

## Introduction

The 2022-2026 State Plan Instruction Resource provides Administration for Community Living, Administration on Disabilities, Office of Intellectual and Developmental Disabilities instructions and guidance for Council staff to use for the development of a 5-year plan. This resource can be used in conjunction with the [ITACC State plan Development Resource](#), and the [ACL Reporting User Guide](#) to develop and enter the 5-Year State Plan into the ACL Reporting System. The ACL Reporting User Guide has detailed information on *how* to enter content into the system. This instruction resource provides Councils with guidance issued by ACL program staff on *what* the content should include.

This resource is not a fillable template; however, it does mirror the ACL Reporting System state plan template and provides instructions on how to complete each section. Council staff may want to use the information below to create their own Word template so progress on the development of the new state plan can be recorded and saved as needed.

To view character limits, sign into the ACL System, select the most current State plan and check the bottom right corner of each text box. You will see a number such as, 0/12000 or 0/8000 etc. This means that Councils have 12,000 or 8,000 characters (including spaces) each section. If a character limit is not present, the recommended limit is no more than 12,000 characters.

For additional resources on where to find the information and data requested in the instruction resource, visit the [5-Year State Plan page](#) of the ITACC website. For questions about this instruction resource, please contact [ITACC staff](#).

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**Council Identification**

State Plan Period: October 1, 2021 through September 30, 2026

Contact Person: Name the person to be contacted with questions about the Plan.

Phone Number: Provide contact person's direct phone number.

E-mail: Provide contact person's direct e-mail address.

**Council Establishment:**

Date of Establishment: Provide the exact date the Council was established.

Check the appropriate box for, Authorization, State Statute, Executive Order or N/A

Authorization Citation: Provide the actual citation for the Statute or Executive Order that established the Council.

**Council Membership. [Section 125(b)(1)-(6)].**

Council membership rotation plan: Provide information about the Council's membership rotation plan, including Council terms and term limits, number of years a member can serve, how the Council informs the Governor of vacancies and other relevant information.

Council Members: Using the chart in the ACL System, provide full names of all Council members, beginning and ending dates of each appointment (reflecting the initial appointment date), and category of membership using the codes provided. (Council Membership Category Codes are listed in the ACL System chart). If there are vacant positions, insert the word "vacant" in the name columns, "O" for gender, D8 for race, and E1 or E2 (as appropriate, the category code for the vacant member, the initial date of the vacancy, and an end date for the term).

In the chart, begin with agency/organizational representatives (category A), then list public members (categories B and C). For people representing an agency/organization, provide the name of the agency/organization and the name of any official proxy/alternate. If more than one agency/organization representative represents a federal program (e.g. IDEA Part B and Part C) put that category code (A2) next to each individual's name and identify the appropriate program in the space provided within the system.

**Council Staff. [Section 125(c)(8)(B)].** Provide information about all full-time and part-time Council staff positions. Check the appropriate box to indicate full-time or part-time; for part-time staff, indicate percentage. Full-time staff on furlough should be counted as full-time staff. Do not include consultants. If the official classification of the staff member does not adequately describe the role of that position, include a working title (e.g., Council Executive Director, NOT Health Administrator IX).

Disability data of Council staff will be collected. Response is voluntary and information shared will be kept confidential and serve for data purposes only. Self-identification of disability will be captured in the following manner: Y – Yes, has a disability, N – No, does not have a disability, DWA – Does not wish to answer.

**Designated State Agency**

The DSA is (Check the appropriate box in the ACL System and provide the information listed below)

Other agency:

Council Itself

Agency Name:

DSA Official's Name:

Address:

Phone:

FAX: (optional)

E-mail:

**Direct Services [Section 125(d)(2)(A)-(B)]\***

Does it provide or pay for direct services to persons with developmental disabilities? Check yes or no. If yes, describe in the box provided.

**DSA Roles and Responsibilities related to Council [Section 125(d)(3)(A)-(G)] \***

Describe how the DSA supports the Council \*

**Memorandum of Understanding/Agreement [Section 125(d)(3)(G)]\***

Does your Council have a Memorandum of Understanding/Agreement with your DSA? Check yes or no.

**Calendar Year DSA was designated [Section 125(d)(2)(B)]\***

Fill in the calendar year in the box provided.

