

## 4 Year Overview (FY 2020 report only)

OIDD Instructions: [Provide] a description of how the Council will use and build from knowledge gained and progress made to move forward in the next state plan cycle (FY 2022-2026).

### ITACC Guidance:

**Background:** This is a new reporting item and is required for the PPR for Federal Fiscal Year 2020. The reason this item is included relates to the next 5-year State plan. Because Council's are in the planning process, a reflection of current efforts and how the work will inform or be included in the new plan is requested.

**Focus:** This overview should include information about what the Council learned from the current State plan activities. Include information about what activities are likely to be carried forward into a new 5-year plan. Include information about systems change efforts that will be ongoing. If the Council is not planning to use the knowledge gained or build upon outcomes from current state plan work into the next, provide information about why work would not be built upon. (This could be the result of other entities taking up the work, or successful sustainability of an effort or a system change effort being adopted and implemented).

### Recommended Process:

1. Organize by goal
  - a. Identify the goal with a few words that convey the focus of the goal and objective(s)
2. Review PPR Section B.3 for FY 17, 18, 19, and 20. (lessons learned)
3. Assess the lessons learned from a four-year perspective for each goal.
4. Describe how the Council will build upon what was learned
  - a. Indicate how the Council will continue work in the area with attention to building upon what was learned from current activities.
  - b. If the Council is not going to build upon what was learned, indicate why – sometimes this is due to sustainability efforts, system barriers, or resource restrictions.
5. Provide information about what activities are likely to move forward into the next State plan (note: we recognize the Council will develop and approve the State plan, and items in this area are subject to approval by the Council).
  - a. State why the work is still needed (provide data point(s) to show need – correlate to comprehensive review and analysis information).

**Example:**

**Goal 1 – Increase knowledge; Community Inclusion: Employment, Housing.**

**What the Council learned:**

We learned the following strategies produced positive results for people with developmental disabilities, training, supporting, and educating communities, technical assistance, coalition development and citizen participation, and educating policymakers. We learned that educating people in communities (urban and rural) about developmental disabilities was central to raising expectations about the capabilities of people with DD and that including them in meaningful ways improved community life for all. We learned that providing information and education to people with developmental disabilities increased their ability to get employment supports and services. We learned we needed public and private sector entities providing housing options as partners. We learned that people with DD and their families seek information from the Council because they view us as a trusted and reliable source for information and education.

**How the Council will build upon the outcomes realized in the current plan?**

Work in the areas of employment and housing will continue. The positive results for people with developmental disabilities being able to access employment supports and services after receiving information and education needs to continue because unemployment rates for people with DD in the State is (on average) 7% greater than the general population. We expect to expand our employment efforts to enable more people to get employment supports so they can work. Education and information on how to obtain accessible, affordable housing options resulted in an increase of families and individuals with developmental disabilities being able to get housing they could afford. Affordable housing remains a high need among 45% of people with developmental disabilities and their families in our State.

We will build upon our outcomes in both areas by continuing the education and awareness activities. We will enhance outreach activities so that people not known to the DD system can be identified and can obtain services for employment and housing. We expect employment activities will continue in the next State plan through replication efforts of successful project strategies to underserved areas of the State. We will expand our housing partnerships by identifying additional public and private entities in underserved areas of the state and provide technical assistance to them so that people with DD and their families have increased access to services, supports, and other assistance. We will involve our existing partners in our efforts to create new partnerships in the public and private sectors.

**Goal 2: Positive health outcomes: improved community-based health and fitness programs**

**What the Council learned:**

We learned the strategies of training, supporting, and educating communities, coalition development and citizen participation produced positive outcomes for providers of generic fitness programs. We learned that businesses and organizations in the community were eager to learn how to include people with DD in their programs. The strategies led to positive health outcomes for people with DD and their families. We learned that people with DD need ongoing support, education, and access to fitness programs, to continue to promote positive health outcomes.

