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South Dakota Council on Developmental Disabilities**

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SECTION I: IDENTIFICATION

1. **State/Territory: South Dakota**
2. **Federal Fiscal Year Reporting: October 1, 2016 through September 30, 2017**
3. **Contact person regarding PPR information: Arlene Poncelet**
4. **Contact person’s phone number: 605-773-6369**
5. **Contact person’s e-mail address: Arlene.poncelet@state.sd.us**
6. **Executive Director name (if different from contact person):**
7. **Executive Director’s phone number:**
8. **Executive Director’s email address:**

SECTION II: COMPREHENSIVE REVIEW AND ANALYSIS

PURPOSE: To provide an update to the Comprehensive Review and Analysis [Section 124(C)(3)]

The **DD Act** requires the following annual descriptions:

- adequacy of health care and other services, supports and assistance that individuals with developmental disabilities in Intermediate Care Facilities (ICF) receive;

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- adequacy of health care and other services, supports, and assistance that individuals with developmental disabilities served through home and community-based waivers receive;

AIDD interprets this as **annual updates** to:

- adequacy of health care and other services, supports and assistance that individuals with developmental disabilities in Intermediate Care Facilities receive; (ICF updates)
- adequacy of health care and other services, supports, and assistance that individuals with developmental disabilities served through home and community-based waivers (HCBW) receive; (HCBW updates)
- And other sections that apply (e.g.: state information, portrait of state services, analysis of state issues and challenges, rationale for goal selection, collaboration).
- Federal and state initiatives impacting people with DD and their families in the State/Territory

Note: (*) - Adequacy may be described in terms of quality and/or populations served versus need.

South Dakota has two public ICF facilities at the South Dakota Developmental Center in Redfield and one private ICF facility in Sioux Falls. No significant issues or changes occurred at these facilities during FFY2017.

The Division of Developmental Disabilities' (DDD) completed the **implementation of conflict free case management** to meet new regulations from the Centers for Medicare and Medicaid Services (CMS). This transformation has been the most significant change to the comprehensive CHOICES waiver since it was approved in the 1980's. The efforts included stakeholder input, dissemination of public information, creation of a website, CMS approval of a waiver amendment including seeking public input, rate development, promulgating new ARSD, implementing a standardized individualized service plan, provider recruitment and enrollment, and implementing an IT solution for case management compatible with the Medicaid Management Information System (MMIS) for claims submission. On October 25, 2016 all 2,818 CHOICES and Community Training Services participants had chosen or been assigned a new provider of conflict free case management. This system transformation brings the DD system's case management service into compliance with the new regulations.

The United Cerebral Palsy's annual report, 2016 Case for Inclusion Report, **ranked South Dakota's state system of community supports for people with intellectual and developmental disabilities as 9th best in the nation**. The key areas states are measured against include promoting independence; health, safety and quality of life; supporting families; employment outcomes, and reaching those in need. The report examines data and outcomes for all 50 states and the District of Columbia.

On May 16, 2017 the Centers for Medicare and Medicaid Services (CMS) approved the **renewal of the Family Support 360 Waiver Program**. The approval means the program is in compliance of CMS requirements necessary to draw down federal financial participation (FFP) used to fund the provision of services and supports to South Dakotans

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with intellectual and developmental disabilities in their communities, rather than in an institutional setting. Key challenges in renewing the waiver involved demonstrating to CMS that case management is conflict-free and specific services are partially funded through the State Plan before the waiver program covers any remaining costs. CMS ultimately approved the waiver for a five-year period effective June 1, 2017. The renewal of the waiver means over 1,200 families of a person with an intellectual or developmental disability will not realize a lapse in the supports and services they depend on to live and work in their communities.

DDD has certified and entered into a contractual agreement with its **20th provider of home and community-based services (HCBS)** within the CHOICES waiver program. Resources for Human Development (RHD) is committed to serve individuals residing at the South Dakota Developmental Center (SDDC) as well as other community settings through a support called **Shared Living**. Shared Living is an arrangement in which an individual or a family in the community, and a person with a disability choose to live together and share life's experiences. The host family will provide 24-hour care and oversight. Shared Living residential models have become a national trend in efforts to effectively reduce reliance of costly provider-owned group homes and a lacking workforce.

DDD has organized a series of family and self-advocate listening sessions as part of the work with the **Supporting Families Community of Practice (CoP)** as well as obtaining public input for the upcoming CHOICES waiver renewal. A series of ten Family and Self-Advocate Listening Sessions were held throughout the state and one webinar. In addition to the many personal commitments those in attendance made, priority areas were identified as:

1. Consistent message regarding Supporting Families CoP-purpose, membership, and principles of LifeCourse framework
2. Build SD's capacity to share LifeCourse framework
 - a. Increase the number of people who are skilled in presenting, facilitating and coaching others to learn and apply the framework.
3. Streamline "front door" to services in coordination with LTSS rebranding of the Aging and Disability Resource Center (ADRC)
 - a. Those seeking information receive a consistent experience; those providing information have a good understanding of the caller's situation and what they hope to accomplish before offering services or resources.

On June 2, 2017, the Centers for Medicare and Medicaid Services (CMS) granted South Dakota **initial approval of its Statewide Transition Plan (STP)**. The STP is a formal comprehensive report states are required to submit to the CMS detailing how compliance of the HCBS Settings Rule will be achieved. In order to receive final approval states are required to complete assessments of all HCBS settings, draft remediation strategies and a corresponding timeline to resolve any identified deficiencies within settings, outline a detailed plan for identifying settings that may be presumed to have institutional qualities, and establish ongoing monitoring and quality assurance processes to ensure all settings remain in compliance with the HCBS Settings Rule.

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The DDD Office of Waiver Management has **begun work to renew the CHOICES Medicaid waiver program**. The renewal is scheduled to be completed and submitted to the Centers for Medicare and Medicaid Services (CMS) in March of 2018. If approval is granted, the program will continue operating for another five years before another renewal request is required. CMS will likely require updates to the program's employment services and the depiction of provider reimbursements. Without changes to these areas of the program, CMS will not likely favor program renewal. Currently the CHOICES waiver program supports over 2,500 South Dakotans with intellectual and developmental disabilities in their communities in lieu of a more costly and intrusive institutional setting.

DDD worked with Community Support providers (CSPs) to implement **technology pilots** in 2016. The pilots include remote monitoring, sensor, and transportation technology. DDD has conducted substantial monitoring for each pilot, including on-site visits, interviews with participants, and targeted file reviews. The pilots have yielded many positive results – both expected and unexpected. Pilot participants are demonstrating increased independence, including utilizing public transportation independently, becoming more engaged in instrumental activities of daily living (laundry, housework), and building time spent alone without staff supervision. DDD plans to expand the number of pilots in 2017 while concurrently exploring mechanisms to incorporate technology into the Medicaid waivers.

Definitions for employment services within the CHOICES waiver have been revised based on feedback from the Financial Workgroup and technical assistance from SELN and HMA. Suggested changes to the definitions for Individual Supported Employment, Group Supported Employment, Pre-Employment, and Community Life Engagement have been incorporated to incentivize individualized, competitive employment outcomes. The SD Employment First Alliance also provided feedback and a subcommittee within the SD EFA is developing a toolkit to include billable services, documentation requirements, provider qualifications, and other resources to assist self-advocates, families and providers to understand the array services as well as logistics involved in accessing and providing the services.

Direct Support Professional Staffing Crisis Increases Participant Terminations

Community Support Providers (CSPs) continue to express that recruiting and retaining direct support professionals to support people with intellectual and developmental disabilities is at a crisis level. CSPs have indicated they are doing things such as reducing benefits and increasing premiums for health insurance, requiring overtime, having management staff cover shifts, and considering closing residential settings. CSPs are also reducing or terminating participant services at high rates. Families are appealing the reduction and termination of services as a way to secure more time to identify another community option. During the appeal process the CSP must continue serving the participant at regular amount, duration and frequency. After all appeals have been exhausted, the state is responsible to identify an appropriate placement. Sometimes the South Dakota Developmental Center is the only option available while the Division of Developmental Disabilities seeks to enhance community capacity and resources.

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SECTION III: STATE PLAN IMPLEMENTATION

PURPOSE: To provide the context of what will be reported in the PPR. Section III is comprised of 3 reporting areas: (A) Introduction; (B) evaluation of state plan implementation; (C) Input on National Priorities

A. Introduction

In this section provide an executive summary with cohesive information that provides an overview of the report including, but not limited to the following: (1) targeted areas of emphasis, (2) strategies used to implement activities; (3) significant accomplishments and/or barriers to state plan implementation; (4) needs requiring state plan amendments and (5) a description of how the Council will disseminate the annual report to stakeholders and the general public and how the Council will address availability in accessible formats. Note: detailed information will be provided below in Section IV

Cultural Diversity

Describe the Council's overall efforts to address the needs of individuals with developmental disabilities and their families of a diverse culture through its state plan supported activities.

Targeted areas of emphasis in this state plan include Formal and Informal Community Supports, Education and Early Intervention, Employment and Quality Assurance (rights and self-advocacy).

Strategies used were training and professional development, individual opportunities for person-centered planning, educating communities, collaborating with other agencies and organizations and demonstration of projects and activities.

Significant accomplishments this year were continuing professional development from the National Alliance of Direct Support Professionals for frontline supervisors; working with the Supporting Families Community of Practice; continuation of the post-secondary education pilot, Augie Access; and providing opportunities for people with I/DD and families through Partners in Policymaking, Youth Leadership Forum and SD Advocates for Change.

Barriers to implementation included an inability to connect with other agencies in the emergency preparedness and law enforcement training areas along with a limited amount of staff time to further some state plan activities.

The Council reviewed the state plan in January and April and determined that no amendments were needed at this time.

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Dissemination of the annual report will happen through placement of the full report and a summary on the Council's webpage and promotion of the availability of the report on Facebook. Copies will be provided as requested. Braille, audio or translated versions will be made available upon request.

Cultural Diversity was addressed through consideration of when and where the Council hosts activities as well as grantees making every effort to provide outreach and opportunities to participate in Council funded projects. Relationships developed over the years continue to be an important factor and when requested, members of the DD Network collaborate to ensure that we participate as much as possible in activities hosted by Native American organizations and agencies.

B. Evaluation of State Plan Implementation [Section 125(c) (5) and (c)(7)]

In this section report on the evaluation activities conducted and results. The report should include:

B1. Evaluation Activities

Describe the evaluation activities undertaken during the fiscal year being reported, including evaluation activities conducted to strategically assess the overall progress and direction of the state plan implementation

Most of the evaluation activities are done by grantees over the course of their grants. When available this information has been included in the report. Grantees are asked to complete an annual survey and provide performance measures and stories. The Council discusses or has presentations by grantees at its meetings to learn more and hear the accomplishments and barriers directly from grantees. Council members use these presentations and updates from the director to review the state plan goals and objectives and make any changes needed.

B2. Evaluation Results

Report the broad results of the evaluation activities described above (B1), including a broad assessment of the overall progress of Council supported activities.

Overall, all of the grantees reported progress in meeting their expected outcomes. The Council directed activities were not as successful not for lack of trying but a lack of responses from other agencies. Council staff will continue to work on making those connections or suggesting changes to the state plan.

B3. Lessons Learned and Future work of the Council

Report on how the Council will use lessons learned from state plan implementation and the data gathered from the evaluation activities to move forward the work of the Council?

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The Council may change its strategy as related to providing emergency preparedness information to more clearly define what is needed – not just what the Council felt was needed. More collaboration needs to happen to further some of the objectives. A deeper look at the barriers to achieving some of the objectives is occurring at the October 2017 meeting.

C. Input on National Priorities

Purpose – to provide AIDD input on possible national priorities and areas of potential collaboration at the federal level.

Transportation is a big topic in South Dakota. With most of the state considered rural or frontier, people with intellectual and developmental disabilities struggle to do things they really want because they can't find transportation or don't know someone who can give them a ride. Most rural communities in the state have accessible buses that travel within their community during the day or possibly to a larger community for medical appointments, but most do not offer nights or weekends so people are left out of community. The Council tries to address this through supporting the building of community for each person, but that can be difficult.