**State Information**

**Comprehensive Review and Analysis [Section 124(C)(3)]**

Overall, the Council's Comprehensive Review and Analysis (CRA) should demonstrate a thorough understanding and analysis of the extent to which:

\*denotes a required field

- Services, supports, and other assistance are available to individuals with developmental disabilities and their families, and
- There are unmet needs for services, supports, and other assistance for those individuals and their families.

How Council members and members of the public provided input into the development of the plan and how their feedback was used to developing the goals and objectives outlined in the five-year plan

**Introduction:**

Include a broad overview of the Comprehensive Review and Analysis (CRA) conducted by the Council. Below is information that can be included in the Introduction:

- The Council’s state planning process including obtaining multi-stakeholder and culturally diverse input to develop the CRA; the process used to identify state plan goals and objectives
- Any data, research and/or information that influenced the Council’s goal selections
- How information was gathered from focus groups including information gathered directly from a culturally diverse group of people with developmental disabilities and their families
- Information on any federally assisted State programs, plans and policies that are not included in State Information, Portrait of the State Services, Analysis of State Issues and Challenges and Rationale for Goal Selection; and
- Other, broader issues, such as social policy, culture change, funding issues, etc. that are not incorporated into State Information, Portrait of the State Services, Analysis of State Issues and Challenges and Rationale for Goal Selection.

**Describe how the DSA supports the Council**

If DSA is other than the Council, describe how the DSA supports the Council

**Poverty Rate Percentage**

The poverty rate can come from the Census Bureau or some other source based upon the current Federal Poverty Guidelines.

**Racial and Ethnic Diversity of the State Population:**

Complete the chart provided in the ACL System by entering information from the Census Bureau or some other source on the racial and ethnic diversity in the State.

**State Disability Characteristics**

Prevalence of Developmental Disabilities in the State

Provide the estimated percentage of people with developmental disabilities living in the State.

\*denotes a required field

**Explanation (of % of prevalence)**

Include a brief description of how the estimate was created (e.g., using national prevalence rate or some other source)

**Residential Settings:**

Using the chart provided in the ACL System, provide information on the number of people with developmental disabilities living in the different types of residential settings. In terms of the definitions, A. should include foster/host homes and other similar non-family home settings with paid caregivers while C. and D. should not.

**Demographic Information about People with Disabilities**

Using information collected by the Census Bureau through the American Community Survey, complete the charts in the ACL System.

People in the State with a disability

Race and Ethnicity

Educational Attainment Population age 25 and over

Employment Status Population age 16 and over

Earnings in Past 12 months Population age 16 and over with earnings

Poverty Status Population age 16 and over

**Portrait of The State Services [Section 124(C)(3)(A)(B)]:**

Use the following sub-sections to describe the state's services, supports, and other assistance available to people with developmental disabilities and their families. Only some of the fields in this section are **required**, as noted by the \* sign.

**Recreation:**

- Provide information on recreational, leisure, and social activities in communities that are available to individuals with developmental disabilities.
- In your description, include information specific to individuals with developmental disabilities from culturally and linguistically diverse backgrounds.
- This information is **optional**.

**Transportation:**

- Provide information on accessible public transportation services, paratransit services, and/or programs that promote community accessibility.
- In your description, include information specific to individuals with developmental disabilities from culturally and linguistically diverse backgrounds.
- This information is **optional**.

**Housing:**

- Provide information on the availability of affordable, accessible, integrated housing; housing supports and services; and services related to renting, owning, or modifying a residence.
- In your description, include information specific to individuals with developmental disabilities from culturally and linguistically diverse backgrounds.
- This information is **optional**.

**Childcare:**

- Provide information on before-school, after-school, and early care services in communities.
- In your description, include information specific to individuals with developmental disabilities from culturally and linguistically diverse backgrounds.
- This information is **optional**.

