

Annual Work Planning

Learning Lab





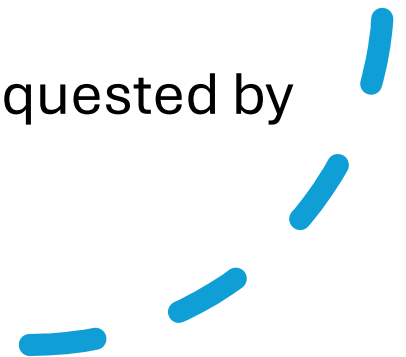
Connecting goals, objectives, and activities

- Goals describe the overall change you want to achieve.
- Objectives describe the specific measurable results that show progress toward the goal.
- Activities are the actions taken to achieve the objectives.



The Basics

- An annual work plan is required for each federal fiscal year of the plan.
- The annual work plan is part of the State Plan.
- Some information is requested by GOAL.
- More detailed information is requested by OBJECTIVE.





Getting Organized

- **5-Year Goals**
 - Define the long-term goals that will guide your annual work plan priorities
- **Related Objectives**
 - Identify the specific objectives tied to each goal
- **Proposed Activities**
 - Gather information about proposed activities for each objective
- **Past Activities**
 - Review similar past activities to help forecast performance measures



Goal information

Areas of Emphasis

Activities

What the goal addresses

Collaborators

Areas of Emphasis

Identify all the areas of emphasis the goal will cover.

- Child Care
- Education and Early Intervention
- Health
- Housing
- Quality Assurance (includes leadership and self-advocacy development)
- Recreation
- Transportation
- Formal and Informal Community Supports

To learn more about the definitions for each of these, see the [DD Act, Section 102, Definitions](#).



Activities – Information and Resources

- The DD Act provides descriptions of activities a Council can use to conduct and support advocacy, capacity building, and systems change activities. ([DD Act, Section 125 \(c\)\(5\)\(B-L\)](#)).
- The ITACC has a [State plan implementation activities resource with an outcomes focus](#) available.
- **It is important the Councils identify activities aligned with the DD Act so that aggregate data is most accurate.**



Guidance: Identify and Align

- When you are **identifying** activities by goal, **align** with the descriptions in the DD Act.
- Based on the list below, why do you think these are common areas for misidentification?
 - Outreach
 - Training
 - Coalition Development and Citizen Participation
 - Supporting and Educating Communities



DD Act State Plan Implementation Activities

- 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
 - Demonstration of Projects or Activities
 - Other Activities
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Identifying the activity

- **Outreach** – identifying and assisting people not known to the Council to get services
- **Training** – teaching people and professionals how to get/provide services
- **Technical Assistance** – assisting government and private organizations to help people with I/DD and their families
- **Supporting and Educating Communities** – education, awareness campaigns, etc.

Activity identification, continued

- **Interagency Collaboration and Coordination** – convening and helping two or more agencies to better serve, support, and assist as well as help them advocate for people with I/DD and their families.
- **Coordination with Related Councils, Committees and Programs** – enhancing coordination with other federally authorized councils, committees, and programs; enhance coordination with parent training centers under IDEA and other federally funded projects of children with disabilities; enhance coordination with other groups working on advocacy, capacity building, and systems change activities to benefit people with I/DD and their families



Activity identification, cont'd

- **Eliminate barriers** – reducing barriers to access and use of community services.
- **Systems design and redesign** – improve a current system, creating a new system.



Activities,
more

- **Coalition development and citizen participation**
 - Educate the public about the capabilities, preferences, and needs of people with I/DD and their families.
 - Develop and support coalitions that support the public policy agenda of the Council including:
 - **Training in self-advocacy**
 - Educating policymakers
 - **Training citizen leadership skills**



Activities,
more, more

- **Informing policymakers**

- Studies and analyses
- Gathering information
- Developing, and disseminating model policies and procedures
- Information approaches
- Strategies
- Findings,
- Conclusions and recommendations