SECTION IV: STATE PLAN IMPLEMENTATION PROGRESS REPORT

Section IV.A. Detailed Progress Report on Goals

Goal #1: *Workforce – People with intellectual and developmental disabilities are provided services and supports by direct support professionals (DSPs) that are knowledgeable, trained and supported.*

Area of Emphasis	Planned for this goal	Areas addressed
Quality Assurance		
Education and Early Intervention		
Child Care		
Health		
Employment		
Housing		
Transportation		
Recreation		
Formal and Informal Community Supports	X	X

Strategies	Planned for this goal	Strategies Used
As identified in Section 125 (c)(5)(A-L) of the Developmental Disabilities Assistance and Bill of Rights Act of 2000 (PL 106-402)		

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

Collaborators	Planned for this goal	Actual
State Protection and Advocacy System	X	
University Center(s)	X	
State DD Agency	X	X
Other: Community Support Providers of South Dakota (association)	X	X
Other: community support providers statewide	X	X
Other: SD Developmental Center	X	X

1. Goal # 1: Workforce

2. **State Plan Objective 1:** Annually through FFY2021, the Council will collaborate with the Community Support Providers of South Dakota, Division of Developmental Disabilities and others to use media and communication activities with a consistent message to elevate the status of direct support professionals (DSPs).

Check the appropriate box for each of the questions below:

3. This Objective is:

Individual & Family Advocacy System Change Capacity Building

4. This Objective is:

New Ongoing Completed

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5. This Objective is:

- a. Fulfilling the Self-Advocacy DD Act Requirement Yes No
- b. Targeted Disparity Yes No
- c. DD Network Collaboration Yes No
- d. A demonstration project of New Approaches to Services and Supports
Yes No
If Yes, Indicate project name and original start date for this effort: name of project; mm/yy
- e. A demonstration of projects or activities Yes No,
If Yes, indicate project or activity name and original start date for this effort: name of project/ mm/yy

6. Stage of Implementation for systems change activities:

- planning implementation outcome/fully integrated

Background/Context

7. Provide an overall description of this objective:

The description should at a minimum provide background information on the objective to establish a context for the activities.

Workforce recruitment and retention are critical issues in all communities across South Dakota. It was felt that media and communication activities with a consistent message could be used to elevate the status of direct support professionals.

8. Expected Outputs – List expected outputs from annual work plan

- 1. 2 PSAs
- 2. 2 other information pieces
- 3. 1 dissemination activity for public policymakers
- 4. 1 dissemination activity for post-secondary and/or high schools

9. Outputs Achieved – List outputs achieved

None

Progress Report

10. The report should include the following:

- A narrative progress report that cohesively describes the activities that were implemented toward achieving the objective, including **how** the identified strategy was used, how the activity was implemented, challenges to achieving the objective and unexpected benefits.
- For system change activities, include a description of the stage of implementation (planning, initiation, implementation, outcome/fully integrated) of the system change initiative.

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- All narratives must describe what numbers make up the performance measures number for the activities being reported in the narrative.
- A summary of evaluation activities to monitor progress and impact of council supported activities for the objective; data collected during the year, data sources, and data collection methods; (logic model and evaluation plan may be attached to the report).

A video resource was in the planning phase during development of the Council's state plan. The Council wanted to support and enhance those efforts but due to limitations of staff time, no action occurred.

11. Expected Outcomes (matches the expected outcomes from the annual work plan as it relates to the objective)

List the expected outcomes for the activities described for the objective from the annual work plan

1. General public and public policymakers have a greater understanding of the importance of direct support professionals.
2. More college and high school students explore work or volunteer opportunities at community support providers.

12. Outcomes achieved

None

13. Progress towards achieving outcomes for overall objective:

The annual report should include an assessment as to the extent to which progress was made on the intended outcomes for the objective.

Discussions continue with the community support providers about what the Council can contribute to these efforts.

- 14.** Additionally, include stories of culturally diverse people with developmental disabilities whose lives are better because of Council work on this activity (e.g., became better advocates for themselves and others, became more connected to the community). Stories of policy or legislative changes that happened as a result of Council individual advocacy work that are likely to positively impact the lives of people with developmental disabilities or that will prevent a potential negative impact (e.g., created deleted, refined programs and/or legislation, reallocated use of funds, organizational systems change as a result of evidence based practices).

1. Goal # 1: Workforce

- 2. State Plan Objective 2:** Annually through FFY2021, the Council will support training opportunities through the Community Support Providers of South Dakota for 500 direct support professionals and 100 frontline supervisors to increase their skills.

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Check the appropriate box for each of the questions below:

3. This Objective is:

- Individual & Family Advocacy System Change Capacity Building

4. This Objective is:

- New Ongoing Completed

5. This Objective is:

- a. Fulfilling the Self-Advocacy DD Act Requirement Yes No
b. Targeted Disparity Yes No
c. DD Network Collaboration Yes No
d. A demonstration project of New Approaches to Services and Supports
Yes No
If Yes, Indicate project name and original start date for this effort: name of project; mm/yy
e. A demonstration of projects or activities Yes No,
If Yes, indicate project or activity name and original start date for this effort: name of project/ mm/yy

6. Stage of Implementation for systems change activities:

- planning implementation outcome/fully integrated

Background/Context

7. Provide an overall description of this objective:

The description should at a minimum provide background information on the objective to establish a context for the activities.

Workforce recruitment and retention are critical issues in all communities across South Dakota. Direct support professionals need opportunities for professional development to increase their knowledge and provide quality services and supports.

8. Expected Outputs - –List expected outputs from annual work plan

1. 50 community support provider staff and others will become trainers on the National Alliance of Direct Support Professionals (NADSP) Code of Ethics and Direct Support Professionals Competencies and on the NADSP Informed Decision Making Curriculum.
2. 10 people with intellectual and developmental disabilities and family members will participate in the Informed Decision making train-the-trainer session.

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3. 40 CSP staff and others will become trainers on the NADSP Frontline Supervisors Curriculum
 4. Initial train-the-trainer participants will provide training to 1000 DSPs; 100 people with intellectual and developmental disabilities and their family members; and 200 frontline supervisors.
9. **Outputs Achieved** - –List outputs achieved
1. 168 frontline supervisors received training in August 2017.
 2. 86 additional frontline supervisors received training in the Frontline Supervisor Competency areas.

Progress Report

10. **The report should include the following:**

- A narrative progress report that cohesively describes the activities that were implemented toward achieving the objective, including **how** the identified strategy was used, how the activity was implemented, challenges to achieving the objective and unexpected benefits.
- For system change activities, include a description of the stage of implementation (planning, initiation, implementation, outcome/fully integrated) of the system change initiative.
- All narratives must describe what numbers make up the performance measures number for the activities being reported in the narrative.
- A summary of evaluation activities to monitor progress and impact of council supported activities for the objective; data collected during the year, data sources, and data collection methods; (logic model and evaluation plan may be attached to the report).

Training was held that brought the National Alliance of Direct Support Professional (NADSP) Frontline Supervisor competencies to Community Support Providers (CSPs). Trainers from NADSP provided two trainings in August 2017 on the following topics:

- Why Frontline Supervisors/Leaders need development and re-purpose and leadership development
- NADSP Direct Support Competencies
- NADSP Frontline Supervisor Competencies
- NADSP Code of Ethics for Supervisors
- Recruitment, Hiring and Orientation for Newer DSPs

About one year prior to the Frontline Supervisor training, the NADSP Code of Ethics and Informed Decision Making trainings were provided to all CSPs. This was a train-the-trainer training with numbers reported in FFY2016.

Due to the specialized nature of the Frontline Supervisor training there were no people with intellectual or developmental disabilities or family members attending the training. The expected benefits for people supported by the CSPs include:

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providing core competency areas for Frontline Supervisors; improving hiring practices; maximizing consistency in supervision of direct care staff; improving direct care turnover; and improving supervision skills.

All 19 Community Support Providers were contacted to participate in this training. Training was held on each side of the state with 168 total participants. An additional 86 supervisors have been introduced and trained in the NADSP Frontline Supervisor Competency areas. (SC 1.4 – 254 total)

An 11 question evaluation tool was used to determine overall impact of the project. There were 63 responses received. 45 were very satisfied, 14 were satisfied and 4 were not satisfied. 71.43% rated the training as very good or excellent. 88.89% rated the survey material as presented in an understandable or very understandable manner. 58.73% reported that the training was very helpful or extremely helpful in their everyday work. 66.67% reported that the training would have a positive impact on the people they support or their organizations. 75.81% reported that the training either moderately improved or improved their supervisory skills. 84.13% reported that their understanding of how to best support their direct care staff has improved or moderately improved. 63.4% reported that they feel either very comfortable or extremely comfortable in training this material in their organization.

One of the greatest challenges the provider system has in South Dakota is a lack of funding to fully support a credentialing program. CSPs have continued to make progress individually as reported from an additional survey that was utilized to capture the status of these efforts. There were 14 CSPs that responded.

6 CSPs are actively pursuing a DSP credential program through NADSP. Of these 6, 1 is in full implementation phase and the remaining 5 are discussing, planning or beginning implementation. 27 DSPs will obtain the DSP-R credential by the end of September 2017 and 12 DSPs are in the application process. Approximately 20 DSPs are seeking the higher level DSP-C certification. CSPs estimated that 7 DSPs would attain DSP-C certification by September 2018.

8 CSPs indicated that they have fully integrated the NADSP Code of Ethics in standard training for DSPs. An additional 4 CSPs have plans to integrate this training. This train-the-trainer curriculum was provided to CSPs in August 2016.

4 CSPs indicated that they have fully integrated the NADSP Informed Decision Making model in standard training for DSPs. An additional 7 CSPs have plans to integrate the Informed Decision Making model.

7 CSPs planned to integrate the Frontline Supervisor Competencies (SC 2.1.4). 2 within hiring and interviews; 3 within supervisor evaluations; 4 within training and professional development; and 7 within all areas listed. (CSPs could respond to more than one for this question.)

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11. Expected Outcomes (matches the expected outcomes from the annual work plan as it relates to the objective)

List the expected outcomes for the activities described for the objective from the annual work plan

1. DSPs and Frontline Supervisors are knowledgeable and trained in best practices.
2. DSPs see their work as a career path with benefits (beyond money).
3. People with intellectual and developmental disabilities and their family members better understand Informed Decision making and the roles of DSPs.

12. Outcomes achieved

1. Frontline supervisors learned about Frontline Supervisor Competencies, DSP Competencies, and the Code of Ethics for Supervisors.
2. CSPs are implementing this information as it fits within their existing policies and practices.

13. Progress towards achieving outcomes for overall objective:

The annual report should include an assessment as to the extent to which progress was made on the intended outcomes for the objective.

DSPs and Frontline Supervisors have received professional development that is continuing to be implemented within CSPs as they look to fully integrate the Code of Ethics, Informed Decision Making, and DSP and Frontline Supervisor Competencies.

- 14.** Additionally, include stories of culturally diverse people with developmental disabilities whose lives are better because of Council work on this activity (e.g., became better advocates for themselves and others, became more connected to the community). Stories of policy or legislative changes that happened as a result of Council individual advocacy work that are likely to positively impact the lives of people with developmental disabilities or that will prevent a potential negative impact (e.g., created deleted, refined programs and/or legislation, reallocated use of funds, organizational systems change as a result of evidence based practices).

2. Goal #1 – Workforce – Narrative

In this section, for each goal reported for this reporting period, provide an overall cohesive description of:

- the extent to which progress is being made in achieving the intended outcomes of the Goal for the reporting year;
- the extent to which each goal was or was not achieved for the reporting year;

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- where applicable, factors that impeded goal achievement for the reporting year
- needs that require substantive state plan amendment (goal only)

Professional development activities for DSPs and Frontline Supervisors were completed which should indicate that these individuals are more knowledgeable and people with I/DD are better supported. With the high turnover rates, training needs to be continued. Discussions continue about what messaging is best or what can be worked on next. Limited time from Council staff is an issue for this goal. Council members want to continue these activities.