**Interagency Initiatives\*:**

- Describe the extent to which agencies operating other federally assisted State programs (including activities authorized under section 101 or 102 of the Assistive Technology Act of 1998 (29 U.S.C. 3011, 3012)) pursue interagency initiatives to improve and enhance community services, individualized supports, and other forms of assistance for individuals with developmental disabilities.
- To the extent available, also include information on other state collaborations, such as the state early learning councils required under the Head Start program, State Interagency Coordinating Councils required under Part C of IDEA, Work Investment Boards, and Centers for Independent Living, State Rehabilitation Council, Aging and Disability Resource Centers and other relevant state-established Councils, Committees, and/or Cabinets.
- As possible, include specific information about participation of individuals with developmental disabilities, family members, and organizations representing people with disabilities on these Councils, Committees and/or Cabinets. Information about interagency initiatives is required\* per Section 124(c)(3)(B).
- To the extent it is available, include information about participation of individuals with developmental disabilities from culturally and linguistically diverse backgrounds.

**Quality Assurance:**

- Provide information on monitoring of services, supports, and assistance to prevent abuse, neglect, sexual or financial exploitation, violation of legal or human rights, and inappropriate use of restraints or seclusion; interagency coordination and systems integration efforts that result in improved and enhanced services, supports, and other assistance; access to person-centered

planning services; and training in leadership, self-advocacy, and self-determination.

- In your description, include information specific to individuals with developmental disabilities from culturally and linguistically diverse backgrounds.
- This information is **optional**.

#### Health/Healthcare:

- Describe available medical assistance, maternal and child health care, services for children with special health care needs, mental health services for children and adults, institutional care options, and other comprehensive health and mental health services.
- To the extent available, also include information on public/private insurance access, prevention and wellness initiatives, and long-term services and supports.
- To the extent available, include data regarding the number of children and adults with developmental disabilities and, as applicable, their families receiving each type of such health services and supports.
- To the extent it is available, include information on the status of health/health care for individuals with developmental disabilities from culturally and linguistically diverse backgrounds, including any information on health disparities.
- Information about health is **required** per Section 124(c)(3)(A)(i).

#### Education/Early Intervention:

- Provide information on general and special education services; early intervention services; early childhood services; private school services; education supports; and teacher training.
- In your description, include information specific to individuals with developmental disabilities from culturally and linguistically diverse backgrounds.
- This information is **optional**.

#### Employment\*:

- Describe job training, job placement, worksite accommodation, vocational rehabilitation, and other work assistance incentive and benefits programs that are available to people with developmental disabilities. You may choose to include information about “school to work” transition efforts here.
- To the extent available, also include information on competitive, integrated employment efforts; sheltered workshops; Employment First policies/efforts; and sub- minimum wage.
- To the extent available, include data regarding the number of youth and adults with developmental disabilities receiving each type of such employment services and supports.
- To the extent it is available, include information on the status of employment for individuals with developmental disabilities from culturally and linguistically diverse backgrounds, including any information on employment disparities.

- Information about employment is **required\*** per Section 124(c)(3)(A)(ii).

#### Informal and formal services and supports\*:

- Describe available social, child welfare, aging, independent living and other such services not described elsewhere that are available to people with developmental disabilities and their families.
- To the extent available, also include information on family support efforts/policies, peer support initiatives, faith-based community efforts, volunteer activities, home and community-based services, and long-term services and supports.
- To the extent available, include data regarding the number of children and adults with developmental disabilities and, as applicable, their families receiving each type of such services and supports.
- To the extent it is available, include information on the status of informal and formal supports and services for individuals with developmental disabilities from culturally and linguistically diverse backgrounds, including any information on any disparities for this population on accessing services (for example, do more people from culturally and linguistically diverse backgrounds live in institutional settings?).
- Information about informal and formal services and supports is **required\*** per Section 124(c)(3)(A)(iii).

#### **Analysis of State Issues and Challenges [Section 124(C)(3)(C)]:**

Use the sub-sections to summarize the Councils' comprehensive analysis of the extent to which individuals with developmental disabilities directly benefit from the available community services, supports, and other assistance provided in the state. Focus on the ability of individuals with developmental disabilities to access and use services provided in their communities; to participate in opportunities, activities, and events offered in their communities; and to contribute to community life. Describe how people experience the services and supports they receive or don't receive, and how they view their lives rather than the service system. Summarize the Council's analysis of obstacles that impact the ability of people with developmental disabilities and their families in the state to fully participate in and contribute to their community through full integration and inclusion in economic, political, social, cultural, and education activities.