**How the Council will build upon the outcomes realized in the current plan**

Because positive health outcomes were achieved by individuals with DD who participated in the current plan activities and the ability of providers to make sustained changes in their programs, the Council will

consider expanding work with other community-based fitness programs. We will consider initiatives with medical people, case managers, and service providers to recommend and support aerobic and physical activity and individualized nutrition education for people with DD. We will review local and state policies and procedures to identify administrative barriers that may exist for people with DD as they access health, wellness, and fitness programs.

### **5 Year Outcome Analysis (FY 2021 Report only)**

This is a new reporting item and is required to be reported in the PPR for the Federal Fiscal Year 2021. This section should show the analysis of the outcomes achieved throughout the 5 years. We suggest reviewing the 5-year Logic Model created for the State plan to help assess the overall outcomes achieved during the “life” of the plan. An overall description of satisfaction with council activities should be included to support the discussion on outcomes achieved.

We suggest reviewing previous PPR’s to gather and organize information. Identify important outcomes, themes, key concepts, patterns, and trends for all 5 years. After organizing the information take note of likenesses and contrasts. Relate pieces of information to establish links between and among them. Determine if there are emerging themes; identify gaps in the information and determine what assumptions can be made. Analyze the satisfaction of stakeholders. This can be done by reviewing the data collected each year of the 5-year plan that relates to the performance measures on satisfaction of people with developmental disabilities and their families with council supported activities. Identify patterns and trends and determine what assumptions can be made.

### **Recommendations for conducting the analysis:**

#### **Organize, Review, Examine and Make Notes, and Draw Conclusions**

##### **Organize**

Organize the outcome analysis by each 5-year goal.

##### **Review**

Review each 5-year goal.

Review the expected goal outcome submitted with the plan.

##### **Examine and make notes**

Begin by reviewing the detailed report on Goals and examining specific elements of objectives for each 5-year goal.

Review Section IV, “State Plan Implementation Progress Report, Detailed Report on Goals”. This field requires Council staff provide an overall description of the extent to which progress is being made in achieving the intended outcomes of the Goal for the reporting period. Additionally,

review Section IV, #13 “Progress towards achieving outcomes for each objective” from Program Performance Report’s for FY 17, 18, 19, 20, and 21. Examine what led to the outcomes for each year, ask “why” and “how” questions to understand the significance of the outcomes, make notes of the findings. Examples include but are not limited to “how” did this objective (activities and outcomes) affect the other objectives related to the 5-year goal? Why was this objective (activities and outcomes) effective or ineffective? Why was this objective (activities and outcomes) significant? How and why did this objective (activities and outcomes) cause certain effects? How did this objective (activities and outcomes) contribute to the 5-year goal?

Section IV.B and Section IV.C as appropriate - Performance measure results for each FFY goal/objective(s). Review the indicators that were used to measure progress on previously submitted PPR’s.

Section IV.B and Section IV.C – specifically performance measure information for IFA 2.3 (Percent of people better able to say what they need) and IFA 3 (Percent of people satisfied with a project activity) with a correlation to the goal demographic information for diverse stakeholders on activities that promoted self-determination and community participation.

### **Draw Conclusions**

Review and assess the information from all objectives related to each goal. Provide an analysis about the outcomes that were achieved.

Consider the following questions when drawing conclusions:

- At the end of 5 years, what did the Council accomplish to meet the goal?
- What performance measures (indicators) were used to demonstrate progress?
- What projects/activities/initiatives were sustained during the plan?
- Did the work improve a current system? If so, how did the improvement impact people with DD and their families? What is the conclusion?
- Did the work redesign a system? If so, how did the redesign impact people with DD and their families? What is the conclusion?
- Did the work produce policy changes? If so, how did the policy change impact communities, people with DD and their families, or other stakeholders? What is the conclusion?
- Did the work use promising or best practices? If yes, what conclusions can be drawn from the use of promising or best practices?
- How did the funding investments and related work result in outcomes for people with developmental disabilities?
- How did the funding investments and related work result in outcomes for families of people with DD?
- How did the funding investments and related work result in outcomes for providers, members of the general community, or other stakeholders?

