



# State Plan Goals

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Meeting the Mandate


2010 ADD Technical Assistance Institute



## Presenters

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## Session objectives

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- Inform participants about the DD Act requirements for plan goals
- Educate participants about the mandated goal of self-advocacy
- Provide practical strategies/tools for developing plan goals



## Section 124 (c)(4)

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(4) PLAN GOALS. -The plan shall focus on Council efforts to bring about the purpose of this subtitle, by-

(A) specifying 5-year goals, as developed through **data driven strategic planning**, for advocacy, capacity building, and systemic change **related to the areas of emphasis**, to be undertaken by the Council, that

(i) are **derived from the unmet needs** of individuals with developmental disabilities and their families identified under paragraph (3); and



## Mandated Goal


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(ii) include a goal, for each year of the grant, to-

(I) **establish or strengthen a program** for the direct funding of a **State self-advocacy organization** led by individuals with developmental disabilities;

(II) **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

(III) support and expand participation of individuals with developmental disabilities in **cross-disability and culturally diverse leadership coalitions**;



## Implementation and Evaluation

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(B) for each year of the grant, describing-

(i) the goals to be achieved through the grant which...shall be **consistent with applicable indicators of progress**

(ii) the **strategies to be used** in achieving each goal

(iii) the **method** to be used to determine if each goal has been **achieved**.



## Section 124 (c)(3)(C)

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(E) the rationale for the goals related to advocacy, capacity building, and systemic change to be undertaken by the Council to contribute to the achievement of the purpose of this subtitle.

Note: This language appears in the comprehensive review and analysis section of the DD Act



## Data driven

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- Utilizing information found in the Comprehensive Review and Analysis, the Council will develop the plan by:
  - determining specific goals, objectives and strategies to address the needs and gaps in services,
  - considering the related areas of emphasis and the types of activities, initiatives, and partners needed to reach the desired results.



## Goal Focus

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- The goals will focus on
  - advocacy, capacity building and systemic change activities
  - related to the areas of emphasis
  - that are derived from the unmet needs of individuals with developmental disabilities and their families



## What does ADD look for?

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- The correlation between CRA and goals rationale to demonstrate data driven
- Public input into the plan
- Council involvement in developing the plan
- Alignment of the goals to the objectives
- Alignment of the goals to the purpose of the DD Act



## Principles

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- Ensure Council member input, not just approval; Find meaningful ways for member input throughout the process.
  
- Goals should be measurable and achievable
  - “What gets measured, gets done.”
  - Select goals that have clear outcome measures, not just output measures.



## Where to Begin?

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### **Review your Mission, Vision and Values statements**

- Take a look at your mission, vision and values statements.
- Determine if they are relevant for the upcoming 5 years.



## Things to Consider

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- ❑ There is **no prescribed method** of state plan development. What works well for one Council may not work well for another.
- ❑ Consider **resources** and staffing levels.
- ❑ **Align objectives** (*action* steps) with goals. Ask: “Will the objectives achieve the overall goal?”
- ❑ **Guard against over-reaching**. An overly ambitious plan may be a set up for failure.
- ❑ **Allow room for growth** to respond to changing environmental factors.



## Tips on Prioritizing

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- ❑ Prioritize a **smaller number of goals** and “do them justice”
- ❑ After public input and data analysis has been completed, ask:
  - What are the 2-3 priority areas of emphasis?
- ❑ For each area of emphasis, ask:
  - What are the 2-3 priority issues?



## Tips on Prioritizing continued

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- Use “\$10 voting” method to narrow the number of goals.
- For each prioritized goal, brainstorm objectives by asking:
  - What could the Council do to advance policy and/or practice in this particular area?
  - Are there publications and resources we could develop?
  - Are there trainings or learning opportunities we could provide?
  - Are there networking opportunities we could offer?