4 Year Overview (FY 2020)

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).

5 Year Overview (FY2021)

For the final PPR (FY2021) of this state plan cycle, provide an overall analysis of the outcomes achieved during the five-year state plan cycle. The description should include the extent to which diverse stakeholders are satisfied with council activities that promote self-determination and community participation for individuals with disabilities and families, results of other types of information gathering such as focus groups, surveys, or other feedback or input methods with individuals with developmental disabilities and families and major accomplishments and factors impeding goal achievement (if applicable)

**Section IV.B. Individual & Family Advocacy Performance Measure (By GOAL)
Individual Responses (individuals with DD and Family members only)
Demographic Data ****

****This is an aggregated number from all individual responses collected for the reporting FFY**

Race/Ethnicity	#	%	Gender	#	%
White, alone			Female		
Black or African American alone			Male		
American Indian and Alaska Native alone			Other		
Hispanic/Latino					
Asian alone					
Native Hawaiian & Other Pacific Islander alone					
Two or more races					
Race unknown					

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Category	#	%
Individual with DD		
Family Member		
Geographical		
Urban		
Rural		

I. Output Measures

Objective #	Performance Measure	Performance Measure
	IFA 1.1 The <u>number of people with developmental disabilities</u> who participated in Council supported activities designed to increase their knowledge of how to take part in decisions that affect their lives, the lives of others, and/or systems	IFA 1.2 The number of <u>family members</u> who participated in Council supported in activities designed to increase their knowledge of how to take part in decisions that affect the family, the lives of others, and/or systems
Objective #		
Denominator: TOTAL # of Output Respondents:		

Outcome Measures

Performance Measures	Percent (%)
IFA 2.1 After participation in Council supported activities, <u>the percent of people with developmental disabilities</u> who report increasing their advocacy as a result of Council work.	
IFA 2.2 After participation in Council supported activities, <u>the percent of families</u> who report increasing their advocacy as a result of Council work.	

Sub-Outcome Measures	Projects	# People with DD	# Family Members
The number of people who are better able to say what	Objective #		

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they want/say what is important to them	Total # of Sub-Outcome Respondents:		
IFA 2.3 The percent of people who are better able to say what they want or say what services and supports they want or say what is important to them		Total sub-outcome # / IFA1.1 total = X%	Total sub-outcome # / IFA1.2 total = X%

Sub-Outcome Measures	Projects	# People with DD	# Family Members
The number of people who are participating in advocacy activities.	Objective # Total # of Sub-Outcome Respondents:		
IFA 2.4 The percent of people who are participating now in advocacy activities		Total sub-outcome # / IFA1.1 total = X%	Total sub-outcome # / IFA1.2 total = X%

Sub-Outcome Measures	Projects	# People with DD	# Family Members
The number of people who are on cross disability coalitions, policy boards, advisory boards, governing bodies and/or serving in leadership positions.	Objective # Total # of Sub-Outcome Respondents:		
IFA 2.5 The percent of people who are on cross disability coalitions, policy boards, advisory boards, governing bodies and/or serving in leadership positions.		Total sub-outcome # / IFA1.1 total = X%	Total sub-outcome # / IFA1.2 total = X%

Performance Measure	# People with DD	# Family Members
IFA3 The percent of people satisfied with a project activity.		

Section IV.C. System Change Performance Measures (By Goal)

SC1: Output Measures

The number of Council efforts to transform fragmented approaches into a coordinated and effective system that assures individuals with developmental disabilities and their families participate in the design of and have access to needed community services,

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individualized supports, and other forms of assistance that promote self-determination, independence, productivity and integration and inclusion in all facets of community life.

SC 1.1 The number of policy and/or procedure created or changed	Number (#)
Objective #	
SC 1.2 The number of statute and/or regulations created or changed	Number (#)
Objective #	
SC 1.3 The number of promising and/or best practices created and/or supported	Number (#)
Objective #	
SC 1.4 The number of people trained or educated through Council systemic change initiatives	Number (#)
Objective #2 NADSP training	254
SC 1.5 The number of Council supported systems change activities with organizations actively involved	Number (#)
Objective #2 NADSP training	1

Systems Change SC2: Outcome Measures

Outcome Measures	Number (#)
SC 2.1 The number of Council efforts <i>that led to the creation or improvement of best or promising practices, policies, procedures, statute or regulation changes (sub-measures 2.1.1; 2.1.3)</i>	
SC 2.2 The number of Council efforts <i>that were implemented</i> to transform fragmented approaches into a coordinated and effective system that assures individuals with developmental disabilities and their families participate in the design of and have access to needed community services, individualized supports and other forms of assistance that promote self-determination, independence, productivity, and integration and inclusion in all facets of community life. (sub-measures 2.1.2; 2.1.4)	7

Sub-Outcome Measures		
	SC 2.1.1 # of <u>policy, procedure, statute or regulation</u> changes improved as a	SC 2.1.2 # <u>Policy, procedure, statute or regulation</u> changes implemented

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	result of systems change.	
Objective #		
Total # of Sub-Outcome Respondents:		
	SC 2.1.3 # of <u>promising and/or best practices</u> improved as a result of systems change activities.	SC 2.1.4 # of <u>promising and/or best practices</u> implemented
Objective #		7
Total # of Sub-Outcome Respondents:		

Goal #2: *Early Intervention – Parents and guardians of young children with intellectual and developmental disabilities know about the resources available and have access to supports, services and training.*

Area of Emphasis	Planned for this goal	Areas addressed
Quality Assurance		
Education and Early Intervention	X	X
Child Care	X	X
Health	X	
Employment		
Housing		
Transportation		
Recreation		
Formal and Informal Community Supports		X

Strategies	Planned for this goal	Strategies Used
As identified in Section 125 (c)(5)(A-L) of the Developmental Disabilities Assistance and Bill of Rights Act of 2000 (PL 106-402)		
Outreach	X	X
Training	X	X
Technical Assistance		X
Supporting and Educating Communities	X	X
Interagency Collaboration and Coordination	X	X
Coordination with Related Councils, Committees and Programs		
Barrier Elimination		

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Systems Design and Redesign		
Coalition Development and Citizen Participation		
Informing Policymakers		
Demonstration of New Approaches to Services and Supports		
Demonstration of projects and activities		

Collaborators	Planned for this goal	Actual
State Protection & Advocacy System	X	
University Center(s)	X	X
State DD agency	X	
Other: South Dakota Parent Connection	X	X
Other: Office of Child Care Services	X	
Other: Office of Special Education	X	
Other: HeadStart Collaboration Office	X	
Other: Department of Health	X	

1. Goal # 2: Early Intervention

2. **State Plan Objective 1:** Through FFY2021, the Council will collaborate to support training and information for parents, guardians and early intervention service providers to set high expectations for all children.

Check the appropriate box for each of the questions below:

3. This Objective is:

Individual & Family Advocacy System Change Capacity Building

4. This Objective is:

New Ongoing Completed

5. This Objective is:

a. Fulfilling the Self-Advocacy DD Act Requirement Yes No

b. Targeted Disparity Yes No

c. DD Network Collaboration Yes No

d. A demonstration project of New Approaches to Services and Supports
Yes No

If Yes, Indicate project name and original start date for this effort: name of project; mm/yy

e. A demonstration of projects or activities Yes No,

If Yes, indicate project or activity name and original start date for this effort: name of project/ mm/yy

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6. Stage of Implementation for systems change activities:

planning implementation outcome/fully integrated

Background/Context

7. Provide an overall description of this objective:

The description should at a minimum provide background information on the objective to establish a context for the activities.

Council discussions involved the need for easy access to supports; training for parents and providers; general awareness of disabilities for child care providers, teachers, parents, etc.; need for public awareness on abilities; better communication and linkages and getting technology earlier. Some projects carried over from the previous state plan involved grants working with students in middle school and transition age students.

8. Expected Outputs - List expected outputs from annual work plan

1. 4 regional training or networking opportunities held
2. 80 parents and guardians participate in the regional events
3. 100 early intervention service providers participate in training or receive information.

9. Outputs Achieved - List outputs achieved

1. 3 events were held with sessions provided by Council grantees (Dare to Dream Conference, Special Ed Conference, PCTA Facilitator training)
2. Council staff provided information at 4 statewide conferences (School Age Care Alliance Conference, Special Education Conference, SD Early Childhood Education Conference and Family Child Care Providers Conference)
3. 85 parents and guardians participated in these events.
4. 574 services providers participated in training or received information.

Progress Report

10. The report should include the following:

- A narrative progress report that cohesively describes the activities that were implemented toward achieving the objective, including **how** the identified strategy was used, how the activity was implemented, challenges to achieving the objective and unexpected benefits.
- For system change activities, include a description of the stage of implementation (planning, initiation, implementation, outcome/fully integrated) of the system change initiative.
- All narratives must describe what numbers make up the performance measures number for the activities being reported in the narrative.

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- A summary of evaluation activities to monitor progress and impact of council supported activities for the objective; data collected during the year, data sources, and data collection methods; (logic model and evaluation plan may be attached to the report).

The **Middle School Advocacy & Leadership Project** implemented a focused self-advocacy and leadership program for middle school students ages 11-15 with developmental disabilities. The USD Center for Disabilities and SD Parent Connection collaborated with 4 schools in southeastern South Dakota. Initially there were 4 teachers (SC 1.4) and 12 students identified to participate along with 18 parents (IFA 1.1 and 1.2). In October 2016 one teacher changed positions within the district and withdrew from the project. In January 2017 another teacher withdrew from the project due to changes in her caseload. In the end, there were 2 teachers and 9 students from 2 school districts (SC 2.1.4) as part of the project. The focus was for each teacher to implement the Self-Determination Learning Model of Instruction (SDLMI) for the purpose of achieving at least three self-determination goals in a selected priority area. Priority areas included self-monitoring, choice-making and self-management.

The project launched with a 2-day intensive training seminar. All teachers were required to develop and implement the activities identified in the action plan. In addition, three teachers completed the required training on Person-Centered Thinking offered by SD Parent Connection. The training included an overview of the SDLMI as evidence based practice; instructional strategies for implementing self-determination instruction; practical online teaching resources for developing self-determination goals, lesson plans and instructional strategies; a specific focus on implementing student-led IEPs; integration of self-determination instruction across academic and core curricular content; implementation of person centered thinking strategies; strategies for involving parents and families in the development and implementation of self-determination goals; and implementation of the ARC and AIR Self-Determination Scales.

Additional training and technical assistance through in-person visits, emails and phone calls occurred throughout the project. One visit at each school involved three self-advocates and a parent who spoke to 4 staff and 24 youth (SC 1.4 includes 13 students not involved in the project) at the middle school about their experiences involving self-determination and self-advocacy. Speakers shared the importance of letting others know what supports are needed to accomplish goals and dreams. Students asked how the presenters dealt with being bullied, how to set goals as well as how to make it through high school, college and finding employment. Both teachers indicated the students spoke very favorably about these visits and in particular their conversations with older self-advocates with disabilities.

Each teacher received assistance in the development of individualized self-determination plans for students targeted for self-determination instruction. The

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focus of the Individualized Self-Determination Plans was on the implementation of the SDLMI so that students achieved at least three self-determination goals in a selected priority area. Teachers were to provide the instruction to students throughout the day embedded within instructional and non-instructional activities utilizing the self-determination curricula and materials.

Teachers and students were invited to present at the Dare to Dream Conference, Special Education Conference, and Lighting the Way Autism Conference. Due to scheduling conflicts the teachers and students were unavailable to present. Center staff presented information about the project to 10 parents and 30 others (SC 1.4).

In addition to the school based activities, Center staff offered a series of webinars on Self-Determination and marketed this to future and current teachers. A total of 6 webinars were conducted addressing the implementation of self-determination instructional strategies. A total of 8 participants participated in the first webinar with an overall attendance of 13 different participants (SC 1.4) over the 6 webinars. Topics covered were: introduction and overview of self-determination; core elements of self-determination instruction; why self-determination is important; models of self-determination; instructional strategies for implementing self-determination instruction; and resources for implementing self-determination instruction.