Activities...the rest

- **Demonstration of New Approaches to Services and Supports**
 - Must be part of a larger systems change effort.
 - Time-limited activities to demonstrate a new, innovative way to deliver services and support (can be direct service).
- **Demonstration of Projects or Activities**
 - Replication of proven programs (examples: Project SEARCH, Youth Leadership Forum, Partners in Policymaking™, Employment First, Supported Decision Making, Inclusive Post-Secondary Programs, etc.)
- **Other**



Other Goal Area Information

- **Identify what the goal addresses**

- Individual/Family Advocacy
- System Change
- Self-Advocacy Requirement
- DD Network Collaboration
- Rights of Individuals
- Capacity Building

- **Identify Collaborators**

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

Note: identify if you have plans to work with these entities or have commitments from them to help address the goal



Objective Level Details

Measurable Objectives

Key Activities Planned

Expected Outputs



Expected Outcomes

Data Measurement and Evaluation

Performance Measure Targets





Use S.M.A.R.T.
objectives as a
bridge

- Objectives are the link between the 5-year broad goals and the actual activities.
 - Objectives explain what measurable results will be achieved to move toward the goal.
 - Match activities to the objective.
 - A useful test: “If we complete this activity, will it reasonably help achieve the objective?”
 - Usually, objectives focus on outcomes, not just outputs.
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Start with a
measurable
objective

- Check whether your objective(s) answers these questions:
 - Who is the focus of the objective?
 - What will change?
 - How much/how many?
 - By when?
 - How will success be measured?
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Words for objectives

- **Choose words that describe change**

- Increase
- Improve
- Demonstrate
- Apply
- Access
- Adopt
- Reduce
- Strengthen

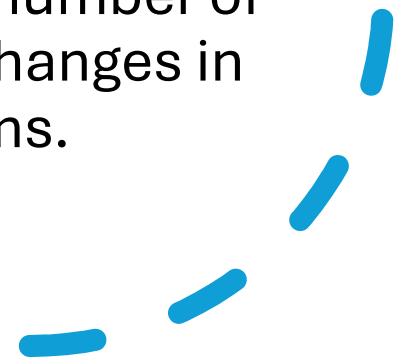
- **Avoid words that describe activities**

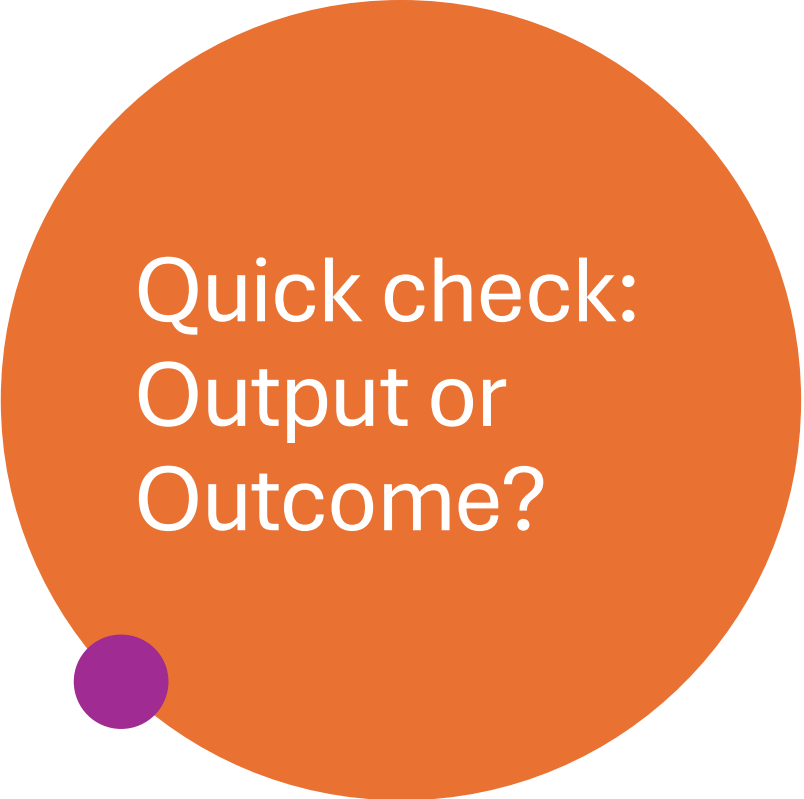
- Conduct
- Provide
- Distribute
- Hold
- Create



Outcome- focused objectives

- An objective is likely outcome-focused if it describes:
 - a benefit
 - a change
 - an improvement
 - or an effect experienced by people, organizations, or systems.
- Your objective should position you to capture not just outputs (e.g., number of trainings), but outcomes like changes in knowledge, behavior, or systems.