**Reporting past successes:**

To the extent Council staff is aware, provide information on past successes (outside of the current 5-year state plan). This can include:

- 1) information about prior work that the Council funded in prior state plans
- 2) information about projects, or activities that were sustained or funded outside of the initial Council funding investment.

**Additional Information**

Traits of an analysis involves:

- 1) Making an argument or reaching a conclusion
- 2) Choice of objectives and major activities within the objective to examine
- 3) Explore and interpret the major elements of the objectives
- 4) Discussion of why each objective is important or significant
- 5) Discussion about how each objective connects to other objectives to contribute to goal attainment.
- 6) May involve discussion of causes and effects
- 7) May involve discussion of advantages and disadvantages
- 8) May involve discussion of effectiveness or ineffectiveness

Example:

**Background information and data:**

**Organize:**

**5-year goal:**

By 2021, people with developmental disabilities and their families will have increased information and education about transportation barriers so that advocacy and system change initiatives will produce positive outcomes.

**Expected Goal outcome:**

People with DD and their families will increase their knowledge about transportation barriers and take action to advocate for changes in transportation policies and services and serve in leadership roles on transportation boards.

**Make Notes:**

Objectives	Measures						Targets	Initiatives
Focus	Is something that measures the performance of a process						A target is the level at which you want your measure to be	What was done to reach the objective
1. Reduce transportation barriers		FY 17	FY 18	FY 19	FY 20	FY 21	1 product 10 education activities reaching 500 people 250 people advocating for barrier reduction 10 self-advocates joining transportation boards in leadership roles	Development of educational materials; educational activities; advocacy action;
	IFA 1.1	21	31	35	12	20		
	IFA 1.2	32	58	47	15	32		
	IFA 2.1	10	28	35	9	17		
	IFA 2.2	15	21	25	7	30		
	IFA 2.3	42	61	58	19	41		
	IFA 2.4	12	21	32	8	10		
	IFA 2.5	2	1	3	0	3		
2. Address policy, regulations, and procedural barriers		FY 17	FY 18	FY 19	FY 20	FY 21	3 policy, procedures, or regulations changed 1,000 people educated 3 systems change activities 3 policy, procedure, regulations improved 3 policy, procedure, regulations implemented	Develop white papers 10 briefings to educate public and stakeholders Target 3 public policy, procedures, or regulations to improve Implement 3 policy, procedure, or regulation improvements.
	SC 1.1	0	0	1	1	2		
	SC 1.2	0	0	0	1	2		
	SC 1.4	57	113	254	367	412		
	SC 1.5	1	1	2	2	2		
	SC 2.1.1	0	0	1	1	3		
	SC 2.1.2	0	0	0	0	2		

**Conclusions:**

Conclusions:

We reached our 5-year goal that people with DD and their families will have increased information and education about transportation barriers so that advocacy and system change efforts produce positive outcomes. The following strategies combined resulted in one policy and one regulation improvement:

- 1) training
- 2) supporting and educating communities
- 3) barrier elimination
- 4) citizen participation
- 5) informing policymakers

Citizen participation was a key activity that resulted in nine self-advocates being appointed to regional transportation boards (9/22 statewide). The advocates used their leadership skills to impact local, community-based transportation services. Our education and awareness efforts ensured transportation advocates were well-informed about the barriers in the State. These efforts resulted in 99 people with DD and 98 family members being actively involved on transportation issue advocacy efforts. Their advocacy resulted in 72 policymakers having the information they needed to make decisions about changing administrative barriers to community-based transportation. The outcome was one policy and one regulation improvement. Both were fully implemented to allow community-based transportation providers to sub-contract with singly owned transportation services to provide on-demand services for people with DD. The improvements resulted in 237 people with DD having access to transportation in their home community. Of the 237 people, 98 reported using the transportation to get to and from their jobs. Our projected targets were higher, however, during implementation, decisions were made to seize on existing opportunities for policy and procedure changes where momentum and interest was evident and achievable.