#### Criteria for eligibility for services\*

- Summarize the Council's analysis of the eligibility criteria used to determine access to specialized services provided by State agencies that may exclude individuals with developmental disabilities from receiving services.
- This may include if available an analysis of eligibility criteria for generic services, waiver services, early intervention services, special education services, employment services, and long-term services and supports.
- Information about eligibility for services is **required** per Section 124(c)(3)(C)(ii).



Analysis of the barriers to full participation of unserved and underserved groups of individuals with developmental disabilities and their families\*:

- Based on the analysis of the barriers to full participation of unserved and underserved groups of individuals with developmental disabilities and their families, state what populations are identified by the Council as unserved and underserved. This may include populations such as: gender, individuals from racial and ethnic minority backgrounds; Lesbian Gay, Bi-Sexual, Transgender, Queer and Questioning (LGBTQQ), disadvantaged individuals, people who speak a primary language other than English, individuals from underserved geographic areas (rural or urban); specific groups of individuals within the population of individuals with developmental disabilities, including individuals who require assistive technology in order to participate in and contribute to community life; or some other group.
- Describe the process the Council used to identify the unserved and underserved population in the State and the rationale for identifying these population(s) over others.
- Review and analyze barriers to full participation of unserved and underserved groups is **required** per Section 124(c)(3)(C)(iii).
- Review and summarize the needs for the identified unserved and underserved population(s), including the needs of individuals with developmental disabilities from culturally and linguistically diverse backgrounds.

The availability of assistive technology\*:

- Summarize the Council's analysis of the availability of assistive technology, assistive technology services, rehabilitation technology, and/or the availability of information about these three things, to individuals with developmental disabilities.
- This may include if available information about access to generic technologies, such as universally designed technology, smart home-based technology, monitoring technology, etc.
- Include information of the availability of assistive technology of individuals with developmental disabilities from culturally and linguistically diverse backgrounds.
- Information about the availability of assistive technology is **required** per Section 124(c)(3)(C)(iv).

Waiting Lists\*:

Numbers on Waiting Lists in the State:

- Use the chart in the ACL System to provide the number of people waiting for residential services per 100,000.
- To the extent possible, include state data on all other types of waitlists per 100,000.

- Information on the number of people with developmental disabilities on waiting lists for services is **required** per Section 124(c)(3)(C)(v).

**a. Entity who maintains wait-list data in the state.**

Check the correct box in the ACL System. Case management authorities; Providers, Counties; State Agencies or Other.

**b. There is a statewide-standardized data collection system in place.**

Check yes or no.

**c. Individuals on the waitlist are receiving (select all that apply).**

No Services; Only case management services, or inadequate services.

**d. To the extent possible, provide information about how the state places or prioritizes individuals to be on the wait-list.**

Include if available whether the state has uniform statewide guidance regarding wait-lists, whether the state breaks the wait-list into categories or tiers, how individuals are prioritized, and breakdowns by urgency of need, demographic characteristics, wait-lists for specific services, order of selection policy, evaluation policy, etc.

Comprehensive services but are waiting for preferred options (e.g., persons in nursing facilities, institutions, or large group homes waiting for HCBS) or other. If other, use the space provided in the ACL System to provide any information or data related to your response.

**e. Description of the state's wait-list definition, including the definitions for other wait lists.**

**f. Individuals on the waitlist have gone through an eligibility and needs assessment?** Check yes or no. Use the space provided in the ACL System to provide any information or data related to your response.

**g. There are structured activities for individuals or families waiting for services to help them understand their options or assistance in planning their use of supports when they become available (e.g., person-centered planning services)**

Check yes or no.

**h. Specify any other data or information related to wait-lists**

Provide any other relevant information that is available related to the waitlists in the state.

**i. Summary of Waiting List Issues and Challenges**

Based on the information provided in items a – h, describe the Councils' analysis of the issues, challenges, and limitations, if any related to the state waiting list(s).

**Analysis of the adequacy of current resources and projected availability of future resources to fund services**

- Using available tools and/or data summarize the State’s current resources to fund services for people with developmental disabilities and their families.
- In reviewing the State resources, Councils may want to:
  - Include information about the State’s fiscal resources to fund home and community-based services, long-term services and supports, education services, employment services, transportation services, etc.
  - Estimate the State’s future resources for funding services (sources for this type of information may be the State’s proposed budget, studies of State spending trends, etc.).
  - Use data from the National Core Indicators project, the State of the State in Developmental Disabilities study, the Annual Residential Services and Trends Report, the Annual Report on Day and Employment Supports, and the Special Education Expenditure Project.
  - Information about resources is **required** per Section 124(c)(3)(C)(vi).