Quick check:
Output or
Outcome?



Determine if the statement reflects an output or outcome.

Conduct 4 workshops.

Participants increased knowledge of disability rights.

Create training materials.

Organizations adopted inclusive hiring practices.



Key Activities

What is a Key Activity?

A specific action the Council will take to help achieve the objective and make progress toward the 5-year goal.

Activity vs. Task

A **key activity** is a broad action or strategy used to move a goal/ objective forward.

A **task** is a smaller, specific step needed to complete the activity.

Here's a simple way to think about it:

Key activity = what you will do

Task = the individual steps to get it done



Let's check our understanding

5-Year Goal: By 2031, improve employment opportunities for people with developmental disabilities.

Objective: Annually, increase knowledge among employers through training so that inclusive hiring practices are in place.

What are the key activities?

Provide training for employers on inclusive hiring practices.

Develop training materials

Schedule training sessions

Invite employers to participate

Deliver the training



Collect participant feedback




Outputs and Outcomes

Outputs are the direct products or services your activity creates.

Outcomes are the changes or results that happen because of the activity.





Let's check
what we
know



Key Activity: Provide self-advocacy training

What would you suggest for outputs for this activity?

What would you suggest for outcomes for this activity?



Outcomes

Outcomes are the changes or benefits that happen because of the activity.

There are different types of outcomes:

Short term – more immediate (examples: increase in knowledge or understanding, increased skills, increased confidence).

Intermediate – what someone does with the short-term outcome (examples: using the knowledge, participation in leadership roles, speaking up for wants and needs, increased self-determination)

Long-term – ultimate impact (examples: greater independence and self-determination, increased inclusion, increased decision making, systems and organization include more input from people with I/DD and their families, improved access to opportunities).



Connect
outputs to
outcomes

TIP: Consider using the “if”, “then” approach.

Example: If we provide training, then what?

People will increase their knowledge about something.

If people increase their knowledge about something, then what?

People will use the knowledge they gained to “x”

If people use the knowledge they gained, then what?

People achieve, reach, gain, “x”





Data Evaluation and Measurement

- Identify the kind of data will you measure.
 - Will you use program records, sign-in sheets, event registration forms, pre and post surveys, satisfaction surveys, knowledge gained surveys, personal stories of impact?
- You are trying to convey the type of information you will collect and track to show progress or results.

