

Maryland Developmental Disabilities Council

Annual Work Plan: Year 2 (FY2023)

October 1, 2022 – September 30, 2023

Words to Know

- **Goals** describe what the Council wants to happen.
- **Objectives** are the steps that will help us reach our goals.
- **Expected Outputs** are things like trainings, documents, or the number of people who learned something because of Council activities.
- **Expected Outcomes** describe the changes that will happen as a result of Council activities. This is the impact the Council will have.
- **Data Evaluation & Measurement** describes what the Council will do to understand what progress has been made on our objectives.

Goal 1

People with developmental disabilities are leaders and advocates.

Objective 1.1: Support People On the Go of Maryland to be a strong, effective, and powerful organization.

Major Activities:

1. Support and fund training and other activities that help POG staff and members increase and use advocacy and leadership skills.
2. Support and fund activities that help POG increase their membership.
3. Support POG to strengthen local self-advocacy groups in Maryland.
4. Support and fund POG to educate policymakers, build partnerships, advocate on issues, and bring about change. Policymakers include the governor, legislators, and government officials.

Expected Outputs:

1. 60 people with developmental disabilities participate in POG activities.
2. Support 3 local self-advocacy groups.
3. POG educates at least 25 legislators and policymakers.
4. Policymakers make at least 3 changes to policies and programs.

Expected Outcomes:

1. POG members with developmental disabilities advocate more.
2. People with developmental disabilities actively advocate because of POG activities.
3. Local self-advocacy groups increase their participation in advocacy.
4. At least 30 people increase their knowledge because of POG activities.
5. POG improves policies and programs related to their most important issues.
6. POG members with developmental disabilities are satisfied with POG activities.

Data Evaluation & Measurement:

1. Review meeting and event sign in sheets for information about participation and new members (output).
2. Review POG quarterly progress reports for information on policies and laws created or changed. Staff checks the information based on their knowledge of legislative and policy outcomes (output).
3. Review POG's quarterly progress reports for information about ongoing advocacy (outcome).
4. Review POG's quarterly progress reports for information about how many people have increased their advocacy because of POG activities (outcome).
5. Add questions related to POG activities to the Impact Survey and use with all major activities, including trainings and meetings (outcome).

Objective 1.2: Support activities that prepare people with developmental disabilities to be leaders in their community.

Major Activities:

1. Fund POG to educate and train people with developmental disabilities about important issues that affect their lives.
2. Support people with developmental disabilities to provide leadership training to other people with developmental disabilities.
3. Use Council funds to expand and support youth self-advocacy projects and activities, like the Youth Leadership Forum (YLF).

Expected Outputs:

1. POG provides at least 4 trainings.
2. POG trains 50 people with developmental disabilities.
3. At least 20 youth with disabilities participate in YLF.
4. At least 5 trainers are people with developmental disabilities.

Expected Outcomes:

1. Youth and adults with developmental disabilities increase their leadership skills and use those skills in the community.
2. People with developmental disabilities are satisfied with POG trainings.

Data Evaluation & Measurement:

1. Review meeting and event sign in sheets for participation (output).
2. Review POG quarterly progress reports for information on trainings held (output).
3. Add questions related to POG activities to the Impact Survey and use with all major activities.

Objective 1.3: Increase the number of people with developmental disabilities on leadership coalitions that include people with different types of disabilities and people from different backgrounds (cultural diversity). * Support their participation so they are effective.

** Coalitions are groups of individuals and organizations that work together on issues.*

Major Activities:

1. Identify coalitions that include people with different types of disabilities and people from different backgrounds.
2. Inform people with developmental disabilities of opportunities to participate in coalitions, committees, and boards.
3. As part of their Council grant, POG supports members to represent POG on leadership coalitions that include people with different types of disabilities and people from different backgrounds.
4. As part of their Council grant, POG works with other disability organizations during legislative session on shared issues.

Expected Outputs:

1. POG identifies 3 more coalitions that include people with different types of disabilities and people from different backgrounds.
2. At least 2 POG members serve on at least 1 coalition that includes people with different types of disabilities and people from different backgrounds.
3. POG supports at least 2 people with developmental disabilities in leadership coalitions.
4. POG works with at least 2 organizations that represent people with other disabilities.

Expected Outcomes:

1. People with developmental disabilities participate in coalitions that include people with different types of disabilities and people from different backgrounds.

Data Evaluation & Measurement:

1. Review POG quarterly progress reports for: 1) number of coalitions identified that include people with different types of disabilities and people from different backgrounds; 2) number of people supported; 3) communication materials produced and number of people receiving them; and 4) efforts to work with other organizations (output).
2. Review quarterly POG progress reports for the number of people with developmental disabilities serving on boards, commissions, or other leadership positions.
3. Add questions related to POG activities to the Impact Survey and use with all major activities (outcome).

