State Plan Follow-Up

Annual Work Plan

Welcome to the last webinar in our series focused on the State Plan Annual Work Plan.

Overview

- Brief review of weaknesses and/or compliance concerns from the Tier 2 Summary Reports;
- Review of resources available and where to find them;
- Ways to address the most prevalent concerns; examples from Councils that received positive comments about the prevalent areas of concern;
- Questions and Answers

This webinar is focused on the 5-Year State annual work plans for federal fiscal year (FFY) 2017 and federal fiscal year (FFY) 2018. Today we will cover (read items 1,2,3, and 4 on the slide).

Summary of Tier 2 comments

- Objectives read as activities;
- 2017 and 2018 are exactly the same;
- Performance measures not submitted;
- Too ambitious/consider scaling back;
- Outputs and outcomes were confusing;
- Data evaluation and measurement;
- Limited information for 2018;
- No specific outcomes.

ITACC staff reviewed all Council Tier 2 Summary reports (for Council with a due date after January 1, 2017) to assess the most common areas noted as weaknesses or issues of compliance. The information on this slide represents the areas most frequently cited Annual Work Plan comments made by State Plan peer reviewers. Read slide.

Resources and where to find them

- All resources can be found on the ITACC website (www.itacchelp.org)

- [Annual Work Plan Template with guidance](#)
- Note: This opens as a word document
- [State plan review tool (pages 29-32)](#)
- [Annual Work Plan details](#)

There are a few resources to assist in the refinement of the FFY 2017 and FFY 2018 Annual Work Plans. All resources can be found on the itacchelp.org website.

The 5-Year State plan template guidance offered narrative information about what the Administration on Intellectual and Developmental Disabilities (AIDD) expected to see reflected on the Annual Work Plan. We will review the guidance in the next few slides.

Reviewers used the State plan review tool to determine if the required elements were present, if there was unclear or missing information, a notation appeared in the Council review summary report.

For each objective, the reviewers were looking for:

Major activities are identified that work towards accomplishing Council goals.

The objectives include a measurement of the work to be accomplished (e.g., increase or decrease, the number of people to be trained; the number of outreach activities) or they may provide qualitative projections of the work to be accomplished (e.g., convening coalitions; researching state service models).

The Annual work plan identifies the expected outputs intended to be achieved for each objective?

The Annual work plan identifies the expected outcomes intended to be achieved for each objective?

The Annual work plan identifies the data evaluation and measurement for each objective?

The Annual work plan identifies the projected performance measures for each objective?

In addition, ITACC staff have provided a variety of other resources on the topic of Annual Work Plans. All resources can be located on the wwwitacchelp.org website under the heading Federal Reports and

Resources – Annual Work Plans, State Plan Template, Logic Model, and Goals and Objectives.

AIDD Guidance

- For each goal that will be addressed the first two years of the state plan cycle (FFY'17 and FFY '18) and annually each year, identify if the efforts for the goal is Individual Advocacy, System Change, or both.

- For each goal, outline a plan of action that describes the major activities to accomplish the Council goals by listing for each objective, major activities, the expected outputs, outcomes and targeted performance measures and data and evaluation.

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Let's take a look at the guidance offered by AIDD on the development of the Annual Work plan [read slide].

AIDD Guidance continued

- The objectives should be more detailed, specific projections of how the Council will implement the goals. The objectives may include quantitative projections of the work to be accomplished (e.g., the number of people to be trained; the number of outreach activities) or they may provide qualitative projections of the work to be accomplished (convening coalitions; researching state service models).

- The major activities should identify the major activities the Council will use to implement the objectives.

- The expected outputs and outcomes should identify the outputs and outcomes the major activities intend to achieve.

- *The goals, objectives and outcomes can be updated annually through the State Plan Amendment process.*

[Read slide].

Annual work plan template "fields"

Objective:

Major Activities:
1.
2.
3.
4.
5.

Expected Outputs:
1.
2.
3.

Expected Outcomes:
1.
2.

Data Evaluation & Measurement:
1.
2.
3.

This is a diagram of what the ACL Reporting System template looks like – there are separate fields for each element. If you received a comment about formatting, make sure you have listed each major activity separately, each expected output, outcome, and data evaluation and measurement item separately. If you put all the information into one line, your Program Performance Report will (most likely) not populate correctly.

Examples

Let's look at some specific examples of the most common areas noted for improvement.