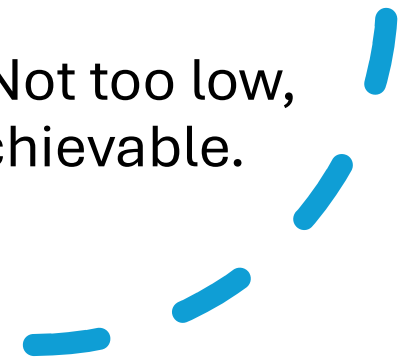


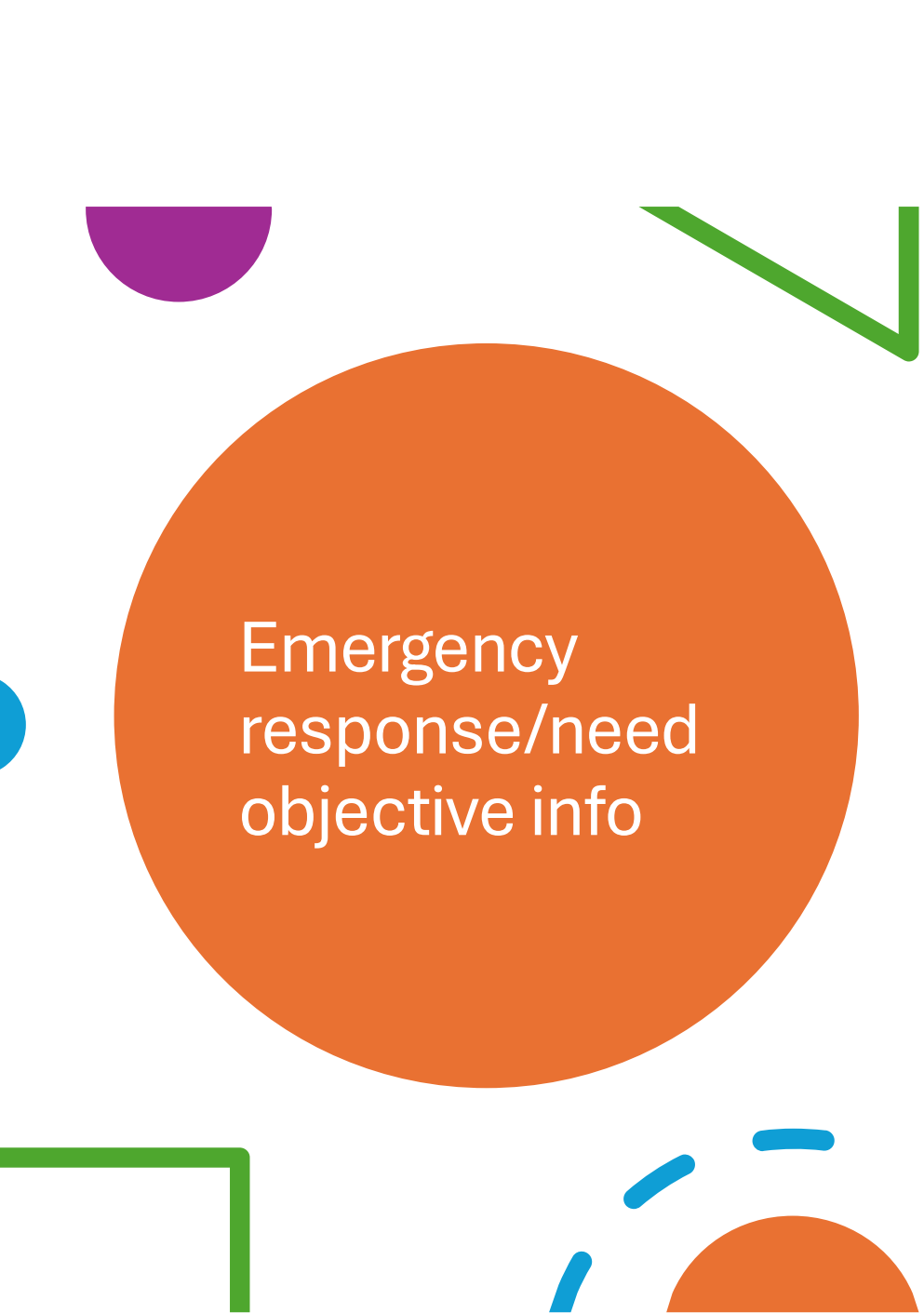
Forecasting Performance Measures TIPS

- Use past data and/or compare similar projects or activity results
 - Available capacity of project/activity staff
 - Estimate based on planned activities
 - Build realistic growth over time
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Reminders

- PM targets are forecasted by objective
 - Consider **all** activities planned for the objective.
- If you train/educate people with I/DD and family members as part of a systems change effort, they will be reflected in the IFA (Individual and Family) performance measure.
- Forecast realistic PM targets. Not too low, and not so high they are not achievable.





Emergency
response/need
objective info

Because a Council may not know what the emergency response need will be, you are allowed to reflect the following:

- Key activities - to be determined
- Expected outputs - to be determined
- Expected outcomes - to be determined
- Data and evaluation - to be determined
- Projected Performance Targets – do not include numbers

Contract and contact information

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Training and technical assistance resources: itacchelp.org

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