## Tools to consider

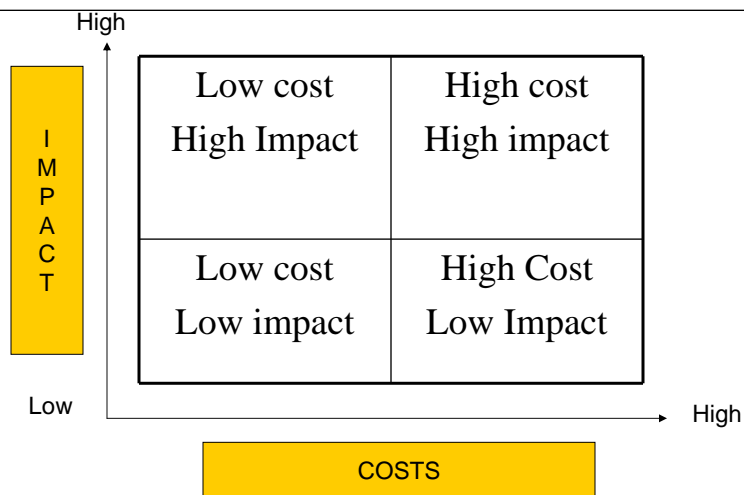
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- A wide variety of tools, methods, and strategies are available for developing goals and objectives.
- We will introduce just a few.
- For more tools, see “The Memory Jogger 2: Tools for Continuous Improvement & Effective Planning” at:  
<http://www.qualitycoach/net/memoryjogger.htm>

□ SMART



**Impact and Cost Quadrant Analysis**



# The Logic Model

## “Begin by visualizing the end.”

- ❑ A logic model is a description of how the program/project works to achieve benefits for participants.
- ❑ Logic models are a useful framework for examining outcomes
- ❑ A logic model will help develop a realistic picture of what a program can expect to accomplish
- ❑ A logic model will help identify key components that must be tracked to assess a program’s effectiveness

LOGIC MODEL					
INPUTS	ACTIVITIES	OUTPUTS	INITIAL OUTCOMES	INTERMEDIATE OUTCOMES	END OUTCOME
<p>People and resources required to achieve outcomes</p> <p>Resources used to support activities</p> <p><u>Not</u> performance measures</p>	<p>What input produces</p> <p>What program does with the inputs to fulfill its mission</p> <p>The products and/or services delivered to achieve the outcomes</p> <p>Examples are sheltering homeless families, educating the public about signs of child abuse, providing adult mentors for youth</p>	<p>Product of programs activities</p> <p>Foundation step for attainment of <u>all</u> types of outcomes</p> <p>Often measured by low-level outcome types (e.g., customer satisfaction)</p> <p>Good source of short-term, readily available results</p> <p>Examples are # of trainings, brochures distributed, participants served, customers satisfied</p> <p>Measured annually</p>	<p>The first benefits or changes participants experience</p> <p>The one most closely related to and influenced by the program’s outputs</p> <p>Often, are changes in participants’ knowledge, attitudes, and skills</p> <p>They are not ends in themselves, &amp; may not be especially meaningful in terms of quality of participants’ lives; but, they are necessary steps toward the desired ends, &amp; important as indicators of participants’ progress towards those ends</p> <p>Examples are greater knowledge of nutritional needs, improved reading skills, getting job, having greater financial stability</p> <p>Measured every 1 – 2 years</p>	<p>Link a programs’ initial outcomes to the longer-term outcomes it desires for participants</p> <p>Often are changes in behavior that result from participants’ new knowledge, attitudes, or skills</p> <p>Changes required to achieve end outcome - what are the results of specific strategies that will contribute to achieving end outcomes?</p> <p>What changes in attitudes, behaviors and conditions are required?</p> <p>Assess impact of strategies/intended result of carrying out a program.</p> <p>Measured every 3 – 5 years</p>	<p>End goal or ultimate benefit</p> <p>Shows ultimate benefit to tax payer</p> <p>Often measured by long-term indicators (e.g., changes in economic, policy conditions)</p> <p>Developed from statute based mission</p> <p>Assess progress toward strategic goals</p> <p>What are the ultimate benefits to the public?</p> <p>Measured 5 – 10 years</p>