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Goal 2

People with developmental disabilities and their families are empowered to live the lives they want.

Objective 2.1: Provide education and training to people with developmental disabilities and families to increase their knowledge and skills.

Major Activities:

1. Fund projects and activities that educate people with developmental disabilities and families about supported decision-making and alternatives to guardianship.
2. Provide small grants to local and statewide organizations to increase knowledge and skills that people with developmental disabilities and families use to advocate.
3. Fund and help lead Year 5 of Maryland Partners in Policymaking program (Partners) for individuals with developmental disabilities and family members.

Expected Outputs:

1. 30 people with developmental disabilities and family members participate in Partners in Policymaking.
2. At least 50 people with developmental disabilities participate in small grant activities supported by the Council to increase their knowledge and skills. This includes people from different backgrounds and different parts of Maryland.
3. At least 300 family members participate in small grant activities sponsored by the Council to increase their knowledge and skills. This includes people from different backgrounds and different parts of Maryland. The Council funds at least 6 small grants that support education and training on a variety of topics.

Expected Outcomes:

1. People with developmental disabilities increase their advocacy because of Partners.
2. Family members increase their advocacy because of Partners.
3. People with developmental disabilities and family members are now participating in advocacy and leadership activities because of their participation in Partners.
4. 50 people with developmental disabilities increase their knowledge.
5. 300 family members increase their knowledge about issues that are important to them.
6. People with developmental disabilities and family members are satisfied with Council-supported projects.

Data Evaluation & Measurement:

1. Review grantee reports for information about participation (output).
2. Review quarterly Council status reports for the number of small grants funded (output).

3. Review grantee reports for demographic information about the participants in small grant activities (output). This includes information like race, age, disability, and county.
4. Review grantee quarterly reports and Council surveys for information about: 1) people with developmental disabilities increasing their knowledge and skills; 2) family members increasing their knowledge and skills; 3) people with developmental disabilities and family members increasing their participation in advocacy and leadership; and 4) people with developmental disabilities and family members satisfaction with Council activities (outcome).

Objective 2.2: Increase awareness and understanding of issues that are important to people with developmental disabilities and their families by sharing information and resources.

Major Activities:

1. Use Council communications to increase knowledge and awareness about different kinds of relationships and sexuality for people with developmental disabilities.
2. Use Council communications to increase knowledge and awareness of employment options.

Expected Outputs:

1. At least 3000 people receive materials meant to increase awareness.
 2. Widely share at least 10 resources on priority topics.
- At least 25 more people follow the Council on Facebook and/or Twitter.

Expected Outcomes:

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

Data Evaluation & Measurement:

1. Review quarterly Council status reports for: 1) the number of people that receive Council communications; 2) types of communications; 3) resources the Council shared widely; 4) resources and materials produced; and 5) social media data (output).
2. Review survey information (outcome).

Objective 2.3: Increase the availability of information, resources, and training to people with developmental disabilities and their families from underserved communities. Focus on people who are African American, Black, Hispanic/Spanish/Latinx, or Asian-American living in areas with high amounts of poverty. *

** Targeted disparity objective. This means it focuses on people that are underserved or unserved compared to others.*

Major Activities:

1. Focus funding on programs and trainings that: a) reach diverse and underserved populations and regions of the state, and b) understand and respond to the different cultures and languages of communities.
2. Use Council funds to make plain and accessible versions of Council publications and resources.
3. Use Council funds to translate more Council publications and resources into more languages.
4. Create a request for proposals focused on using cultural brokers to meet the needs of people from diverse communities. *

**A cultural broker is a member of the community they work with. They understand and share the values, beliefs, and practices of the community. A cultural broker helps build trust and connections between community members and the services and supports they need.*

5. Fund one or more projects that train and empower a diverse group of cultural brokers to address the needs of people with developmental disabilities and their families in their communities.

Expected Outputs:

1. At least 20 people with developmental disabilities and family members from diverse and underserved populations participate in Council projects.
2. The Council funds at least 2 projects that focus on responding to the needs of different cultures and languages. Promising practice that can be used by other groups and organizations are created.
3. 50 people receive translated Council publications and resources.

4. Request for proposals is developed to train cultural brokers in underserved communities. One or more projects are funded and begin work.
5. At least 5 cultural brokers are trained and working with 20 people with developmental disabilities and 20 family members.

Expected Outcomes:

1. People with developmental disabilities and family members increase awareness and knowledge of issues that matter to them.
2. Participants in Council projects are satisfied.
3. Request for proposals widely shared with underserved communities.
4. At least 20 people with developmental disabilities and 20 family members in underserved and diverse communities are better able to advocate for their needs because they worked with the cultural brokers.