This objective statement reads as an activity because it details summer program placements, but does not reflect the desired outcome for the activity; this statement reflects outputs only (more than 25 people with DD ages 14 – 24);

The key activity focused on partnering with other agencies – but the objective statement did not speak to the activity – good questions to ask are: Youth will disabilities will have competitive employment opportunities as a result of what? The Council should consider the overall question – as a result of youth participating in summer programs, what does the Council expect as an outcome? Is there an outcome associated with this activity?

A potential rewrite could be [read the rewrite]. This Council could make the objective even broader by removing the seasonal aspect of the activity. When an objective is more broad, the Council can conduct additional activities such as resume writing, improving interview skills, improving ability to complete job applications, etc. A broader objective can support additional activities throughout the life of the five-year plan.

Objectives read as activities – an example

- Monitor and review at least 5 policies that will increase the use of person-centered practices for home and community-based service (HCBS) settings in the service delivery system.
  - In this example, the focus is on monitoring and reviewing and reads as an activity

- Rewrite: The Council will increase the use of person-centered practices for home and community-based service settings in the service delivery system
  - Monitoring and reviewing at least 5 policies could be a key activity.
    - The Council could then add other key activities throughout the 5 year period to address increasing the use of person-centered practices…

This is another example of an objective reading like an activity. As you can see the focus is on monitoring and reviewing policies. The Council would be evaluating whether or not evaluating monitoring and reviewing policies led to an increase in the use of person-centered practices. The real intent may have been to increase the use of person-centered practices and monitoring and reviewing policies was just one activity that would support an increase in the use of person-centered practices. Let's look at the rewrite – in this example, the Council would be positioned to add other key activities throughout the five-year period to increase the use of person-centered practices.

Outcomes vs. Outputs: What is the difference?

(1)

Outputs:

- Things that can be counted related to the activity (# of meetings; # of participants; # of recommendations, etc.)

(2)

Outcomes:

- Expected Outcomes - What happens as a result of initiating the activity? (Can be initial, intermediate, or ultimate. For example, an increase in knowledge or skills?)

Some Councils received comments about outputs and outcomes – the key thing to remember is – outputs are things you can count [read #1], and outcomes are the things that happen as a result of the activity [read #2]. Outputs are not the end of any activity – the expectation is for the Council to generate an outcome with the activity – for example, if a Council holds a training event and 10 people attended – 10 people is an output; the outcome would be to find out what happened as a result of the 10 people attending the training – did they increase their knowledge? Did they learn a new skill? – these would be initial outcomes. The initial outcome will not be the end either! The next question is…as a result of those 10 people learning a new skill, what happened? In other words, what did the people DO with their increased knowledge or skill? This would be an intermediate or ultimate outcome.

Data Evaluation and Measurement

- This area of the annual work plan should connect to the overall Evaluation plan.
  - Methods of data collection and evaluation
  - Strategies for data collection and evaluation

- Avoid statements such as "To be determined".
  - The State plan evaluation plan section calls for the Council to identify the methods and strategies (overall) the Council will use to determine progress towards the goals and objectives of the Five-Year State Plan. Use these methods and strategies in the Annual Work plan.

One of the more frequent comments from reviewers centered on data evaluation and measurement. This area of the annual work plan should connect directly to the evaluation plan the Council submitted in the State plan template. As you know, AIDD asked the Council to describe the evaluation methods, strategies, process the Council would use to determine progress made towards the five-year goals in the overall evaluation plan. The annual work plan section on data evaluation and measurement should reflect the methods and strategies the Council described in their overall evaluation plan. A good framework is to consider the objective – and the activities – and ask the question – how will we know if we reached our expected outputs? What documentation will we use to determine outputs? Then apply the same type of questions to expected outcomes…

Connection to data evaluation

- Objective - a specific, measurable statement of the desired immediate or direct outcome(s) of the initiative/activity that support the accomplishment of a goal.

- Activity – Insert objective activities planned for the identified fiscal year
  - Data and evaluation: How will the Council know the activity took place? What documents will assist the Council and Council staff in evaluating the completion of the activity?
- Expected Outputs – Identify the things you can count related to the activity (# of meetings; # of participants; # of recommendations, etc.)
  - Data and evaluation: What can the Council review to document the outputs?
- Expected Outcomes - What initially happens as a result of initiating the activity? (Increase in knowledge or skills?)
  - Data and evaluation: How will the Council know what happened as a result of the activity? What documentation will the Council use to determine what happened as a result?