**Analysis of the adequacy of health care and other services, supports, and assistance that individuals with developmental disabilities who are in facilities receive**

- Provide information that describes the Council’s analysis of the adequacy of health care and other services, supports, and assistance that people with developmental disabilities who are in facilities receive. This description should be based in part on each independent review (pursuant to section 1902(a)(30)(C) of the Social Security Act (42 U.S.C. 1396a(a)(30)(C))) of an Intermediate Care Facility within the State, which the State shall provide to the Council not later than 30 days after the availability of the review.
- Adequacy may be described in terms of quality and/or population served versus need.
- Facilities can include state-run institutions, privately run institutions, intermediary care facilities, nursing homes or some other type of facility identified by the Council.
- Information about health care and other services, supports, and assistance is **required** per Section 124(c)(3)(C)(vii).

**To the extent that information is available, the adequacy of home and community-based waivers services (authorized under section 1915(c) of the Social Security Act (42 U.S.C. 1396n(c)))**

- Summarize the Council’s analysis of the adequacy of services provided through home and community-based waivers for people with developmental disabilities authorized under Section 1915(c) of the Social Security Act.
- Adequacy may be described in terms of quality and/or population served versus need.
- Information about home and community-based waivers services is **required** per Section 124(c)(3)(C)(viii).

**Rationale for Goal Selection [Section 124(C)(3)(E)]:**

- Provide a rationale for the Council’s selection of specific goals based on and related to the information in State Information and information from the CRA Portrait of the State Services and Analysis of State Issues and Challenges; including rationale for strategies selected to address the goals. There should be a direct relationship between the goals and the needs identified based on the data collected and/or reviewed and feedback from a wide range of diverse stakeholders. Given that the DD Act provides a broad mandate to address needs in the State, it is essential that Councils prioritize their work. Not all the issues identified and analyzed in the CRA can be addressed by the Council. Include a brief explanation of how the Council prioritized issues to be addressed in the Plan. The rationale is **required** per Section 124(c)(3)(E).

**Collaboration [Section 124(C)(3)(D)]**

Describe how, through interagency agreements or other mechanisms, the UCEDD(s) and P&A will collaborate with the Council to achieve outcomes consistent with the Council purpose. Information about DD Network collaboration is required per Section 124(c)(3)(D).

- As a Network: Describe the planning of collaborative efforts (other than the required Collaboration activity of the Council, P&A, and UCEDD(s), and how each entity will use their resources in collaboration with the effort(s) that are supported by the Comprehensive Review and Analysis.
- With each other: Describe plans the Council has to collaborate with the UCEDD(s). Describe plans the Council has to collaborate with the P&A and how each of these plans will assist in the Council purpose.
- With other entities: Describe how the DD Network will collaborate with other entities in the State, including both disability and non-disability organizations, as well as the State agency responsible for developmental disabilities services, to assist with the goals and outcomes of the Council’s 5 year state plan. Identify the organizations and summarize the collaborative activities planned, such as joint meetings, joint public education events/initiatives joint trainings, etc.

**5-YEAR GOALS [SECTION 124(4); SECTION 125(C)(5)]**

Identify the 5-year state plan goals, objectives, and expected goal outcomes (note: expected outcomes should be reflected for the 5-year goal(s)).

**Included in the Council’s goals are Self-Advocacy Goal(s)**

1-3 Goals, and/or objectives, to address the self-advocacy requirement to:

Establish or strengthen a program for the direct funding of a State self-advocacy organization led by individuals with developmental disabilities.