Data Evaluation & Measurement:

1. Review grantee reports for participation, including demographic information (output). This includes information like race, cultural background, disability, and county.
2. Review quarterly Council status reports for the number of publications and resources translated (output).
3. Request for proposals developed and widely shared. Project(s) selected (outcome).
4. Use Impact Survey with all major activities, including trainings and work with cultural brokers. Add questions related to each activity to get useful information. (outcome).

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Goal 3

People with developmental disabilities and their families have access to their communities, and services and supports. They are treated with dignity and respect.

Objective 3.1: Increase access to informal and formal supports for children, youth, and adults with developmental disabilities and their families. *

** Informal supports are provided by family, friends, and the community. Formal supports are provided by paid professionals.*

Major Activities:

1. Identify at least 1 best practice to assess how well Council grantees understand and respond to the cultural and language needs of different communities. Use this information to increase the Council's knowledge of the needs of diverse communities. *

**Culture is a word for the 'way of life' of a group of people, meaning the way they do things.*

2. Co-lead the Community of Practice for Supporting Families (CoP). This is a group of individuals and organizations working to improve family supports and services.
3. Support statewide CoP activities and the use of the Charting the LifeCourse tools.
4. Advocate for a good plan to reduce the Developmental Disabilities Administration (DDA) waiting list.
5. Advocate for a good plan to reduce and improve the Autism Waiver registry and improved quality of services so more children and their families receive needed support.
6. Advocate for policy, program, law, and regulation changes that result in improved services and supports for people with developmental disabilities and their families.
7. Co-sponsor DD Day with the DD Coalition.

Expected Outputs:

1. The Council identifies at least 1 best practice to assess grantees' response to the cultural and language needs of different communities.
2. The CoP starts or improves at least 1 statewide project or activity.
3. The Council's advocacy results in at least 5 policies created or changed.
4. The Council's advocacy results in at least 5 laws and regulations created or changed.
5. The Council supports at least 5 promising practices.
6. The Council educates 188 Legislators.
7. The state develops a plan to reduce the DDA waiting list and Autism Waiver by 50% beginning in FY24.
8. At least 700 people attend DD Day at the Legislature.

Expected Outcomes:

1. The Council and grantees better understand the needs of different communities.
2. At least 15 laws, regulations, and policies improve.
3. More people receive Autism Waiver services.
4. More people with developmental disabilities receive community services and supports. Services and supports for children and adults with developmental disabilities improve.

Data Evaluation & Measurement:

1. Review quarterly Council status reports for 1) number of best practices that can be used to assess how grantees respond to the cultural and language needs of different communities; 2) number of CoP projects and activities supported; 3) number of improvements to policies; 4) number of laws and regulations improved; 5) number of promising and best practices supported; 6) number of legislators educated; 7) funding for the DDA waiting list and the Autism Waiver; and 8) number of DD Day participants (output).
2. Review quarterly Council status reports for 1) policy changes created and implemented; and 2) number of regulation changes created and implemented (outcome).
3. Review the state budget for the number of people receiving services through the DDA and Autism Waivers (outcome).
4. Review the MDH plan to reduce the waitlists or registry by 50% beginning in FY24.

Objective 3.2: Improve polices, programs, and activities that make it possible for people with developmental disabilities to have the same opportunities in life that other members of the community have.

Major Activities:

1. Advocate for policies, practices, procedures, and funding that support inclusive, accessible, and affordable housing.
2. Get stories and photographs of people with developmental disabilities who live in their own homes. Use them to design an Inclusive Housing publication with the Maryland Inclusive Housing Corporation.
3. Advocate for and fund inclusive recreation programs and activities that are fully accessible.
4. Work with the Maryland Department of Disabilities to develop an inclusive playground framework.
5. Advocate for more medical, dental, and behavioral healthcare policies and services that meet the needs of all children and adults with developmental disabilities.
6. Increase outreach and connections to groups and organizations related to the Council's priorities and mission.
7. Advocate for policies that increase access to reliable and accessible transportation throughout Maryland.

** A framework gives others step-by-step directions about how to do something. The steps are researched and can be used over and over again.*

Expected Outputs:

1. The state creates or changes at least 5 policies.
2. The Inclusive Housing publication is ready for print, translation, and creation of the accessible PDF for the website.

3. Council activities support 2 inclusive and fully accessible recreation projects that increase opportunities for people with developmental disabilities.
4. The Council works with at least 1 state agency to create an inclusive playground framework. The framework will support the planning and development of more inclusive playgrounds throughout Maryland.
5. The Council creates at least 3 new connections with organizations or agencies related to our priorities and mission.

Expected Outcomes:

1. At least 3 promising or best practices are put into use.
2. At least 5 policies are improved.
3. More local and state agencies understand the need for, and how to develop inclusive playgrounds.
4. More people with developmental disabilities, their families, and other people in the community understand inclusive housing options.
5. At least 3 new connections lead to partnerships with organizations or agencies that support the priorities of the Council.