A follow-up interview was conducted to gather qualitative information about the self-determination activities that were implemented, outcomes and challenges that students and teachers faced. Both teachers choose to embed the self-determination instruction within the content they were already teaching. Both teachers adopted different approaches while using the SDLMI. Both indicated that the 3-step model was helpful in framing instructional activities addressing self-determination.

The overall level of self-determination for all 9 students (IFA 2.3 and 3) increased substantially after the teachers implemented their individualized Self-Direction Plan. Reviewing results of the ARC Self-Determination Scale and subdomains for each student showed that there was a substantial increase in self-determination in all subdomains that students were assessed.

One teacher focused on facilitating increased involvement of her students in IEP planning and adopted a student-led IEP strategy. This teacher used the *Whose Future Is It Anyway Curriculum* available online from Zarrow Center for Learning Enrichment (sessions 3, 4 and 5). Students developed a 1-page profile using PowerPoint and presented their profile during their IEP. Students were hesitant to speak but eventually spoke up. One student worked on a plan for independent health management related to diabetes. Overall students' self-awareness / self-knowledge improved according to this teacher. This teacher also noted that the self-determination instruction targeted for her students carried over to other

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students. Two students not identified for the project also created and used 1-page profiles. In addition, eight 7th and 8th grade students were exposed to the 1-page profile with 4 students using them during their IEP meetings in addition to 3 targeted students. This teacher expressed a strong interest with continuing the instruction in the future especially with 5th and 6th graders as she felt these skills would benefit them.

The second teacher worked in collaboration with a guidance counselor who assisted with writing class twice a week. Using her own materials she focused on choice-making and decision-making skills with an emphasis on self-regulation to develop strategies for addressing challenging situations that may cause one to act inappropriately. She found the SDLMI helpful for students to strategize appropriate behavioral responses and to identify alternative behavioral responses before acting out. Students engaged in reading activities such as “Red Wolf Blue Wolf”, a book by Temple Grandin that discussed different ways in which persons with Autism think. After reading stories, students would discuss how what they read applied in their life with respect to their own personal experiences. They were then provided a writing assignment about what they learned and how they might approach similar circumstances. One unexpected outcome was that students were discussing options for appropriate behavior among themselves rather than going to the teacher and asking for assistance. Also, the students were socially connecting and bonding with one another more strongly than they had with other types of instruction that have been provided. She noticed increased friendships and connections that continued outside of class. The teacher also observed that students were involved in helping develop IEP goals. Students appeared to contribute more to the discussion about what they wanted, areas of concern and needs, what worked, didn’t work, and kinds of accommodations they wanted.

In summary, all of the students participating in this project experienced significantly increased levels of self-determination as a result of the focus on self-determination provided by the teachers. The teachers indicated a high degree of satisfaction and benefited from the training they received.

Lead for Life is a program presented by a Community Support Provider to 6th grade students in 5 local schools. Council support was provided for one year. Staff and people with IDD supported by the agency attended 3 consecutive physical education sessions. A total of 17 people with IDD were Lead for Life teachers. 300 students and school personnel (SC 1.4) had the opportunity to engage with people who used wheelchairs, communication devices and other adaptive devices and aids. The students benefitted by learning from the point of view of a person who experiences challenges. The people with IDD enjoyed sharing their personal experiences and their self-esteem rose as they were listened to and respected for their expertise. A curriculum was followed which included disability awareness, myths and misconceptions about people with disabilities, empowerment, mobility, adaptive devices, the R-word and bullying.

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Comments from 6th grade students involved in Lead for Life included: “I learned not to make fun of people with disabilities and that they are no different from us, so we should treat them the same as we get treated.” “Everyone needs a friend.” “Be a buddy, not a bully.” “I have learned that everyone is the same no matter what. That people need to be treated the same no matter who they are or the way they act.”

In October 2015, a two-day **Person Centered Transition Assessments (PCTA)** Facilitator Training was conducted. After participating in this training, SD Parent Connection applied for and received funding from the Council to offer PCTAs for a two year period. PCTAs were explained and promoted to a variety of groups including 24 providers, 75 school educators and administrators, 45 parents and 130 students (SC 1.4). During FFY2017, 14 PCTAs were conducted (14 students and 20 parents – IFA 1.1 and 1.2). Quarterly facilitator meetings were held to encourage learning and sharing among the facilitators. Some aspects of the LifeCourse Framework were also incorporated into the PCTA – such as what a student and their parents see as a good life and what they don’t want for their life. A Trajectory was being developed at the end of the PCTA and families have found this helpful and a great way to have a conversation as they work with other providers. An additional PCTA Facilitator training for 6 individuals (SC 1.4) was held in August 2017. All 14 students were better able to say what they wanted at the end of the PCTAs (IFA 2.3 and 3). Fourteen school districts were involved in PCTAs (SC 2.1.4).

Council staff provided information at 4 **statewide conferences**. The School Age Care Alliance Conference was attended by 50 after school program staff. The Special Education Conference was attended by 225 special educators and paraprofessionals. The SD Early Childhood Education Conference was attended by 200 HeadStart and preschool staff. The Family Child Care Providers Conferences was attended by 50 providers. (SC 1.4 – 525 total)

11. Expected Outcomes (matches the expected outcomes from the annual work plan as it relates to the objective)

List the expected outcomes for the activities described for the objective from the annual work plan

1. Parents and guardians know about resources available and have opportunities to network with other parents and guardians.
2. Early intervention service providers change how they view children with intellectual and developmental disabilities and set higher expectations for all children.

12. Outcomes achieved

1. Parents and guardians learned about best practices.

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2. Service providers involved in the Middle School Advocacy & Leadership Project saw the benefits extend beyond the students involved in the project to include other students.

13. Progress towards achieving outcomes for overall objective:

The annual report should include an assessment as to the extent to which progress was made on the intended outcomes for the objective.

During FFY2017, progress was made in providing information to parents and guardians and extending the ideas of person centered thinking to younger students (early transition age – middle school). The service providers/educators involved in each activity could see the results and the benefits of continuing these ideas with younger students.

14. Additionally, include stories of culturally diverse people with developmental disabilities whose lives are better because of Council work on this activity (e.g., became better advocates for themselves and others, became more connected to the community). Stories of policy or legislative changes that happened as a result of Council individual advocacy work that are likely to positively impact the lives of people with developmental disabilities or that will prevent a potential negative impact (e.g., created deleted, refined programs and/or legislation, reallocated use of funds, organizational systems change as a result of evidence based practices).

1. Goal # 2: Early Intervention

2. **State Plan Objective 2:** Through FFY2019, the Council will support and participate in the National Community Practice on Supporting Families in collaboration with the Division of Developmental Disabilities.

Check the appropriate box for each of the questions below:

3. This Objective is:

Individual & Family Advocacy System Change Capacity Building

4. This Objective is:

New Ongoing Completed

5. This Objective is:

- a. Fulfilling the Self-Advocacy DD Act Requirement Yes No
- b. Targeted Disparity Yes No
- c. DD Network Collaboration Yes No
- d. A demonstration project of New Approaches to Services and Supports
Yes No

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If Yes, Indicate project name and original start date for this effort: name of project; mm/yy

- e. A demonstration of projects or activities Yes No,
If Yes, indicate project or activity name and original start date for this effort:
name of project/ mm/yy

6. Stage of Implementation for systems change activities:

planning implementation outcome/fully integrated

Background/Context

7. Provide an overall description of this objective:

The description should at a minimum provide background information on the objective to establish a context for the activities.

South Dakota was one of 11 expansion states for the National Community of Practice on Supporting Families in 2016. This three-year commitment will engage a variety of stakeholders to share the Charting the LifeCourse Framework philosophy and tools. The Division of Developmental Disabilities (DDD) and the SD Council on Developmental Disabilities (Council) will be collaborating throughout the three years to share this philosophy, information and tools throughout the state.

8. Expected Outputs - List expected outputs from annual work plan

1. Development and implementation of a Work Plan for the statewide Community of Practice.
2. 3 videos created on the LifeCourse Tools.
3. 5000 Lifespan Folders disseminated.
4. 4 trainings held on LifeCourse Framework with 75 people attending

9. Outputs Achieved - List outputs achieved

Listening Sessions were held and work plan developed
1,000 Lifespan Folders disseminated.
4 trainings were held 129 people attending (Kick-Off Event, Family Support Council twice and DD Council).

Progress Report

10. The report should include the following:

- A narrative progress report that cohesively describes the activities that were implemented toward achieving the objective, including **how** the identified strategy was used, how the activity was implemented, challenges to achieving the objective and unexpected benefits.
- For system change activities, include a description of the stage of implementation (planning, initiation, implementation, outcome/fully integrated) of the system change initiative.

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- All narratives must describe what numbers make up the performance measures number for the activities being reported in the narrative.
- A summary of evaluation activities to monitor progress and impact of council supported activities for the objective; data collected during the year, data sources, and data collection methods; (logic model and evaluation plan may be attached to the report).

The Supporting Families Community of Practice (CoP) has a state team that meets monthly with the National CoP staff to share what we are doing and learn from other states in the CoP. This state team includes the Council director and 2-3 DDD staff and 2 family ambassadors (IFA 1.2 and 2.3).

A Kick-Off event was held November 1-2 in Pierre. Day 1 was attended by 90 people including 25 family members, 10 self-advocates, 30 state agency staff and 25 community support provider staff (SC 1.4). National CoP staff provided an overview of the Charting the LifeCourse Framework and led the group in many small and large group activities. Day 2 was the start of creating a State Team and was attended by 40 people (most also had attended Day 1). Based on conversations and activities, five areas of focus were determined – early childhood, education, employment, family network and self-advocacy and long-term services and supports. State team members self-identified which focus area they would participate in going forward.

In December 2016, DDD staff shared information on the CoP with 9 members of the Family Support Council (SC 1.4). Four parents began taking the Ambassador Course offered by the National CoP (IFA 1.2 and 2.3).

A quarterly State Team meeting was held in March 2017 to review the philosophy and share the trajectory created from the conversations and activities at the Kick-Off. In April 2017, two DDD staff presented information on the Charting the LifeCourse Framework and CoP activities with 20 DD Council members (SC 1.4).

At the National Community of Practice (CoP) Annual Meeting in May 2017, the 5 people from South Dakota (2 parent Ambassadors and 3 Division of DD staff) determined that the current work plan needed to be re-evaluated. As part of that process, a meeting was held in July 2017 with 10 family members and 5 state facilitators to discuss how to engage more of the CoP members and to enhance CoP members' level of involvement to learn about and share the principles of LifeCourse with others statewide. Participants were very supportive of hosting listening sessions to gather additional feedback. Four family members stepped forward to plan and facilitate the listening sessions. A series of 10 family and self-advocate listening sessions were held in the fall of 2017 (3 in September and 7 in October). These will be reported on as a whole in the FFY18 annual report.

In September, an Ambassador provided training to 10 members of the Family Support Council (SC 1.4) on the LifeCourse principles. Members of the Family

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Support Council recognized the importance of their involvement in the CoP efforts and wanted more information on how they can partner to promote success.

All 6 family members who completed the Ambassador training have reported satisfaction with the activities of the community of practice. (IFA 3)

As part of the evaluation, a self-assessment was completed by CoP team members concluded that families and professional need to have competence and confidence in the LifeCourse tools and framework. Both transitional change and transformational change are needed. We cannot just focus on disability services; we need to focus on community. Good or bad we tend to look at what the providers offer and not what the individual wants. We organize our lives around services instead of services being organized around the person. Families need services so they can focus on what is going well in their lives versus what is not going well. Develop strategies to spread information on how to be more community friendly – “Good life outcomes for all”.

