**Data Evaluation & Measurement:**

1. Quarterly Communications report reviewed for number of people receiving communication materials and number of resources disseminated (output).
2. Social media analytics.
3. Grant reports reviewed for increased expectations of family members, providers, educators, and others.

**Objective 3.2: Increase access to informal and formal support for families of people with developmental disabilities across the lifespan.**

**Major Activities:**

1. Co-lead the Community of Practice for Supporting Families (CoP).
2. Identify with leadership team, additional needs and related action, including reaching diverse communities.
3. Support local/regional COPs.

**Expected Outputs:**

1. A minimum of 10 local CoPs supported. **(SC 1.5 = 10)**
2. At least one statewide CoP initiative implemented. **(SC 1.3.1 = 2, SC 1.3.2 = 2)**
3. A minimum of 200 CoP resource folders are disseminated statewide to organizations and groups. **(OEC1.1.8 = 200)**
4. A minimum of three organizations that focus on minority populations are provided CoP information and resources through outreach activities **(SC 1.5 = 1)**

**Expected Outcomes:**

1. At least five local CoPs improve practices and/or policies **(SC 2.1.3 = 5)**

**Data Evaluation & Measurement:**

1. Quarterly Council report reviewed for number of CoP initiatives and partnering organizations and progress of local CoPs. (output).

**Objective 3.3: Increase access to inclusive opportunities in early childhood care and education, school, and out of school time activities.**

**Major Activities:**

1. Monitor implementation of the state's formal dispute resolution process within the Office of Child Care designed to address discrimination complaints against child care providers.
2. Advocate for the creation or improvement of statewide policies and practices relating to early childhood care and special education so more students have access to the services and supports needed to succeed.
3. Support expansion of the PACT nurse consultation and coaching project started by the Council in FY2019.
4. Support training leaders in the child care community to implement, design, and sustain inclusive early childhood programs.

**Expected Outputs:**

1. Council serves on four committees, workgroups, or advisory councils that make recommendations for improvements. **(ADV1.3.1=4)**
2. A minimum of four early childhood education and special education policies are created or changed. **(SC 1.1 = 4)**
3. At least 25 child care leaders throughout Baltimore, Cecil and Harford Counties will participate in the 3 module pilot training series. **(SC 1.4 = 25)(OEC 1.1.4=25) (OEC 1.1.1=diversity)**
4. Three new fully licensed training modules are made available to Child Care Resource Centers (CCRC) statewide. **(SC 1.3.1=3)**

**Expected Outcomes:**

1. Early childhood education and special education policies, practices and procedures improve. **(SC 2.1.1 = 4)**
2. More students with disabilities are educated in schools alongside students without disabilities.
3. PACT nurse consultation and coaching is replicated and expanded so more children with DD and special health care needs are included in child care settings. **(SC 2.1.4 = 2)**
4. Child care providers are more likely to care for children with development disabilities. **(OEC 2.1.7)**
5. Three new fully licensed trainings on inclusive practices that provide Core of Knowledge (COK) hours are available to all child care leaders statewide through their local CCRC. **(SC 2.1.4=3)**

**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/procedure changed or created (outcome).

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

**Major Activities:**

1. Monitor progress and success of inclusive post-secondary education programs funded by DDA.
2. Support development of a statewide Hub for Postsecondary Education Opportunities to connect, support, and train colleges and universities.

**Expected Outputs:**

1. 1 statewide Hub developed. **(SC 1.3.3 = 1)**
2. At least 2 colleges and universities improve their practices to support students with intellectual disabilities. **(SC 1.3.4 = 2)**



**Expected Outcomes:**

1. Hub provides training and TA to colleges and universities. **(SC 2.1.4=1)**
2. At least 2 colleges and universities implement best practices to include students with intellectual disabilities on campus. **(SC 2.1.4 = 2)**

**Data Evaluation & Measurement:**

1. Quarterly Council report reviewed for number of statewide Hubs for Postsecondary Education Opportunities developed; 2) number of improvements to postsecondary education policies/procedures; 3) number of collaborative system change activities undertaken.

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

**Major Activities**

1. Advocate for improvements in state policies and programs.
2. Disseminate What Matters publication to a broad audience.

**Expected Outputs:**

1. Council serves on four committees, workgroups, or advisory councils that make recommendations for improvements to Employment First policies and practices. **(ADV 1.3.1=4)**
2. Work on the recommendations made by the Employment First Advisory Committee in progress.
3. What Matters available in print and online and people gain knowledge. **(OEC 1.1.6=1) (IFA 1.1 = 25) (IFA 1.2 = 100) (IFA 1.3 = 100)**

**Expected Outcomes:**

1. Additional recommendations by Employment First Advisory Committee are implemented. **(SC 2.1.2=2, SC 2.1.4=2)**
2. More people with developmental disabilities are employed in integrated settings. **(QOL 2.2.2 = 100)**
3. More people with developmental disabilities, their families, and other stakeholders understand and support community employment.

**Data Evaluation & Measurement:**

1. 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).
2. Quarterly Council communication's report reviewed for the number of people receiving Employment publication (output).

**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 the Western MD Employment Community of Practice.

**Expected Outputs:**

1. A minimum of 2 service providers in Western Maryland receive training and TA customized to their needs. **(SC 1.5 = 2) (SC 1.3.2 = 2)**
2. A minimum of 2 best practices and approaches to employment supports in rural areas adopted by a minimum of 2 employment service providers. **(SC 1.3.2 = 2)**

**Expected Outcomes:**

1. Employment service providers in rural areas have increased knowledge. **(OEC 2.1.3 = 2)**
2. Employment service providers in rural areas have increased skill and capacity to help people with developmental disabilities find and maintain employment. More employment service providers transform and improve their practices. **(SC 2.1.3 = 2)**
3. More people with developmental disabilities living in rural areas are employed in integrated settings. **(QOL 2.2 = 5)**

**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).

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

**Major Activities:**

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

**Expected Outputs:**

1. 188 legislators educated. **(SC 1.4 = 188)**
2. A minimum of 5 policies created or changed. **(SC 1.2 = 5)**
3. A minimum of 5 statute/regulation created or changed. **(SC 1.2 = 5)**

4. A minimum of 5 promising practices supported. **(SC 1.3.2 = 5)**
5. Council serves on 20 committees, workgroups, or advisory councils that make recommendations for improvements. **(ADV 3.1 = 20)**
6. At least \$15M in additional funding for the DDA waiting list. **(FUND 1.2.1)**
7. At least 500 diverse stakeholders participate in DD Day at the Legislature. **(SC 1.4= 500)**

**Expected Outcomes:**

1. A minimum of 10 improvements to statute, regulations, and policies **(SC 2.1.1 = 10)**
2. More people receive DDA services. **(QOL 2.2.5)**
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; and 6) funding for DDA waitlist. (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 number of people receiving DDA services (outcome).