



# Maryland Developmental Disabilities Council

CREATING CHANGE • IMPROVING LIVES

## Annual Work Plan: Year 4 (FY2025)

October 1, 2024 - September 30, 2025

### What is an Annual Work Plan?

The Council describes our goals in a plan we develop every 5 years. It is called our “State Plan.” Goals describe what the Council wants to see happen. The State Plan also includes the activities the Council will work on to reach our goals.

The Council cannot work on all the activities every year. We have work plans that describe what we will work on each year. The information below is about the fourth year, called “Year 4.” This covers October 1, 2024 - September 30, 2025.

### Words to Know

- **Goals** describe what the Council wants to happen.
- **Objectives** are the steps that will help us reach our goals.
- **Activities** are more specific actions we will take to reach each objective.
- **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 Maryland (POG) 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 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. At least 100 people with developmental disabilities participate in POG activities.
2. POG educates at least 25 legislators and policymakers.
3. 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. At least 30 people increase their knowledge because of POG activities.
4. POG improves policies and programs related to their most important issues.
5. 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. POG will inform people with developmental disabilities of opportunities to participate in coalitions, committees, and boards.
2. Support and provide technical assistance to partner organizations on sharing information on leadership opportunities in plain language.
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. At least 2 POG members serve on at least 1 coalition that includes people with different types of disabilities and people from different backgrounds.
2. POG supports at least 2 people with developmental disabilities in leadership coalitions.
3. 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:
  - a. number of coalitions identified that include people with different types of disabilities and people from different backgrounds;
  - b. number of people supported;
  - c. communication materials produced and number of people receiving them; and
  - d. 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).



## 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 The Parents' Place of Maryland to educate people with developmental disabilities, families, and professionals about supported decision-making and alternatives to guardianship.
2. Fund and help lead Year 7 of Maryland Partners in Policymaking program (Partners) for individuals with developmental disabilities and family members.

### Expected Outputs:

1. At least 40 people with developmental disabilities, family members, and professionals participate in training about supported decision-making.
2. At least 30 people with developmental disabilities and family members participate in Partners in Policymaking.

### Expected Outcomes:

1. People with developmental disabilities increase their advocacy because of participation in Partners.
2. Family members increase their advocacy because of participation in Partners.
3. People with developmental disabilities and family members are now participating in advocacy and leadership activities because of their participation in Partners.
4. At least 10 people with developmental disabilities increase their knowledge.
5. At least 20 family members increase their knowledge.
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). This includes information like race, age, disability, and county.
2. Review grantee quarterly reports and Council surveys for information about:
  - a. people with developmental disabilities increasing their knowledge and skills;
  - b. family members increasing their knowledge and skills;
  - c. people with developmental disabilities and family members increasing their participation in advocacy and leadership;
  - d. people with developmental disabilities and family members' satisfaction with Council activities; and
  - e. people with developmental disabilities and family members increasing their knowledge about issues that are important to them (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.
3. Conduct a photo contest.

### **Expected Outputs:**

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



### **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:
  - a. the number of people that receive Council communications;
  - b. types of communications;
  - c. resources the Council shared widely;
  - d. resources and materials produced; and
  - e. social media data (output).
2. Review quarterly Council status reports for number of people with developmental disabilities and families who increased their knowledge and awareness of issues that matter to them (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 advocacy and support to partners for 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 publications and resources on topics important to people with developmental disabilities and their families.
3. Use Council funds to translate more Council publications and resources into more languages.
4. Bring at least 2 organizations together to learn about cultural brokers and serving 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. 50 people receive translated Council publications and resources.
3. At least 2 organizations come together to learn about cultural brokering.

### **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. The Council shares promising practices with community partners that respond to the needs of other cultures and languages.

### **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).



## 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. Conduct second (follow-up) self-assessment of the Council. Use this information to continue to increase the Council's knowledge of the needs of diverse communities.
2. Advocate for policy, program, law, and regulation changes that make sure statewide systems respond to the cultural and language needs of different communities.
3. 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.
4. Support statewide CoP activities and the use of the Charting the LifeCourse tools.
5. Advocate for policy, program, law, and regulation changes that result in improved services and supports for more people with developmental disabilities and their families.
6. Co-sponsor Developmental Disabilities Day at the Legislature with the Developmental Disabilities Coalition.
7. In partnership with the Maryland Department of Veterans and Military Families, develop information and resources tailored to military connected families of children and adults with developmental disabilities.