11. Expected Outcomes (matches the expected outcomes from the annual work plan as it relates to the objective)

List the expected outcomes for the activities described for the objective from the annual work plan

1. Increase the number of people with intellectual and developmental disabilities and family members who know about the LifeCourse Framework.
2. Broaden support of the LifeCourse Framework and tools within the education system.
3. Provide information and resources to families and a broad range of service providers.

12. Outcomes achieved

1. The number of people with IDD and their families who know about the LifeCourse Framework increased.
2. Information on the LifeCourse Framework was shared with a broad range of services providers (education, long term services and supports, vocational rehabilitation, early childhood, and more).

13. Progress towards achieving outcomes for overall objective:

The annual report should include an assessment as to the extent to which progress was made on the intended outcomes for the objective.

More people are learning about the LifeCourse Framework philosophy and tools. This will lead to greater interest in future years as more training is held. More time needs to be spent to create the videos and more social media interaction would be helpful as well.

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14. Additionally, include stories of culturally diverse people with developmental disabilities whose lives are better because of Council work on this activity (e.g., became better advocates for themselves and others, became more connected to the community). Stories of policy or legislative changes that happened as a result of Council individual advocacy work that are likely to positively impact the lives of people with developmental disabilities or that will prevent a potential negative impact (e.g., created deleted, refined programs and/or legislation, reallocated use of funds, organizational systems change as a result of evidence based practices).

3. Goal #2 – Early Intervention – Narrative

In this section, for each goal reported for this reporting period, provide an overall cohesive description of:

- the extent to which progress is being made in achieving the intended outcomes of the Goal for the reporting year;
- the extent to which each goal was or was not achieved for the reporting year;
- where applicable, factors that impeded goal achievement for the reporting year
- needs that require substantive state plan amendment (goal only)

Parents and guardians are being provided information, trainings and supports. All of these are person-centered and build on the self-determination of people with IDD. With the Supporting Families Community of Practice taking a step back and re-looking at its priorities there was some lag in progress but it ultimately was a step forward for going where families what to go.

4 Year Overview (FY 2020)

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).

5 Year Overview (FY2021)

For the final PPR (FY2021) of this state plan cycle, provide an overall analysis of the outcomes achieved during the five-year state plan cycle. The description should include the extent to which diverse stakeholders are satisfied with council activities that promote self-determination and community participation for individuals with disabilities and families, results of other types of information gathering such as focus groups, surveys, or other feedback or input methods with individuals with developmental disabilities and families and major accomplishments and factors impeding goal achievement (if applicable)

Section IV.B. Individual & Family Advocacy Performance Measure (By GOAL)
Individual Responses (individuals with DD and Family members only)

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Demographic Data **

****This is an aggregated number from all individual responses collected for the reporting FFY**

Race/Ethnicity	#	%	Gender	#	%
White, alone			Female		
Black or African American alone			Male		
American Indian and Alaska Native alone			Other		
Hispanic/Latino					
Asian alone					
Native Hawaiian & Other Pacific Islander alone					
Two or more races					
Race unknown					

Category	#	%
Individual with DD		
Family Member		
Geographical		
Urban		
Rural		

II. Output Measures

Objective #	Performance Measure	Performance Measure
	IFA 1.1 The <u>number of people with developmental disabilities</u> who participated in Council supported activities designed to increase their knowledge of how to take part in decisions that affect their lives, the lives of others, and/or systems	IFA 1.2 The number of <u>family members</u> who participated in Council supported in activities designed to increase their knowledge of how to take part in decisions that affect the family, the lives of others, and/or systems
1. Objective #1 MSALP Obj #1 – PCTA Obj #2 - SFCoP	12 14	18 20 6
Denominator: TOTAL # of Output Respondents:	26	44

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Outcome Measures

Performance Measures	Percent (%)
IFA 2.1 After participation in Council supported activities, <u>the percent of people with developmental disabilities</u> who report increasing their advocacy as a result of Council work.	
IFA 2.2 After participation in Council supported activities, <u>the percent of families</u> who report increasing their advocacy as a result of Council work.	

Sub-Outcome Measures	Projects	# People with DD	# Family Members
The number of people who are better able to say what they want/say what is important to them	Objective #1 MSALP Obj. #1 – PCTA Obj. #2 - SFCoP Total # of Sub-Outcome Respondents:	9 14 23	 6 6
IFA 2.3 The percent of people who are better able to say what they want or say what services and supports they want or say what is important to them		Total sub-outcome # / IFA1.1 total = X% 23/26 = 88%	Total sub-outcome # / IFA1.2 total = X% 6/44 = 14%

Sub-Outcome Measures	Projects	# People with DD	# Family Members
The number of people who are participating in advocacy activities.	Objective #1 MSALP Obj. #1 – PCTA Obj. #2 - SFCoP Total # of Sub-Outcome Respondents:	9 14 23	 6 6
IFA 2.4 The percent of people who are participating now in advocacy activities		Total sub-outcome # / IFA1.1 total = X% 23/26 = 88%	Total sub-outcome # / IFA1.2 total = X% 6/44 = 14%

Sub-Outcome Measures	Projects	# People with DD	# Family Members
The number of people who	Objective #		

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are on cross disability coalitions, policy boards, advisory boards, governing bodies and/or serving in leadership positions.	Total # of Sub-Outcome Respondents:		
IFA 2.5 The percent of people who are on cross disability coalitions, policy boards, advisory boards, governing bodies and/or serving in leadership positions.		Total sub-outcome # / IFA1.1 total = X%	Total sub-outcome # / IFA1.2 total = X%

Performance Measure	% People with DD	% Family Members
IFA3 The percent of people satisfied with a project activity. Obj. #1 – MSALP – 9 pwDD Obj. #1 – PCTA – 14 pwDD Obj. #2 – SFCoP – 6 family 29/70 = 41% overall	23/26 = 88%	6/44 = 14%

Section IV.C. System Change Performance Measures (By Goal)

SC1: Output Measures

The number of Council efforts to transform fragmented approaches into a coordinated and effective system that assures individuals with developmental disabilities and their families participate in the design of and have access to needed community services, individualized supports, and other forms of assistance that promote self-determination, independence, productivity and integration and inclusion in all facets of community life.

SC 1.1 The number of policy and/or procedure created or changed	Number (#)
Objective #	

SC 1.2 The number of statute and/or regulations created or changed	Number (#)
Objective #	

SC 1.3 The number of promising and/or best practices created and/or supported	Number (#)
Objective #1 – MSALP – 1 Obj. #1 – PCTA – 1 Obj. #2 – SFCoP - 1	3

SC 1.4 The number of people trained or educated through Council systemic change initiatives	Number (#)

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Obj #1 – MSALP – 81 Obj. #1 – PCTA – 280 Obj. #1 – Lead for Life – 300 Obj. #1 – Conferences - 525 Obj. #2 – SFCoP - 129	1,315
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SC 1.5 The number of Council supported systems change activities with organizations actively involved	Number (#)
Objective #1 – MSALP, PCTA, Lead for Life Objective #2 - SFCoP	4

Systems Change SC2: Outcome Measures

Outcome Measures	Number (#)
SC 2.1 The number of Council efforts <i>that led to the creation or improvement of best or promising practices, policies, procedures, statute or regulation changes (sub-measures 2.1.1; 2.1.3)</i>	
SC 2.2 The number of Council efforts <i>that were implemented</i> to transform fragmented approaches into a coordinated and effective system that assures individuals with developmental disabilities and their families participate in the design of and have access to needed community services, individualized supports and other forms of assistance that promote self-determination, independence, productivity, and integration and inclusion in all facets of community life. (sub-measures 2.1.2; 2.1.4)	

Sub-Outcome Measures		
	SC 2.1.1 # of <u>policy, procedure, statute or regulation</u> changes improved as a result of systems change.	SC 2.1.2 # <u>Policy, procedure, statute or regulation</u> changes implemented
Total # of Sub-Outcome Respondents:		
	SC 2.1.3 # of <u>promising and/or best practices</u> improved as a result of systems change activities.	SC 2.1.4 # of <u>promising and/or best practices</u> implemented
Objective #1 Total # of Sub-Outcome Respondents:		2 (MSALP) 14 (PCTA)

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Goal #3: Safety & Security – People with intellectual and developmental disabilities feel safe and secure in their communities.

Area of Emphasis	Planned for this goal	Areas addressed
Quality Assurance		
Education and Early Intervention		
Child Care		
Health		
Employment		
Housing		
Transportation		
Recreation		
Formal and Informal Community Supports	X	X

Strategies	Planned for this goal	Strategies Used
As identified in Section 125 (c)(5)(A-L) of the Developmental Disabilities Assistance and Bill of Rights Act of 2000 (PL 106-402)		
Outreach	X	
Training	X	
Technical Assistance		
Supporting and Educating Communities	X	X
Interagency Collaboration and Coordination	X	X
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 and activities		

Collaborators	Planned for this goal	Actual
State Protection & Advocacy System	X	
University Center(s)	X	
State DD agency	X	
Other: SD Coalition of Citizens with Disabilities	X	X

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Other: SD Advocates for Change	X	X
Other: State Emergency Management Services Office	X	
Other: Law Enforcement Training Center	X	

1. Goal # 3: Safety & Security

2. **State Plan Objective 1:** Through FFY2021, the Council will collaborate with others to disseminate information and resources for youth and adults with intellectual and developmental disabilities that help them to access and feel safe in their communities.

Check the appropriate box for each of the questions below:

3. This Objective is:

Individual & Family Advocacy System Change Capacity Building

4. This Objective is:

New Ongoing Completed

5. This Objective is:

a. Fulfilling the Self-Advocacy DD Act Requirement Yes No

b. Targeted Disparity Yes No

c. DD Network Collaboration Yes No

d. A demonstration project of New Approaches to Services and Supports
Yes No

If Yes, Indicate project name and original start date for this effort: name of project; mm/yy

e. A demonstration of projects or activities Yes No,

If Yes, indicate project or activity name and original start date for this effort: name of project/ mm/yy

6. Stage of Implementation for systems change activities:

planning implementation outcome/fully integrated

Background/Context

7. Provide an overall description of this objective:

The description should at a minimum provide background information on the objective to establish a context for the activities.

During development of the state plan, Council members felt strongly that information and resources on accessibility, internet safety and other topics

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should be disseminated to youth and adults with IDD. And, if training was needed, that should be provided for people with IDD to be self-determined in areas of safety and security.

8. **Expected Outputs** - List expected outputs from annual work plan
 1. 500 youth and adults with IDD receive information
 2. 4 trainings held with 100 people attending

9. **Outputs Achieved** - List outputs achieved
 1. 100 youth and adults with I/DD received information
 2. 3 events were held with 100 people attending and discussing issues of safety and security (abuse, sexual assault in housing and domestic violence).

Progress Report

10. **The report should include the following:**
 - A narrative progress report that cohesively describes the activities that were implemented toward achieving the objective, including **how** the identified strategy was used, how the activity was implemented, challenges to achieving the objective and unexpected benefits.
 - For system change activities, include a description of the stage of implementation (planning, initiation, implementation, outcome/fully integrated) of the system change initiative.
 - All narratives must describe what numbers make up the performance measures number for the activities being reported in the narrative.
 - A summary of evaluation activities to monitor progress and impact of council supported activities for the objective; data collected during the year, data sources, and data collection methods; (logic model and evaluation plan may be attached to the report).

Members of the **SD Advocates for Change** Leadership Team were provided training on the topic of abuse, neglect and exploitation by Disability Rights South Dakota and the SD Coalition of Citizens with Disabilities (30 people – SC 1.4). After this training, the group decided to create a presentation with the topic of “What to do when it doesn’t feel right...” This presentation was given to 25 people at the Center for Disabilities Symposium & JAM. (SC 1.4)

The SD Coalition of Citizens with Disabilities has a grant from the Council to assist with **Outreach and Support activities**. Some activities are reported under other goals and objectives. In the area of Safety and Security, Coalition staff included the Council in activities related to the prevention and response to sexual assault and people with disabilities. A webinar was provided on “Sexual Assault and Survivors with Disabilities”. Although

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participation was promoted to CSPs, few agencies or people with disabilities participated.

