

SUPPLEMENTAL GUIDANCE FOR COMPLETING A STATE PLAN

This guidance provides supplemental information and guidance to assist staff of
State/Territory Councils on Developmental Disabilities in completing the State Plan template.

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ITACC is a project of NACDD, in collaboration with OIDD, to strengthen and support the national network of DD Councils

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Council identification

There are five areas for information:

- 1) State plan period
- 2) Contact Information
- 3) Council Establishment
- 4) Council Membership
- 5) Council Staff

Identification

Provide contact information for the person who can answer questions about the report.
Provide other information as requested.

Council Establishment

Provide the original date the Council was established. Select how the Council was authorized (state statute, executive order) and provide the most current authorization citation information (statute number, Executive Order number).

Council membership

Update the membership roster:

- Provide Council member's last name, first name
- Select the agency, organization, or citizen code. Note: The name of the agency or organization is not required, and the agency or organization name field is "grayed out" and no information can be entered.
- Select the gender of the person.
- Select the geographical code for the person.
- Select the race/ethnicity code for the person.
- Enter the initial appointment date for the person. (Note: if a person is serving a second or third term, you will enter the appointment date for their first term as the initial appointment date).
- Enter the appointment expiration date for the person. (Note: if a person is serving on an expired term, enter the term expiration date).

If there are vacant positions, insert the word "vacant" in the name columns, "O" for gender, D8 for race, 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.

When identifying a council member's geographical area (urban or rural), the US Census Bureau defines urban areas, as those which contain 50,000 or more people; anyone not living in an urban area is considered rural.

Describe the Council membership appointment and rotation process

Explain term limits and how long members serve, whether members can be reappointed and the maximum number of terms allowed. Describe how terms are staggered.

Explain how vacancies are tracked for upcoming vacancies (terms ending soon) and current vacancies (unfilled positions).

Explain how and when the Council communicates with the Governor's office. Consider information such as notifying them before terms end (advance notice) , notifying them when positions are vacant, and sharing details about the type of member needed (role, experience, representation).

Describe how the Council helps identify and recruit potential members. Consider information such as outreach efforts (community partners, networks, applications) and recommending candidates to the Governor's office (if applicable).

Explain how staff track the status of appointments and follow-up communication with the Governor's office.

Council Staff

- Provide the last name and first name of the staff person.
- Provide the working title of the staff person.
- Select full-time or part-time for the staff person.
- Enter the percentage of time for each position.
- Select the race/ethnicity of the staff person.
- Select the gender of the staff person.
- Select the disability status of the staff person.

Note: DWA (do/does not wish to answer) options are available for gender and disability status.

Designated State Agency

There are five areas for information:

- 1) DSA Agency details
- 2) Direct Services
- 3) Memorandum of Understanding/Agreement
- 4) DSA Roles and Responsibilities related to the Council
- 5) Calendar year the DSA was designated

Agency Details: Indicate whether the DSA is the Council or another agency. Provide requested information and contact information for the agency.

Direct Services: Indicate whether the DSA provides or pays for direct services to people with developmental disabilities. If you answer this question yes, describe the general category of services the agency provides to people with intellectual and developmental disabilities. Common categories are pay for services, provides residential services, administers waiver services, provides HCBS, provides employment services, case management services, etc.

Memorandum of Understanding/Agreement: Indicate whether the Council has a Memorandum of Understanding with the DSA. Note: A memorandum of understanding is not the same as Assurances. A MOU details DSA responsibilities and Council responsibilities for operational items such as personnel, budgeting, operations, advocacy and public information, etc.

DSA Roles and Responsibilities related to the Council: Describe how the DSA supports the Council. Including information about the types of support the DSA provides to the Council. Section 125(d)(3)(A)-(G)

Calendar year the DSA was designated: Provide the year.

Assurances

Indicate the Council obtained written and signed assurances.

Select the approving officials for the Assurances.

Comprehensive Review and Analysis (CRA)

Follow template instructions to complete the sections.