### **Expected Outputs:**

1. The Council uses 1 best practice to assess our response to the cultural and language needs of different communities.
2. The Council's advocacy results in at least 5 policies created or changed.
3. The Council's advocacy results in at least 5 laws and regulations created or changed.
4. The Council educates 188 legislators.
5. At least 500 people attend Developmental Disabilities Day at the Legislature.
6. At least 2 new resources are developed for military connected families of children and adults with developmental disabilities.

### **Expected Outcomes:**

1. The Council and state systems better understand the needs of different communities.
2. At least 15 laws, regulations, and policies improve.
3. More people with developmental disabilities receive community services and supports.
4. Services and supports for children and adults with developmental disabilities improve.
5. More military connected families of children and adults with developmental disabilities get information and resources they need and want.

### **Data Evaluation & Measurement:**

1. Review quarterly Council status reports for:
  - a. number of best practices used to assess how grantees respond to the cultural and language needs of different communities;
  - b. number of CoP projects and activities supported;
  - c. number of improvements to policies;
  - d. number of laws and regulations improved;
  - e. number of promising and best practices supported;
  - f. number of legislators educated;



- g. number of improvements to services and supports for children and adults; and
- h. number of DD Day participants (output).
2. Review quarterly Council status reports for:
  - a. policy changes created and implemented; and
  - b. number of regulation changes created and implemented (outcome).
3. Review data on the number of families who receive the information distributed (output) and data from the Department of Veterans and Military Families on the number of families who received information that did not get it before (outcome).

***Objective 3.2: Improve policies, 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. Advocate for inclusive recreation programs and activities that are fully accessible.
3. Advocate for more medical, dental, and behavioral healthcare policies and services that meet the needs of all children and adults with developmental disabilities.
4. Increase outreach and connections to groups and organizations related to the Council's priorities and mission.
5. Advocate for policies that increase access to reliable and accessible transportation throughout Maryland.
6. Create website that provides technical assistance about inclusive, accessible playgrounds.

### **Expected Outputs:**

1. The state creates or changes at least 5 policies.
2. At least 1 website in plain language is launched to unify information and resources for people with developmental disabilities and their families about inclusive playgrounds.



3. At least 100 people are educated about inclusive playgrounds.
4. As a result of Council advocacy, 1 inclusive or fully accessible recreation project increases opportunities for people with developmental disabilities.

### **Expected Outcomes:**

1. At least 2 promising or best practices are put into use.
2. At least 5 policies are improved.

### **Data Evaluation & Measurement:**

1. Review quarterly Council status reports for:
  - a. number of improvements to policies; and
  - b. number of systems change activities (output).
2. Review quarterly Council status reports for the number of promising and best practices improved (outcome).

***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, work groups, 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:
  - a. number of committees, work groups, and advisory councils the Council staff served on; and
  - b. number of policies and procedures created or changed (output).
2. 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 changes that increase career exploration and employment opportunities in the community for people with developmental disabilities.
2. Advocate for policies and practices that support people with developmental disabilities to be part of the Department of Service and Civic Innovation programs.

### **Expected Outputs:**

1. The state changes or creates at least 4 policies or procedures.

### **Expected Outcomes:**

1. At least 4 policy changes are created or implemented.

### **Data Evaluation & Measurement:**

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



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

**Major Activities:**

1. Advocate for improvements in policies and practices within Maryland's jails and prisons.
2. Partner with Loyola University and the Maryland Department of Public Safety and Correctional Services to train correctional supervisors.
3. Advocate for policies and practices that support better interactions between law enforcement and first responders and people with developmental disabilities.

**Expected Outputs:**

1. The state changes 1 policy and/or practice to support people with developmental disabilities within Maryland jails and prisons.
2. At least 100 correctional supervisors trained.
3. The state changes at least 1 policy or practice related to people with developmental disabilities having better interactions with law enforcement and first responders.

**Expected Outcomes:**

1. The state improves at least 1 policy or practice related to people with developmental disabilities in Maryland jails and prisons.
2. The state improves at least 1 policy or practice related to people with developmental disabilities having better interactions with law enforcement and first responders.

**Data Evaluation & Measurement**

1. Review quarterly Council status reports for the number of policies and practices improved or changed (outcome).
2. Review quarterly grant reports for the number of correctional supervisors trained.





**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 the Maryland Center for Developmental Disabilities (MCDD) will work together.**

### **Major Activities:**

1. Develop information and resources on different topics.
2. Develop and hold at least 2 trainings.

### **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. At least 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).