Council staff in collaboration with the SD Coalition of Citizens with Disabilities exhibited at the **Domestic Violence Institute** attended by 80 advocates from the domestic and sexual violence arenas (SC 1.4) The Council purchased safety alarm kits that were given to two shelter agencies at the SD Network Against Family Violence and Sexual Assault conference. These kits will improve accessibility at the shelters for people served who are deaf. (SC 2.1.2)

Council staff attended a roundtable discussion sponsored by the US Attorney's Office on **combatting sexual harassment in housing**. 20 people attended (SC 1.4) and shared ideas on how to increase awareness of the issue in our communities. Based on the meeting, accessible flyers, a palm card and an information sheet were distributed. Information was shared with 20 members of the Council (SC 1.4).

The **Disability Advocacy Network** is a group of 15 organizations from all areas of disability who meet via teleconference as needed to keep current on legislative issues that impact people with all types of disabilities. Often legislative topics impact safety and security for people with disabilities – everything from budgets for services to changes to criminal statutes and transportation funding. The Council provided support for interpreters and staff from the Coalition. (SC 1.4)

Council staff participated in a meeting on the **Access and Functional Needs Support Annex** to the South Dakota State Emergency Operations Plan. Along with several other cross-disability organizations, the group discussed options for meeting the access and functional needs of people with all types of disabilities.

Council staff provided **information on** winter emergency **preparedness** and summer emergency preparedness at the Center for Disabilities Symposium & JAM and Partners Continuing Education. Approximately 100 youth and adults with I/DD attended these events and stopped at the Council's booth. (SC 1.4)

11. Expected Outcomes (matches the expected outcomes from the annual work plan as it relates to the objective)

List the expected outcomes for the activities described for the objective from the annual work plan

1. People with IDD learn skills that help them feel safe and secure in their communities.
2. Training opportunities offer topics that help people with IDD to be more self-determined in their communities.

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12. Outcomes achieved

1. Information was shared with people with IDD in the area of abuse, neglect and exploitation; along with when and who to contact if something happens.
2. Training was provided on the topic of “What to do when it doesn’t feel right...”

13. Progress towards achieving outcomes for overall objective:

The annual report should include an assessment as to the extent to which progress was made on the intended outcomes for the objective.

Although the Council continues to encourage people with IDD to attend the Symposium & JAM and other events where they have opportunities to learn from and share with other people with IDD; it doesn’t seem as though very many adults with IDD attend these events. More outreach to places where people with IDD are gathered needs to take place.

- 14.** Additionally, include stories of culturally diverse people with developmental disabilities whose lives are better because of Council work on this activity (e.g., became better advocates for themselves and others, became more connected to the community). Stories of policy or legislative changes that happened as a result of Council individual advocacy work that are likely to positively impact the lives of people with developmental disabilities or that will prevent a potential negative impact (e.g., created deleted, refined programs and/or legislation, reallocated use of funds, organizational systems change as a result of evidence based practices).

1. Goal # 3: Safety & Security

- 2. State Plan Objective 2:** During FFY2018, the Council will collaborate with other agencies and organizations to disseminate information and resources related to emergency preparedness for people with IDD and their families.

Check the appropriate box for each of the questions below:

3. This Objective is:

Individual & Family Advocacy System Change Capacity Building

4. This Objective is:

New Ongoing Completed

5. This Objective is:

- a. Fulfilling the Self-Advocacy DD Act Requirement Yes No
- b. Targeted Disparity Yes No

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- c. DD Network Collaboration Yes No
- d. A demonstration project of New Approaches to Services and Supports
Yes No
If Yes, Indicate project name and original start date for this effort: name of project; mm/yy
- e. A demonstration of projects or activities Yes No,
If Yes, indicate project or activity name and original start date for this effort: name of project/ mm/yy

6. Stage of Implementation for systems change activities:

- planning implementation outcome/fully integrated

Background/Context

7. Provide an overall description of this objective:

The description should at a minimum provide background information on the objective to establish a context for the activities.

Council members and others provided comments regarding the need for awareness of disabilities by emergency management staff and others in our communities.

8. Expected Outputs – List expected outputs from annual work plan

1. 20 Council members learn about the current status of emergency planning for people with IDD.

9. Outputs Achieved – List outputs achieved

1. No presentation was provided as it couldn't be scheduled and then there were staff changes.

Progress Report

10. The report should include the following:

- A narrative progress report that cohesively describes the activities that were implemented toward achieving the objective, including **how** the identified strategy was used, how the activity was implemented, challenges to achieving the objective and unexpected benefits.
- For system change activities, include a description of the stage of implementation (planning, initiation, implementation, outcome/fully integrated) of the system change initiative.
- All narratives must describe what numbers make up the performance measures number for the activities being reported in the narrative.
- A summary of evaluation activities to monitor progress and impact of council supported activities for the objective; data collected during the year, data

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sources, and data collection methods; (logic model and evaluation plan may be attached to the report).

Council staff contacted staff from the Office of Emergency Management to speak and several of the Council's meetings. None of the Council meeting dates worked for the staff to attend.

11. Expected Outcomes (matches the expected outcomes from the annual work plan as it relates to the objective)

List the expected outcomes for the activities described for the objective from the annual work plan

1. Council members are knowledgeable about emergency planning for people with IDD

12. Outcomes achieved

None

13. Progress towards achieving outcomes for overall objective:

The annual report should include an assessment as to the extent to which progress was made on the intended outcomes for the objective.

Contacts were made, but no one was available to provide the Council with current training on disabilities or what might be needed in the area of emergency preparedness and planning.

- 14.** Additionally, include stories of culturally diverse people with developmental disabilities whose lives are better because of Council work on this activity (e.g., became better advocates for themselves and others, became more connected to the community). Stories of policy or legislative changes that happened as a result of Council individual advocacy work that are likely to positively impact the lives of people with developmental disabilities or that will prevent a potential negative impact (e.g., created deleted, refined programs and/or legislation, reallocated use of funds, organizational systems change as a result of evidence based practices).

1. Goal # 3: Safety & Security

2. **State Plan Objective 3:** Through FFY2019, the Council will support training and information for law enforcement officers (including school resource officers) and other first responders on working with people with intellectual and developmental disabilities.

Check the appropriate box for each of the questions below:

3. This Objective is:

- Individual & Family Advocacy System Change Capacity Building

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4. **This Objective is:**
 New Ongoing Completed
5. **This Objective is:**
- a. Fulfilling the Self-Advocacy DD Act Requirement Yes No
 - b. Targeted Disparity Yes No
 - c. DD Network Collaboration Yes No
 - d. A demonstration project of New Approaches to Services and Supports
Yes No
If Yes, Indicate project name and original start date for this effort: name of project; mm/yy
 - e. A demonstration of projects or activities Yes No,
If Yes, indicate project or activity name and original start date for this effort: name of project/ mm/yy
6. **Stage of Implementation for systems change activities:**
 planning implementation outcome/fully integrated

Background/Context

7. **Provide an overall description of this objective:**
The description should at a minimum provide background information on the objective to establish a context for the activities.
- This was an area that several Council members and others providing comments on the draft state plan felt was a need in our state.
8. **Expected Outputs** - –List expected outputs from annual work plan
1. 20 Council members learn about the current status of training for law enforcement and first responders.
9. **Outputs Achieved** - –List outputs achieved
Several attempts were made to contact staff from the Law Enforcement Center with no responses received.

Progress Report

10. **The report should include the following:**
- A narrative progress report that cohesively describes the activities that were implemented toward achieving the objective, including **how** the identified strategy was used, how the activity was implemented, challenges to achieving the objective and unexpected benefits.

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- For system change activities, include a description of the stage of implementation (planning, initiation, implementation, outcome/fully integrated) of the system change initiative.
- All narratives must describe what numbers make up the performance measures number for the activities being reported in the narrative.
- A summary of evaluation activities to monitor progress and impact of council supported activities for the objective; data collected during the year, data sources, and data collection methods; (logic model and evaluation plan may be attached to the report).

Multiple attempts were made to connect with someone at the Law Enforcement Training Center via phone and email but no responses were received.

11. Expected Outcomes (matches the expected outcomes from the annual work plan as it relates to the objective)

List the expected outcomes for the activities described for the objective from the annual work plan

1. Council members are knowledgeable about training for law enforcement and first responders.
2. A list of possible trainers, curriculums, videos, etc. is created for law enforcement and first responders.

12. Outcomes achieved

None

13. Progress towards achieving outcomes for overall objective:

The annual report should include an assessment as to the extent to which progress was made on the intended outcomes for the objective.

Attempts were made to connect and gather information, but no one was available to provide the Council with current training on disabilities or what might be needed in the area of law enforcement training. Near the end of the fiscal year, Council staff while participating in the Bridging South Dakota Workgroup learned that this group was planning for law enforcement training next year.

- 14.** Additionally, include stories of culturally diverse people with developmental disabilities whose lives are better because of Council work on this activity (e.g., became better advocates for themselves and others, became more connected to the community). Stories of policy or legislative changes that happened as a result of Council individual advocacy work that are likely to positively impact the lives of people with developmental disabilities or that will prevent a potential negative impact (e.g., created deleted, refined programs and/or legislation, reallocated use of funds, organizational systems change as a result of evidence based practices).

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3. Goal #3 – Safety & Security – Narrative

In this section, for each goal reported for this reporting period, provide an overall cohesive description of:

- the extent to which progress is being made in achieving the intended outcomes of the Goal for the reporting year;
- the extent to which each goal was or was not achieved for the reporting year;
- where applicable, factors that impeded goal achievement for the reporting year
- needs that require substantive state plan amendment (goal only)

Limited progress was made due to staff inability to connect with needed partners to gather information needed to move forward. Some training and information did occur but not what was originally planned.

4 Year Overview (FY 2020)

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).

5 Year Overview (FY2021)

For the final PPR (FY2021) of this state plan cycle, provide an overall analysis of the outcomes achieved during the five-year state plan cycle. The description should include the extent to which diverse stakeholders are satisfied with council activities that promote self-determination and community participation for individuals with disabilities and families, results of other types of information gathering such as focus groups, surveys, or other feedback or input methods with individuals with developmental disabilities and families and major accomplishments and factors impeding goal achievement (if applicable)

**Section IV.B. Individual & Family Advocacy Performance Measure (By GOAL)
Individual Responses (individuals with DD and Family members only)**

Demographic Data **

****This is an aggregated number from all individual responses collected for the reporting FFY**

Race/Ethnicity	#	%	Gender	#	%
White, alone			Female		
Black or African American alone			Male		
American Indian and Alaska Native alone			Other		
Hispanic/Latino					
Asian alone					
Native Hawaiian & Other Pacific Islander alone					

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Two or more races					
Race unknown					

Category	#	%
Individual with DD		
Family Member		
Geographical		
Urban		
Rural		

III. Output Measures

Objective #	Performance Measure	Performance Measure
	IFA 1.1 The <u>number of people with developmental disabilities</u> who participated in Council supported activities designed to increase their knowledge of how to take part in decisions that affect their lives, the lives of others, and/or systems	IFA 1.2 The number of <u>family members</u> who participated in Council supported activities designed to increase their knowledge of how to take part in decisions that affect the family, the lives of others, and/or systems
2. Objective #		
Denominator: TOTAL # of Output Respondents:		

Outcome Measures

Performance Measures	Percent (%)
IFA 2.1 After participation in Council supported activities, <u>the percent of people with developmental disabilities</u> who report increasing their advocacy as a result of Council work.	
IFA 2.2 After participation in Council supported activities, <u>the percent of families</u> who report increasing their advocacy as a result of Council work.	