Additional Guidance is provided for select areas:

If state information was not available for review, provide information about why. For example, in the RISP data, some states are listed as “DNF” (meaning did not furnish), note the lack of data for the specific area. For Councils not included in specific data sets, indicate by specific area.

If a wait list assessment was not conducted, describe the reason(s).

CRA Parts A-C, Summary Analysis.

Describe access to services and supports

Explain whether people can get the services they need. Consider information such as how easy or hard it is to find services, whether services are available where people live (especially rural areas), waitlists or delays, barriers like cost, transportation, or eligibility rules

Tip: Keep the focus on real access—not just whether services exist.

Explain how people use services

Describe what happens after people get services. Consider information such as whether services meet people's needs, whether services are flexible and person-centered, if people can choose their providers or support, whether services help people live more independently

Describe community participation

Explain if people can take part in everyday community life. Consider information such as jobs and employment opportunities, social activities, events, and recreation, education, volunteering, or civic engagement, faith, cultural, or local community involvement

TIP: Focus on whether people are included—not just present.

Describe how people experience their lives

Shift the focus from the system to the person. Consider including information about how people feel about their quality of life, whether they feel included, respected, and valued, whether they have choice and control in their lives, stories, feedback, or common themes from individuals and families

TIP: Use plain language and, if possible, reflect real voices.

Identify key obstacles and barriers

Clearly explain what is getting in the way. Consider including information such as long waitlists for services, not enough providers or workforce shortages, transportation challenges, complex or confusing systems, limited funding or restrictive eligibility rules, lack of culturally competent or accessible services

TIP: Explain how these barriers affect real life (for example, delays in getting housing, jobs, or support).

Explain the impact of those barriers

Describe what happens because of these obstacles. Consider including impact statements such as people going without needed services, families taking on more caregiving responsibilities, missed opportunities for work, education, or social life, increased isolation or inequity.

Rationale for Goal Selection [Section 124(c)(3)]

Provide a description of the rationale used for **selecting** the State plan Goal(s). Describe how the Council used information from the CRA and public input to justify the need for the goal.

Include a brief explanation of how the Council prioritized issues to be addressed in the Plan

Collaboration [Section 124(c)(3)(D)]

- (i) As a Network, describe the collaborative plans of the Council, P&A, and UCEDD(s)
- (ii) With each other, describe plans the Council must collaborate with the UCEDD(s). Describe the plans the Council must collaborate with the P&A (anything other than the planned collaboration objective).
- (iii) 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. Identify the organizations and summarize the collaborative activities planned, such as join meetings, joint public education events/initiatives, joint trainings, etc.

5-Year Goals

The Goal field is designed for a short goal title (for example: Employment, Community Living, Advocacy).

The description field is where the 5-year goal statement is entered.

The Expected Goal Outcome field is where information about what the Council expects as outcomes for people with intellectual and developmental disabilities and their families if the 5-year goal is reached.

Evaluation plan

Describe how Council staff and members will look at outcomes and key results for each objective, including any benchmarks, milestones, or other measures it develops to show progress over time.

Explain how evaluation activities will be accessible and understandable for all participants, and how feedback from individuals with developmental disabilities, family members, and others will be included.

Describe how Council staff and members will decide whether its strategies are effective, how they will regularly review and discuss progress, and how evaluation results will be used to guide decisions and improvements.

Describe how Council staff and members will review progress on self-advocacy goals and how they will gather and use feedback to understand satisfaction with Council-funded projects and activities.

Projected Council Budget

Amounts should relate to the federal fiscal year costs.

Provide the budgeted amount for each goal.

Subtitle B dollars should reflect amounts of federal dollars from the annual award.

Other dollars should reflect other money used on goals or for general management.

Functions of the DSA should not be greater than 5% of your annual award or \$50,000, whichever is less.

General management (personnel, finance, reporting, general operations) should not be greater than 30% if you are NOT budgeting for functions of the DSA, and not greater than 25% if you ARE budgeting for functions of the DSA.

If you assign Council staff to perform state-plan activities, their salary and related costs (fringe benefits, travel associated with the state-plan activities, etc.) should be assigned to the appropriate goal area. Only administrative costs should be assigned to general management.