Support opportunities for individuals with developmental disabilities who are considered leaders to provide leadership training to individuals with developmental disabilities who may become leaders; and

Support and expand participation of individuals with developmental disabilities in cross-disability and culturally diverse leadership coalitions

*Note: For each of the years of a 5-Year State Plan, there must be obvious work being done related to the three requirements of self-advocacy (as mandated in the DD Act– strengthen a statewide SA organization, SA leaders training others, and; SA as part of coalitions).*

Include at least one goal and/or objective to address the following two components during the course of the 5-year State plan implementation:

### **Targeted Disparity**

Based on the findings of the comprehensive review and analysis (1) identify a subpopulation (i.e., racial, ethnic, sexual orientation, gender minority groups with developmental disabilities) vulnerable to disparities (e.g., health, education, employment, housing, etc.) (2) Identify a disparity and develop an impact statement in a targeted area of emphasis around individual/family advocacy and/or systems change; and implement strategies to decrease the differences in access, service use, and outcomes among such sub population during the course of the 5 year state plan implementation. The identified targeted disparity could be a goal or objective with corresponding activities. The activities should include evidenced based, best and/or promising practices, to the extent feasible.

### **DD Network Collaboration**

As a Network: Describe the required collaborative effort (a goal or objective with corresponding activities of a goal or objective) of the Council, P&A, and UCEDD(s), and how each entity will use their resources in collaboration with the effort(s) that are supported by the Comprehensive Review and Analysis.

### **Evaluation Plan [Section 125(C)(3) And (7)]**

- **Outline how the Council will examine the progress made in achieving the goals of the State.**
  - The extent to which the goals were achieved;
  - The strategies that contributed to achieving the goals
  - Factors that impeded achievement of the goal(s)
  - Separate information on the self-advocacy goal and the three required elements

- As appropriate, an update on the results of the comprehensive review and analysis; and
- As appropriate, consumer satisfaction with Council supported or conducted activities.
- **Explain the methodology, which may be qualitative or quantitative, that will be used to determine if the needs identified and discussed are being met and if the Council results are being achieved.**
  - Define the procedures the Council will use to monitor progress in meeting its goals including tracking the progress to address the targeted disparity.
  - Discuss Council activities that will measure or otherwise address the Council's effectiveness.
  - The evaluation plan should not be limited to measuring the progress of the performance measures. The evaluation plan should also measure the extent to which the intended sub-outcomes for the given objective are being met. This is above and beyond the performance measures. The performance measures are solely a snapshot of a piece of data that should be assessed in the larger context of the intended sub-outcome measures of the objective and achievement of the goal.
  - Councils are encouraged to develop its own methods and measures for determining progress, such as annual benchmarks for the goals that are tied to measuring outcomes.
  - In describing the evaluation plan, Councils are required to use and submit a logic model. The logic model generally summarizes the logical connections between the needs that are the focus of the Council, Council goals and objectives, the target population, Council inputs (resources), the proposed activities/processes/outputs directed toward the target needs/population, the expected short- and long-term outcomes the Council plans to achieve, and the data sources the DD Council will use to measuring the extent to which proposed processes and outcomes actually occur and have been achieved.
- **Describe the Council's role in reviewing and commenting on the progress towards reaching the goals of the Plan.**
- **Describe how the annual review will identify emerging trends and needs as a means for updating the Comprehensive Review and Analysis.**

### Logic Model

Develop a 5-year logic model that presents the logical connections between DD Council activities and desired DD Council outcomes. The logic model should reflect an understanding of the relationships among the resources a DD Council has to operate, the strategies/activities the DD Council plans to implement, and the outputs and outcomes the DD Council expects to achieve.

**Projected Council Budget [Section 124(C)(5) (B) And 125(C)(8)]**

Provide the budgeted amount for each goal, federal dollars and other funds.

A Council State plan budget is required for the first fiscal year of the state plan and annually thereafter. The budget is a projection of planned spending organized by goals and includes funds anticipated to be expended for staff activities implementing the state plan as well as planned activities, general management, and designated state agency functions. Additionally, Councils will indicate the amount of non-federal funds they expect to receive directly or offered by sub-grantees to meet overall requirements for the non-federal share of project activities related to the federal fiscal year's expenditures.

The federal share of the cost of projects or activities may not be more than 75% of the cost of such activities (25% non-federal share requirement).

There are two exceptions:

- 1) In the case of projects undertaken by the Council or Council staff to implement State plan activities, the federal share of the cost of all such project may not be more than 100% of the aggregate necessary cost of such activities (e.g. no non-federal share requirement).
- 2) In the case of projects whose activities or products target individuals with developmental disabilities who live in urban or rural poverty areas, as determined by the Secretary, the Federal share of the cost of all such projects may not be more than 90% (e.g. 10% non-federal requirement); if 20% or more of an urban or rural area is living below the poverty level, the area is designated as a poverty area.