Data Evaluation & Measurement:

1. Review quarterly Council status reports for 1) number of improvements to policies; 2) number of systems change activities (output).
2. Review quarterly Council status report reviewed for the number of policies created or changed (outcome).
3. Use Impact Survey for all major activities (outcome). Add questions related to each activity to get useful information.

Objective 3.3: Improve child care and education practices so all children and youth play and learn together with the services and supports they need to succeed.

Major Activities:

1. Advocate for policy changes that improve outcomes for students with developmental disabilities. This includes access to the general education curriculum, appropriate assessments, and equitable delivery of services and supports needed to succeed.
2. Advocate for policies and practices that better support children and youth with developmental disabilities and their families during all academic transitions. Academic transitions happen when children move to different services because of their age.
3. Advocate for school policies and practices that help staff understand and respond to trauma. This creates a positive, safe, and supportive school where students learn, and they are less likely to go to prison after school. (*Trauma is when something bad happens. It may have a lasting impact on a person.*)
4. Advocate for state agencies and other organizations to fund more training and technical assistance for licensed childcare providers and school staff.

Expected Outputs:

1. The Council serves on 4 committees, workgroups, or advisory councils that recommend improvements to policies and practices.
2. The state creates or changes at least 5 early childhood education and education policies.

Expected Outcomes:

1. Early childhood education and education policies and practices improve outcomes for children with disabilities and their families.

2. More students with disabilities are educated in schools alongside students without disabilities.

Data Evaluation & Measurement:

1. Review quarterly Council status reports for 1) number of committees, workgroups, and advisory councils the Council staff served on; 2) number of policy and procedures created or changed (output).
2. Survey or interview child care providers to assess if they increased their knowledge and ability to serve children with disabilities (outcome).
3. Review quarterly Council status reports for the number of promising and best practices improved (outcome).

Objective 3.4: Increase career exploration and employment opportunities in the community for people with developmental disabilities. * This includes people with significant support needs.

** Career exploration means learning about different kinds of jobs and how they fit with your interests and skills*

Major Activities:

1. Advocate for policy and program improvements so students with developmental disabilities have career exploration opportunities and work experience that prepares them to work after school.

Expected Outputs:

1. The state changes at least 2 policies or procedures.

Expected Outcomes:

1. 2 policy changes are implemented.

Data Evaluation & Measurement:

1. Review quarterly Council status reports for the number of changes to state policies, procedures, laws, and regulations implemented (outcome).

Objective 3.5: People with developmental disabilities are appropriately supported in all parts of the criminal justice system.**Major Activities**

1. Connect with more organizations and agencies that advocate for improvements in policies and practices within Maryland's jails and prisons.
2. Fund Loyola University to develop an online training curriculum for correctional supervisors. The curriculum will help supervisors support people with developmental disabilities in jails and prisons.
3. Partner with the Maryland Department of Public Safety and Correctional Services to develop an online training curriculum for corrections supervisors. The curriculum will help supervisors support people with developmental disabilities in jails and prisons.
4. Advocate for improvements in policies and practices within Maryland's jails and prisons.

Expected Outputs:

1. The state changes 1 policy and/or practice to support people with developmental disabilities within Maryland jails and prisons.
2. 1 new curricula for correctional supervisors developed.
3. 5 Self-Advocate Educators (SAEs) trained to work with corrections supervisors.
4. A train-the-trainer curriculum to support future SAE trainings developed.

Expected Outcomes:

1. The state improves at least 1 policy or practice related to people with developmental disabilities in Maryland jails and prisons.
2. SAE training curriculum implemented.

Data Evaluation & Measurement:

1. Review quarterly Council status reports reviewed for: 1) number of state policies created or changed; and 2) number of organizations worked with (output).
2. Review quarterly Council status reports for the number of policy and practices improved (outcome).
3. Review grantee reports for participation, including demographic information (output). This includes information like race, cultural background, disability, and county.
4. Use Impact Survey with all major activities, including trainings. Add questions related to each activity to get useful information (outcome).

Objective 3.6: Increase what attorneys, judges, and other professionals within the criminal justice system know about people with developmental disabilities. The Council, Disability Rights Maryland (DRM), and Maryland Center for Developmental Disabilities (MCDD) will work together.

Major Activities:

1. Develop information and resources for the topics and audiences identified in Year 1.
2. Develop and hold at least 2 trainings, on at least one of the priority topics and audiences.

Expected Outputs:

1. The Council and its partners develop at least 1 training.
2. The Council and its partners develop at least 3 resources.

Expected Outcomes:

1. 4 resources and trainings developed for each of the identified priority topics and audiences.

Data Evaluation & Measurement:

1. Review quarterly Council status reports for the number of resources and trainings developed (output).
2. Review quarterly Council status reports for the number of trainings held (outcome).