Public input and review

Public Review comments (a 45-day public comment period is required for amendments to State Plan goals as indicated in 45 CFR 1326.31).

Describe how the Council made the plan available for public review and comment. Include how the Council provided the public notice in accessible formats.

Describe how the Council considered the comments and describe any revisions made to the plan based on the comments.

Annual Work Planning

A work plan must be developed for each federal fiscal year of the State plan (please see [“What is Due and When? Calendar for Federal Reports”](#) for details on which years are required), submitted, and approved by the OIDD staff.

The annual work plan includes the following information by goal:

- Goal description
- Areas of emphasis (check all that apply to the goal statement)

- Quality Assurance includes leadership and self-advocacy development
- Activities to be used in achieving each goal

Activities are outlined in the [DD Act \(Section 125 \(c\)\(5\)\(B-L\)\)](#) and include: outreach, training, technical assistance, supporting and educating communities, interagency collaboration and coordination, coordination with related councils, committees, and programs, barrier elimination and systems design and redesign, coalition development and citizen participation, informing policymakers, demonstration of new approaches to services and supports.

[A TA resource is available to help Councils identify state plan implementation activities.](#) The resource includes an outcome focus for the activity.

Align your activities with the accurate activity description (see below).

What is the Council trying to do?	Activity Name Section 125 (c) (5) (B-L).	Outcome Focus
Help people not known to the Council get services.	Outreach	Obtain services.
Help people not known to the Council get individualized supports.	Outreach	Obtain individualized support.
Help people not known to the Council get generic community services that are adapted.	Outreach	Obtain generic community services that have been adapted.
Help people not known to the Council get specialized services.	Outreach	Obtain specialized services.
Teach people how to get community services.	Training	Teach people how to access community services.
Teach people how to get individualized supports.	Training	Teach people how to get individualized supports.
Teach people how to get special adapted generic community services.	Training	Teach people how to get generic community services that have been adapted.
Teach people how to get specialized services.	Training	Teach people how to get specialized services.
Teach people how to <u>provide</u> community services.	Training	Teach professionals (and others) how to provide community services.
Teach people how to <u>provide</u> individualized supports.	Training	Teach professionals (and others) how to provide individualized supports.
Teach people how to <u>provide</u> special adapted generic community services.	Training	Teach professionals (and others) how to provide special adapted generic community services.

What is the Council trying to do?	Activity Name Section 125 (c) (5) (B-L).	Outcome Focus
Teach people how to <u>provide</u> specialized services.	Training	Teach professionals (and others) how to provide specialized services.
Assist a government organization to help people with DD and their families be self-determined, independent, productive, integrated, and included.	Technical Assistance	Help a public agency/organization contribute to subtitle purpose.
Assist a private organization to help people with DD and their families be self-determined, independent, productive, integrated, and included.	Technical Assistance	Help a private agency/organization contribute to subtitle purpose.
Help local networks to provide informal and formal supports.	Supporting and Educating Communities	Education; awareness; rights.
Teach people in communities about developmental disabilities.	Supporting and Educating Communities	Education; awareness; anti-stigma campaigns.
Help communities make their services, resources, and opportunities available to people with DD and their families.	Supporting and Educating Communities	Education; awareness; inclusive practices.
Bring two or more agencies together to help them better serve, support, and assist people with DD and their families.	Interagency collaboration and coordination	Fostering agencies to work together.
Bring two or more agencies together to help them better advocate for people with DD and their families.	Interagency collaboration and coordination	Fostering agencies to work together.
Improve coordination of services with other federally authorized councils, committees, and programs.	Coordination with Related Councils, Committees, and Programs	Coordinate with other groups authorized by federal or state law.
Improve coordination of services with parent training centers under IDEA and other federally funded projects that help parents of children with disabilities.	Coordination with Related Councils, Committees, and Programs	Coordinate with IDEA parent training centers and federally funded projects that help parents of children with disabilities.
Improve coordination of services with other groups working towards advocacy, capacity building, and system change to benefit people with DD.	Coordination with Related Councils, Committees, and Programs	Coordinate with other groups.
Decrease barriers to access and use of community services.	Barrier Elimination, Systems Design and Redesign	Eliminate barriers to community services.