Column information:

**Subtitle B \$**

This column should represent the amount of federal funds the Council has planned to use on specified goals, general management, and functions of the DSA.

**Other(s) \$**

This column should represent the amount of other funds the Council has planned to use on specified goals, general management, and functions of the DSA.

**Total**

This column should be the total of columns Subtitle B\$ and Other(s) \$.

*Line item information:*

The "General management" item refers to the administrative costs for the Council.

The “Functions of the DSA” item refers to the amount of money a DSA can request for reimbursement of costs to support the Council. Subtitle B funds (federal funds cannot exceed 5% of Council grant award or \$50,000, whichever is less, up to ½ of expenses found to be necessary for the proper and efficient exercise of the functions of the Designated State Agency). Costs in this category are considered administrative costs.

The Subtitle B\$ amount for **General management and Functions of the DSA** cannot exceed 30% of the Council’s annual award.

### **Assurances [Section [124(C)(5)(A)-(N)]**

Obtain the appropriate signatures for the Assurances for the 5 Year State plan. Check off the box in the ACL System and keep a copy of the Assurances on file should OIDD request them. Assurances only have to be obtained at the beginning of the 5 Year plan, unless there have been substantive changes to the plan, or the Council Chairperson or Designated State Agency has changed since the assurances have last been signed.

Box language: Written and signed assurances have been submitted to the Office of Intellectual and Developmental Disabilities, Administration for Community Living, United States Department of Health and Human Services, regarding compliance with all requirements specified in Section 124 (C)(5)(A) – (N) in the Developmental Disabilities Assurance and Bill of Rights Act.

**Approving Officials for Assurances**, check the boxes as appropriate.

For the Council (Chairperson)

Designated State Agency

A copy of the State Plan has been provided to the DSA

### **Public Input and Review [Section 124(D)(1)]**

The DD Act requires public input and review of the Council Plan. Provide information on how the Council received and used public input on the Plan.

Describe how the Council made the plan available for public review and comment. Include how the Council provided appropriate and sufficient notice in accessible formats of the opportunity for review and comment.\*

Describe the revisions made to the Plan to take into account and respond to significant comments.\*

## **ANNUAL WORK PLANNING**

### **Description:**

Identify state plan goal

Expected 5-year outcomes

\*denotes a required field



**Area of Emphasis (check all areas that apply)**

For each goal, check all the area(s) of emphasis that relate to the goal statement.

- Quality Assurance
- Education and Early Intervention
- Child Care
- Health
- Employment
- Housing
- Transportation
- Recreation
- Formal and Informal Community Supports

**Activities to be used in achieving each goal:**

Check all that apply.

- Outreach
- Training
- Technical Assistance
- Supporting and Educating Communities
- Interagency Collaboration and Coordination
- Coordination with Related Councils, Committees and Programs
- Barrier Elimination
- Systems Design and Redesign
- Coalition Development and Citizen Participation
- Informing Policymakers
- Demonstration of New Approaches to Services and Supports

If “Demonstration of New Approaches to Services and Supports” has been checked, a box will drop down in the ACL system. Provide a justification including but not limited to the following: (1) description of the approach to be demonstrated; (2) estimated length of the activity; (3) strategies to locate on-going funding from other sources after 5 years.

- Other demonstration projects or activities (indicate start date mm/d/yr)
- Other Activities

**This goal addresses:**

- Individual/Family Advocacy
- System Change
- Self-Advocacy Requirement
- Targeted Disparity
- DD Network Collaboration

- Rights of Individuals
- Capacity Building

**Collaborators Planned for this goal (if known):**

Identify all organizations/agencies the Council plans to work with and/or has commitments from in addressing the goal.

- State Protection and Advocacy System
- University Center(s)
- State DD agency
- Other:

**Objectives (Fill in the following areas)**

- Key activities
- Expected outputs
- Expected objective outcomes
- Data evaluation and measurement

**Project the performance measure(s) that will be targeted for each objective. Individual & Family Advocacy (IFA) and System Change (SC)**

**Objectives/Guidance**

- For each goal that will be addressed the first two years of the state plan cycle (FFY'22 and FFY '23), 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.
- 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.