LOGIC MODEL – AN EXAMPLE					
INPUTS	ACTIVITIES	OUTPUTS	INITIAL OUTCOMES	INTERMEDIATE OUTCOMES	END OUTCOME
Council staff	Outreach	# of people reached	For people trained, increase in knowledge gained	Percent of people trained who apply acquired knowledge, attitude, and skills	Changes in systems, practice, policy at any level (e.g., local, state, regional, tribal, territorial, national)
Council members	Training	# of people trained	For TA recipients, increased capacity, increase in resources, increased networking of public and private entities across communities, identification of policy changes needed	Percent of people trained active in systems advocacy	
ADD funding	Technical Assistance	# of organizations receiving technical assistance		Percent of people trained participating in public/private organizations and in leadership coalitions	
Partners	Support & educate communities				
Plans and goals	Interagency collaboration & coordination	# of public awareness campaigns	# of partners or others adopting new methods as a result of Council efforts		
Reporting and data systems	Coordinate with related councils, etc.	# of partners			
Websites	Develop coalitions & citizen participation	# of policymakers informed and educated by the Council about DD issues			
Equipment and supplies	Inform & educate policymakers	# of demonstration projects			
Public input	Demonstrations				
Self- advocates					

## Checklist for Screening Goals & Objectives

Instructions: Score goals and objectives (“yes”, “no”, “maybe”) based on how well they meet the criteria listed across the top of this table.

	Aligned with purpose of the DD Act	Aligned with Council mission, vision, values	Impact is measurable and attainable	Rationale is supported by data
Goal/Objective:				
Goal/Objective:				
Goal/Objective:				

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## Sample Checklist for Screening Goals & Objectives

Instructions: Score goals and objectives (“yes”, “no”, “maybe”) based on how well they meet the criteria listed across the top of this table.

	Aligned with purpose of the DD Act	Aligned with Council mission, vision, values	Impact is measurable and attainable	Rationale is supported by data
<b>Goal/Objective:</b> All people with developmental disabilities have jobs	Y	Y	N	M
<b>Goal/Objective:</b> State laws will use “people first” language	Y	Y	Y	Y
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## What is SWOT?

- A tool that may be used to conduct strategic planning for an organization to formulate goals, objectives and action plans

**Strengths**

**Weaknesses**

**Opportunities, and**

**Threats**



## Focus on

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- Identifying
- Examining
- Evaluating
- Strengths, Weaknesses, Opportunities, and Threats



## Key Questions

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- What do we do?
- How do we do it?
- For whom is it done?



## Analysis conducted through data gathering/collection

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- Focus Groups
- Community meetings
- Individual meetings
- Interviews
- Surveys
- Talk Story



## Identify Key Internal and External factors

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- Internal Factors:
  - Strengths and Weaknesses
  
- External Factors:
  - Opportunities and Threats



## Internal Factors

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### A. Strengths

- Positive attributes
- Assets and resources
- Value within the Council
- Within the Council's control



## Internal factors

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### B. Weaknesses

- Negative attributes
- Areas to improve
- Limited resources
- Limited skills



## External Factors

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### A. Opportunities

- Current situations
- Reason for Council to exist
- Determine timeframes



## External Factors

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### □ B. Threats

- Factors beyond the Council's control
- Identify potential threats to proactively plan and respond to them



## SWOT Basics

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- Be realistic about the strengths and weaknesses of the Council
- Determine
  - Where the Council is today
  - Where the Council could be in the future (5 years)
  - Be specific
  - KISS Principle (Keep It Short and Simple)



## Quotable Quotes

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- “It’s a terrible thing to see and have no vision” Helen Keller
- “Only those who will risk going too far can possibly find out how far one can go.” T.S. Eliot
- “The way to get started is to quit talking and begin doing.” Walt Disney
- On Your Mark...Get Set...Let’s GO!



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# Questions and Answers