What is the Council trying to do?	Activity Name Section 125 (c) (5) (B-L).	Outcome Focus
Improve systems design and redesign.	Barrier Elimination, Systems Design and Redesign	Improve current systems; create a system.
Improve citizen participation on issues identified in the State plan.	Barrier Elimination, Systems Design and Redesign	Increase participation by citizens on issues identified in the state plan.
Teach the public about the abilities, preferences, and needs of people with DD and their families.	Coalition Development and Citizen Participation	Educate the public about people with DD and their families.
Create and support a coalition that supports the Councils public policy agenda.	Coalition Development and Citizen Participation	Create/support a coalition that supports the Council's policy agenda.
Teach/train self-advocacy and citizen leadership skills and teach policymakers.	Coalition Development and Citizen Participation	Self-advocacy training; leadership skill training; educating policymakers.
Provide information to policymakers so they can offer opportunities to improve or adapt generic or specialized services to people with DD and their families.	Informing Policymakers	Provide information to policymakers.
Test a <u>new way</u> of providing services and supports to people with DD and their families.	Demonstration of New Approaches to Services and Supports	Direct services to demonstrate new approach <u>as part</u> of a systems change initiative.

Demonstration of Project or Activities is when the Council is replicating a proven project or activity that is not a demonstration of a new approach to services and support.

Other Activities – activities not reflected in the DD Act or demonstration of project or activity.

- Identification of areas the goal will address
- Collaborators planned for the goal

For each **objective**, a description of the objective with identification of the following:

- ✓ Key activities
- ✓ Expected outputs.
- ✓ Expected objective outcomes.
- ✓ Data evaluation and measurement
- ✓ Targeted, projected federal performance measures for each objective.

Key activities

Identify the **major** activities the Council will use to reach the objective and support progress towards the 5-year goal.

*General management activities should **not** be included as a key activity.*

General management is typically defined as any activity that is a standard part of implementing the DD Council program.

***General Management Activities** are the routine tasks needed to run the Council and keep things moving.*

They include holding Council meetings, managing grant and contract processes, supporting staff, and doing committee work to review the state plan.

They also include awarding grants, paying invoices, training staff and Council members, and attending conferences.

Additional Notes on Key Activities

Focus on what the activity will *do*, not just the money behind it.

For example, instead of saying “provide funding” or “fund a grant,” explain what that funding will support.

Rewrite activities to show how they will improve outcomes for people with developmental disabilities, their families, or lead to changes in systems.

In short: Describe the impact of the activity—not just the funding itself.

Expected Outputs

Outputs are the things you can count that come from an activity.

For example, this could be the number of training programs created, the number of training sessions held, or the number of communities identified to improve access to services and supports.

State clearly what you expect to produce from each activity so it can be measured.

Expected Objective Outcomes

Outcomes are the changes that happen because of an activity. They show how people with developmental disabilities and their families are better off, or how systems have improved.

An outcome is the result you expect to see.

For example, people in rural areas may better understand available services and start using them. Community education may increase volunteer opportunities. Work with policymakers may lead to more affordable housing options.

State clearly what changes you expect to happen for people with developmental disabilities and their families because of the activities.

Data Evaluation and Measurement:

Data evaluation means collecting and reviewing information to see if your project, objectives, and 5-year goals are being met.

Measurement is how you gather that information. It can include numbers (like counts or percentages) and feedback (like stories, experiences, or opinions).

List the types of data you will collect, such as program records, surveys, pre- and post-tests, interviews, or focus groups.

Important: The data you collect should not repeat your expected outcomes—it should help you measure whether those outcomes happened.

[Performance Measures](#)

Forecast (predict) the federal performance measures for the objective(s).

For each objective, forecast (or predict) the expected outputs, outcomes, and sub-outcomes for Individual and Family Advocacy federal performance measures and expected outputs, sub-outputs, outcomes, and sub-outcomes for Systems Change federal performance measures.