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Sub-Outcome Measures	Projects	# People with DD	# Family Members
The number of people who are better able to say what they want/say what is important to them	Objective # Total # of Sub-Outcome Respondents:		
IFA 2.3 The percent of people who are better able to say what they want or say what services and supports they want or say what is important to them		Total sub-outcome # / IFA1.1 total = X%	Total sub-outcome # / IFA1.2 total = X%

Sub-Outcome Measures	Projects	# People with DD	# Family Members
The number of people who are participating in advocacy activities.	Objective # Total # of Sub-Outcome Respondents:		
IFA 2.4 The percent of people who are participating now in advocacy activities		Total sub-outcome # / IFA1.1 total = X%	Total sub-outcome # / IFA1.2 total = X%

Sub-Outcome Measures	Projects	# People with DD	# Family Members
The number of people who are on cross disability coalitions, policy boards, advisory boards, governing bodies and/or serving in leadership positions.	Objective # Total # of Sub-Outcome Respondents:		
IFA 2.5 The percent of people who are on cross disability coalitions, policy boards, advisory boards, governing bodies and/or serving in leadership positions.		Total sub-outcome # / IFA1.1 total = X%	Total sub-outcome # / IFA1.2 total = X%

Performance Measure	# People with DD	# Family Members
IFA3 The percent of people satisfied with a project activity.		

Section IV.C. System Change Performance Measures (By Goal)

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SC1: Output Measures

The number of Council efforts to transform fragmented approaches into a coordinated and effective system that assures individuals with developmental disabilities and their families participate in the design of and have access to needed community services, individualized supports, and other forms of assistance that promote self-determination, independence, productivity and integration and inclusion in all facets of community life.

SC 1.1 The number of policy and/or procedure created or changed	Number (#)
Objective #	

SC 1.2 The number of statute and/or regulations created or changed	Number (#)
Objective #	

SC 1.3 The number of promising and/or best practices created and/or supported	Number (#)
Objective #	

SC 1.4 The number of people trained or educated through Council systemic change initiatives	Number (#)
Objective #1 – SDAC – 30+25 Sexual Violence – 80+20+20 Disability Adv. Network - 15	190

SC 1.5 The number of Council supported systems change activities with organizations actively involved	Number (#)
Objective #	

Systems Change SC2: Outcome Measures

Outcome Measures	Number (#)
SC 2.1 The number of Council efforts <i>that led to the creation or improvement of best or promising practices, policies, procedures, statute or regulation changes (sub-measures 2.1.1; 2.1.3)</i>	
SC 2.2 The number of Council efforts <i>that were implemented</i> to transform fragmented approaches into a coordinated and effective system that assures individuals with developmental disabilities and their families participate in the design of and have access to needed community services, individualized supports and other forms of assistance that promote self-determination, independence, productivity, and integration and inclusion in all facets of community life. (sub-measures 2.1.2; 2.1.4)	

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Sub-Outcome Measures		
	SC 2.1.1 # of <u>policy, procedure, statute or regulation</u> changes improved as a result of systems change.	SC 2.1.2 # <u>Policy, procedure, statute or regulation</u> changes implemented
Objective #		
Total # of Sub-Outcome Respondents:		
	SC 2.1.3 # of <u>promising and/or best practices</u> improved as a result of systems change activities.	SC 2.1.4 # of <u>promising and/or best practices</u> implemented
Objective #		
Total # of Sub-Outcome Respondents:		

Goal #4: *Employment - --People with IDD, including those with significant disabilities, and their families will have the expectation of employment in community settings.*

Area of Emphasis	Planned for this goal	Areas addressed
Quality Assurance		
Education and Early Intervention		
Child Care		
Health		
Employment	X	X
Housing		
Transportation		
Recreation		
Formal and Informal Community Supports		

Strategies	Planned for this goal	Strategies Used
As identified in Section 125 (c)(5)(A-L) of the Developmental Disabilities Assistance and Bill of Rights Act of 2000 (PL 106-402)		
Outreach	X	X
Training	X	X
Technical Assistance		

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Supporting and Educating Communities	X	X
Interagency Collaboration and Coordination	X	X
Coordination with Related Councils, Committees and Programs	X	X
Barrier Elimination		
Systems Design and Redesign	X	X
Coalition Development and Citizen Participation		
Informing Policymakers		
Demonstration of New Approaches to Services and Supports		
Demonstration of projects and activities	X	X

Collaborators	Planned for this goal	Actual
State Protection & Advocacy System	X	X
University Center(s)	X	X
State DD agency	X	X
Other: SD Employment First Alliance	X	X
Other: SD State Employment Leadership Network	X	X
Other: Division of Rehabilitation Services	X	X
Other: Department of Labor and Regulation	X	X
Other: Office of Special education	X	X
Other: Board of Regents	X	
Other: post-secondary institutions	X	X
Other: community support providers	X	X
Other: DakotaLink	X	
Other: Transition Services Liaison Project	X	X
Other: SD Advocates for Change	X	

1. Goal # 4: Employment

2. **State Plan Objective 1** – Through FFY2021, the Council in collaboration with other agencies and organizations will promote Employment First philosophy and activities.

Check the appropriate box for each of the questions below:

3. This Objective is:

Individual & Family Advocacy System Change Capacity Building

4. This Objective is:

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New Ongoing Completed

5. This Objective is:

- a. Fulfilling the Self-Advocacy DD Act Requirement Yes No
- b. Targeted Disparity Yes No
- c. DD Network Collaboration Yes No
- d. A demonstration project of New Approaches to Services and Supports
Yes No
If Yes, Indicate project name and original start date for this effort: name of project; mm/yy
- e. A demonstration of projects or activities Yes No,
If Yes, indicate project or activity name and original start date for this effort: name of project/ mm/yy

6. Stage of Implementation for systems change activities:

planning implementation outcome/fully integrated

Background/Context

7. Provide an overall description of this objective:

The description should at a minimum provide background information on the objective to establish a context for the activities.

The Council has been involved with the Employment First Alliance since it began. This group has worked on issues of employment from the perspective of the community support providers, direct support providers, family members and the Division of DD. The Council wanted to continue to support this group and their next big idea.

8. Expected Outputs – List expected outputs from annual work plan

- 1. Council support for 3 activities of the SDEFA and SELN.
- 2. 30 people learn about the Person-Centered Employment Guide and employment trajectory tool.
- 3. 2 collaborations are maintained or created.

9. Outputs Achieved – List outputs achieved

- 1. No activities as the group was planning and working on definition changes.
- 2. 30 people learned about the Person-Centered Employment Guide and employment trajectory tool..
- 3. Collaboration with the Division of DD was maintained for the SDEFA.

Progress Report

10. The report should include the following:

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- A narrative progress report that cohesively describes the activities that were implemented toward achieving the objective, including **how** the identified strategy was used, how the activity was implemented, challenges to achieving the objective and unexpected benefits.
- For system change activities, include a description of the stage of implementation (planning, initiation, implementation, outcome/fully integrated) of the system change initiative.
- All narratives must describe what numbers make up the performance measures number for the activities being reported in the narrative.
- A summary of evaluation activities to monitor progress and impact of council supported activities for the objective; data collected during the year, data sources, and data collection methods; (logic model and evaluation plan may be attached to the report).

State Employment Leadership Network / Employment First Alliance – This group has been meeting quarterly since 2011 and includes family members, people with disabilities, staff from the Division of Developmental Disabilities, Division of Rehabilitation Services, Special Education Programs, Disability Rights South Dakota, Center for Disabilities, community support providers (employment staff, direct support professionals and directors), SD Parent Connection and others.

Approximately 29 members of the EFA met quarterly and discussed the impact of changes to federal regulations, need for new Waiver definitions for employment services and good technical assistance for providers; and the Statewide Transition Plan and non-residential settings. (SC 1.4) Priorities for the upcoming year included Person-Centered Supports with the person having the strongest voice; Education/Training thru community education and provider capacity and training; and Resources and Collaboration thru sharing success stories and LifeCourse Framework and Tools. Additional ideas included training for case managers related to person-centered employment and life course tools and development of a toolkit. This group has discussed changes to the Family Support 360 waiver and Choices waiver as they related to employment services and definitions of services.

Members of the EFA share the information they learn at our meetings back to their agencies and organizations impacting a broader number of people. Members of the EFA provided presentations on the Person Centered Employment Guide and employment trajectory tool to 30 people at the Gathering. (SC 1.4)

11. Expected Outcomes (matches the expected outcomes from the annual work plan as it relates to the objective)

List the expected outcomes for the activities described for the objective from the annual work plan

1. Employment First philosophy is shared with people with IDD, their families and other stakeholders.

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2. More people with IDD are competitively employed.

12. Outcomes achieved

1. The Employment First philosophy is shared by members of the EFA with a variety of people.
2. Anecdotally, when members of the EFA are asked, they are working on competitive employment for more of the individuals they serve.

13. Progress towards achieving outcomes for overall objective:

The annual report should include an assessment as to the extent to which progress was made on the intended outcomes for the objective.

The EFA continues to work on activities that are meaningful to the group and will further employment first throughout the state.

14. Additionally, include stories of culturally diverse people with developmental disabilities whose lives are better because of Council work on this activity (e.g., became better advocates for themselves and others, became more connected to the community). Stories of policy or legislative changes that happened as a result of Council individual advocacy work that are likely to positively impact the lives of people with developmental disabilities or that will prevent a potential negative impact (e.g., created deleted, refined programs and/or legislation, reallocated use of funds, organizational systems change as a result of evidence based practices).

1. Goal # 4: Employment

2. State Plan Objective 2 – Through FFY2021, the Council will collaborate with other agencies and organizations to promote post-secondary opportunities for people with intellectual and developmental disabilities.

Check the appropriate box for each of the questions below:

3. This Objective is:

Individual & Family Advocacy System Change Capacity Building

4. This Objective is:

New Ongoing Completed

5. This Objective is:

- a. Fulfilling the Self-Advocacy DD Act Requirement Yes No
- b. Targeted Disparity Yes No
- c. DD Network Collaboration Yes No

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- d. A demonstration project of New Approaches to Services and Supports
Yes No
If Yes, Indicate project name and original start date for this effort: Augie
Access; 06/15/2015
- e. A demonstration of projects or activities Yes No,
If Yes, indicate project or activity name and original start date for this effort:
name of project/ mm/yy

6. Stage of Implementation for systems change activities:

- planning implementation outcome/fully integrated

Background/Context

7. Provide an overall description of this objective:

The description should at a minimum provide background information on the objective to establish a context for the activities.

Prior to FFY2016, our state did not have any post-secondary opportunities for people with I/DD. During FFY2016, the Department of Human Services/Divisions of Developmental Disabilities and Rehabilitation Services; the Department of Education/Office of Special Education; and Department of Labor issued a Request for Proposals to determine interest and one program was selected. This group of agencies approached the Council (knowing that we had discussed this topic many times) about participating as a funding organization. Augie Access was created at Augustana University in Sioux Falls as a three-year pilot program.

8. **Expected Outputs** – List expected outputs from annual work plan
1. 10 young adults with IDD participate in Augie Access during year 2.
9. **Outputs Achieved** - –List outputs achieved
i. 9 young adults with IDD participated in Augie Access during year 2.

Progress Report

10. The report should include the following:

- A narrative progress report that cohesively describes the activities that were implemented toward achieving the objective, including **how** the identified strategy was used, how the activity was implemented, challenges to achieving the objective and unexpected benefits.
- For system change activities, include a description of the stage of implementation (planning, initiation, implementation, outcome/fully integrated) of the system change initiative.
- All narratives must describe what numbers make up the performance measures number for the activities being reported in the narrative.

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- A summary of evaluation activities to monitor progress and impact of council supported activities for the objective; data collected during the year, data sources, and data collection methods; (logic model and evaluation plan may be attached to the report).

Year two of the Post-Secondary Education (PSE) Pilot program called Augie Access was completed with 9 students (4 from year one and 5 in year 2). (IFA 1.1) The pilot offers a 60 credit college experience that targets young adults with intellectual and developmental disabilities so that they may strive to reach their full potential and become engaged and contributing members of their communities.