This slide is an attempt to provide some prompt questions to help council staff think through the outputs and outcomes [read slide, the items in red are the prompt questions].

This is a complete example of an objective from an annual work plan that received very positive comments. Read slide – there is correlation from activities to outputs and outcomes, and the data evaluation and measurement items speak directly to the key activities and reflect outputs and outcomes.

Full objective: Self-Advocacy and Leadership: During each year of the 2017-2021 state plan, the DDPC will work to increase the number of self-advocates and leaders with disabilities by strengthening self-advocacy organizations led by individuals with intellectual and developmental disabilities, supporting and expanding opportunities for individuals with intellectual and developmental disabilities to become advocacy leaders, and providing opportunities for self-advocates to train other self-advocates and participate in cross disability, culturally diverse leadership organizations.

New York State: Projected Performance Targets

Individual and Family Advocacy		Systems Change	
1.1	10	1.3.1	2
1.2	10	1.3.4	1
2.1	5	1.5.1	1
2.2	5	2.1	1
2.2.1	10	2.2	2
2.2.2	10	2.1.3	1
2.2.3	10	2.1.4	2
3.1	5		
3.2	3		

These are the performance measure targets for the objective we viewed on the previous slide.

Colorado Example: Housing

Key activities:

- Develop a state-wide housing resource that includes advocacy at the individual, community, and state levels;

- Educate policy makers, state agency partners, and others to promote Universal Design and Real Choice;

- Develop a resource focused on HCBS changes that summarizes recent changes and what still needs to be done; utilize peer mentoring/self-advocates/leadership training graduates to provide personal perspective.

Expected Outputs

- One resource made available in multiple formats, incorporating social media.

- Up to 6 state agencies, 6 community service providers, and applicable policy makers including legislators will be exposed to the concept of Universal Design and Real Choice annually.

- One resource on person-centeredness in HCBS will be available

Expected Outcomes

- Integrated, affordable, accessible and visitable housing options for individuals with disabilities increases.

- Implementation of HCBS will incorporate person-centeredness through education, advocacy, and systems change activities.

Data Evaluation and Measurement

- Satisfaction with resources developed; track # people who received information

- Surveys (initial and follow-up)

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This is another example of an objective from an annual work plan that received positive comments by reviewers. Once again, there is connectivity between activities, outputs, outcomes, and the data evaluation and measurement sections.

Full objective: Youth, their family members, and support teams will receive the knowledge and tools they need to advocate for the housing of their choice.

CO: Projected Performance Targets

Individual and Family Advocacy

1.1	30
1.2	40
2.1	80 (%)
2.2	80 (%)
2.2.1	80 (%)
2.2.2	80 (%)
2.2.3	70 (%)
3.1	80 (%)
3.2	80 (%)

Systems Change

1.1.1	1
1.3.2	1
1.3.4	1
1.4.1	500
1.5.1	2
2.1	5
2.1.1	3
2.1.3	2

These are the performance measure targets for the objective we viewed on the previous slide.

AIDD Performance Measures

Project the performance measures that the Council will target for each objective:

• Individual and Family Advocacy Measures

• Systems Change Measures

[FINAL AIDD 2017-2021 Performance Measures](#)

Note: Expected outcomes should not be re-statements of the AIDD performance measures.

Several Councils submitted AIDD performance measure statements as their expected outcomes. These are not the same thing, as Councils may expect a variety of outcomes from a project or activity that may or may not be reflected as discrete reporting measures for the AIDD Program Performance Report. Projected performance measures are what the Council thinks will occur as a result of the activity – the Program Performance Report (PPR) provides a Council the platform to explain what really happened during the course of the activity.

ITACC Staff Assignments to Councils

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• Massachusetts, New Hampshire, Vermont, Delaware, West Virginia, District of Columbia, Indiana, Michigan, Kansas, Guam, and American Samoa.

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• New Jersey, Puerto Rico, Virgin Islands, Alabama, Georgia, Kentucky, Louisiana, New Mexico, Oklahoma, Montana, North Dakota, Alaska, Oregon, and Washington State.

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Your Training and Technical Assistance contract staff are here to help! Please contact the ITACC staff member assigned to your Council for one-on-one assistance. No question or request for assistance is too small.