The central focus of the Augie Access program is the outcome of gainful employment for the students. Augie Access also recognizes the fundamental impact that all of life's domains play in a person's day to day living and how they contribute to the vision of a full, inclusive life. As such, while there is an employment focus to each of the six semesters within the program, other courses offered on such topics as Disability Awareness, Independent Living, Leadership, Advocacy and Linkages to Community Services and Supports help to support the vision of a "good life" for the students in the program. Students in Augie Access are required to take 9 credits per semester of Augie Access specific courses in addition to taking up to 3 credits from the University course catalog per semester.

The pilot project period allows Augustana to develop infrastructure, programming and support systems to prepare to apply for accreditation through Think College. The current program is designed around three semesters of classroom study and three semesters of internships. The program team is reconsidering integrating internships during all six semesters. Social Skills training was going to be a class completed in one semester but a learning from Year 1 was that social skills training needs to be infused throughout the program. The Program's Executive Committee worked on a rubric to help aid in student selection.

In preparation for year 3 of the pilot, applications were accepted. New to the process this year was the use of Augie Access Skills Survey (which is given to parents and an individual who has worked closely with the student in an education or employment setting) and the Interview Record (used by the interviewers to gather information during the interview process).

Employment attainment is a goal for each student. During the year, all students participated in internships and 6 of 11 students were employed part-time. Students continue to participate in a variety of campus activities: dances, sporting events, movie nights, semester shut down activities and orientation activities. It was noted that Year 1 Cohort students tended to show some leadership in inviting Year 2 Cohort students to events. Each Cohort is now required to join at least 1 club or campus organization.

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Four peer navigators and the assistant program coordinator attended a one-day Person-Centered Planning (PCP) training in April 2017 (SC 1.4). Faculty and staff are invited but none chose to attend. During July 2017 training for incoming families and students (SC 1.4 – 5 students and 8 family members) was provided to include the core concepts within Person Centered Planning and laying the foundation for a one page profile. Students and families then met with the Program Coordinator to finish work on the one pager and create a solid plan for the upcoming term. The timing of this policy/training with students and families was changed during this cycle of the project.

Beginning in January 2017, work began to utilize the Life Span folders provided by the Division of Developmental Disabilities to help facilitate long-term planning with students in the Augie Access Program, including use of the Life Trajectory, Employment Trajectory and Vision for the Future (individual and family).

Peer Navigators provide Augie Access students with critical support across a variety of settings while at Augustana University. Peer Navigators are traditional Augustana students from a myriad of backgrounds and majors who come together to help Augie Access students “navigate” the sometimes complicated world that is college life. Navigators helped orientate students to campus during the first few weeks by ensuring they made it to classes and did not get lost, making sure that no student ate lunch alone, and attending events throughout campus with them. Throughout the semester, when a need would arise, Peer Navigators would take on such tasks as assisting with homework, spending time with students to try to ease the possibility of loneliness or disconnection, reminding students of healthy living habits (such as getting to bed), or assisting them with getting to places on time (time management). Many Augie Access students took the opportunity to utilize Peer Navigators as “exercise buddies”.

When the program first began, it started with just a few handpicked Peer Navigators, and now has 29 Navigators as more Augustana students find value in spending time and becoming friends with Augie Access students. Each Augie Access student interacts with faculty members, peers, housing officers, meal plan personnel, librarians, tech support staff and more. Peer Navigators were surveyed at the end of the Spring 2017 semester to address their overall perceptions of being a Navigator and to provide feedback on how to enhance the program. (SC 1.4)

Campus Inclusion - –Augie Access students have the option to live in the residence halls alongside their fellow Augustana students. They have the option to room alone, with another Augie Access student, or with a typical Augustana student. Residence Life staff assisted the Augie Access students in acclimating and becoming involved in dorm life by making them aware of activities in the residence hall, as well as activities going on around campus. During the Fall 2017 semester, 11 of 14 students have indicated that they will live in the residence halls and 3 will live at home with their families.

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The evaluation framework and process was designed based on the Think College evaluation matrix and best practices. A consultant is assisting Augustana in creating and analyzing online survey data, interviewing key campus stakeholders and drafting the annual report. During 2017, a curriculum audit was performed by a retired Special Education teacher who has taught classes at Augustana University and other experiences relevant to working with students with intellectual and developmental disabilities. The curriculum audit provided information on the many positive aspects of the program and found the curriculum aligned with course outcomes. Suggestions for future consideration were also provided to the project.

Contacts and working relationships were established with Vocational Rehabilitation with one counselor assigned to all Augie Access students. Other contacts include: SD Parent Connection (PCT trainings), SD Department of Labor, Transition Liaison Service Project, Division of DD, Independent Living Choices (independent living center), Augustana University staff (at many levels) and DakotaLink (assistive technology). [SC 1.4 – 8]

The Division of DD, Division of Rehabilitation Services, Department of Education, Department of Labor and Regulation and Augustana University staff meet regularly to discuss the program and plan for the remaining year of the project. Funds leveraged = \$80,000.

Program participants were all satisfied with the project. (IFA 3 – 9 students) The Program Coordinator was in contact with the families throughout the academic year via email, text messages and phone calls. Parents completed a survey at the end of the academic year and were overwhelmingly positive and grateful for the experience. Below are parent comments that reflect how the program is a success as students are expanding their horizons and participating in all options.

“Overall, we are very happy and feel lucky that our student has been able to be a part of the Augie Access program. We have seen growth in his independence and social skills.”

“Our student really enjoys the program. Looking forward to seeing what the last year will do to help his quest to live on his own.”

11. Expected Outcomes (matches the expected outcomes from the annual work plan as it relates to the objective)

List the expected outcomes for the activities described for the objective from the annual work plan

1. More young adults with IDD seek post-secondary program options.
2. Other post-secondary institutions will be interested in supporting programs similar to Augie Access.

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12. Outcomes achieved

1. The number of applicants for the Augie Access program has increased each year.
2. Dakota State University in Madison began a program for students with autism and Dakota Wesleyan University in Mitchell began a program for students with intellectual and developmental disabilities.

13. Progress towards achieving outcomes for overall objective:

The annual report should include an assessment as to the extent to which progress was made on the intended outcomes for the objective.

Year 2 of this pilot post-secondary program has been successful. The university continues to make plans for continuation of the Augie Access program beyond funding from state agencies and the Council.

- 14.** Additionally, include stories of culturally diverse people with developmental disabilities whose lives are better because of Council work on this activity (e.g., became better advocates for themselves and others, became more connected to the community). Stories of policy or legislative changes that happened as a result of Council individual advocacy work that are likely to positively impact the lives of people with developmental disabilities or that will prevent a potential negative impact (e.g., created deleted, refined programs and/or legislation, reallocated use of funds, organizational systems change as a result of evidence based practices).

1. Goal # 4: Employment

- 2. State Plan Objective 3** – Through FFY2021, the Council will collaborate with the Division of Developmental Disabilities and community support providers to develop a model for employment for people with significant disabilities.

Check the appropriate box for each of the questions below:

3. This Objective is:

Individual & Family Advocacy System Change Capacity Building

4. This Objective is:

New Ongoing Completed

5. This Objective is:

- a. Fulfilling the Self-Advocacy DD Act Requirement Yes No
- b. Targeted Disparity Yes No
- c. DD Network Collaboration Yes No

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- d. A demonstration project of New Approaches to Services and Supports
Yes No
If Yes, Indicate project name and original start date for this effort:
- e. A demonstration of projects or activities Yes No,
If Yes, indicate project or activity name and original start date for this effort:
name of project/ mm/yy

6. Stage of Implementation for systems change activities:

- planning implementation outcome/fully integrated

Background/Context

7. Provide an overall description of this objective:

The description should at a minimum provide background information on the objective to establish a context for the activities.

The Council was aware of the changes planned to employment services and wanted to ensure that people with significant disabilities were also included.

8. **Expected Outputs** – List expected outputs from annual work plan
1. 2 collaboration activities are completed
 2. 20 agencies receive information on employment for people with significant disabilities
9. **Outputs Achieved** - –List outputs achieved
None

Progress Report

10. The report should include the following:

- A narrative progress report that cohesively describes the activities that were implemented toward achieving the objective, including **how** the identified strategy was used, how the activity was implemented, challenges to achieving the objective and unexpected benefits.
- For system change activities, include a description of the stage of implementation (planning, initiation, implementation, outcome/fully integrated) of the system change initiative.
- All narratives must describe what numbers make up the performance measures number for the activities being reported in the narrative.
- A summary of evaluation activities to monitor progress and impact of council supported activities for the objective; data collected during the year, data sources, and data collection methods; (logic model and evaluation plan may be attached to the report).

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While changes to the CHOICES and Family Support 360 Waivers were completed and approved, this objective was delayed. There was also limited staff time available.

11. Expected Outcomes (matches the expected outcomes from the annual work plan as it relates to the objective)

List the expected outcomes for the activities described for the objective from the annual work plan

1. People with significant disabilities have increased opportunities for employment.
2. Community support providers have new ideas for supporting people with significant disabilities.

12. Outcomes achieved

None

13. Progress towards achieving outcomes for overall objective:

The annual report should include an assessment as to the extent to which progress was made on the intended outcomes for the objective.

Although no progress was made this year, when asked, the Council wanted to leave this objective in the plan and work on these activities in the future.

- 14.** Additionally, include stories of culturally diverse people with developmental disabilities whose lives are better because of Council work on this activity (e.g., became better advocates for themselves and others, became more connected to the community). Stories of policy or legislative changes that happened as a result of Council individual advocacy work that are likely to positively impact the lives of people with developmental disabilities or that will prevent a potential negative impact (e.g., created deleted, refined programs and/or legislation, reallocated use of funds, organizational systems change as a result of evidence based practices).

1. Goal # 4: Employment

- 2. State Plan Objective 4** – Through FFY2021, the Council will support opportunities for networking and training for people with IDD, their families and providers of employment services.

Check the appropriate box for each of the questions below:

3. This Objective is:

- Individual & Family Advocacy System Change Capacity Building

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4. **This Objective is:**
 New Ongoing Completed
5. **This Objective is:**
- a. Fulfilling the Self-Advocacy DD Act Requirement Yes No
- b. Targeted Disparity Yes No
- c. DD Network Collaboration Yes No
- d. A demonstration project of New Approaches to Services and Supports
Yes No
If Yes, Indicate project name and original start date for this effort:
- e. A demonstration of projects or activities Yes No,
If Yes, indicate project or activity name and original start date for this effort:
name of project/ mm/yy
6. **Stage of Implementation for systems change activities:**
 planning implementation outcome/fully integrated

Background/Context

7. **Provide an overall description of this objective:**
The description should at a minimum provide background information on the objective to establish a context for the activities.
- As with many areas, the Council feels that parents, people with I/DD and providers of employment services need continuous opportunities for training and networking.
8. **Expected Outputs** – List expected outputs from annual work plan
1. 30 youth or adults with IDD and family members learn about employment.
 2. 50 people have opportunities to see and try technology.
 3. Fact sheet on volunteering created/revised and 400 copies disseminated.
9. **Outputs Achieved** - –List outputs achieved
1. 131 youth and adults with I/DD and family members learned about employment. 181 community members and 92 employment providers and educators learned about employment.
 2. 132 people had opportunities to see and try technology
 3. A fact sheet on volunteering was created and 100 copies disseminated.

Progress Report

10. **The report should include the following:**
- A narrative progress report that cohesively describes the activities that were implemented toward achieving the objective, including **how** the identified

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strategy was used, how the activity was implemented, challenges to achieving the objective and unexpected benefits.

- For system change activities, include a description of the stage of implementation (planning, initiation, implementation, outcome/fully integrated) of the system change initiative.
- All narratives must describe what numbers make up the performance measures number for the activities being reported in the narrative.
- A summary of evaluation activities to monitor progress and impact of council supported activities for the objective; data collected during the year, data sources, and data collection methods; (logic model and evaluation plan may be attached to the report).

In November 2016, the Council supported and participated in a **Let's Talk about Work** Event held in Sioux Falls. A planning committee representing the Transition Services Liaison Project, Division of Developmental Disabilities, Independent Living Choices, Division of Rehabilitation Services and SD Parent Connection took an idea shared at the SD Employment First Alliance meeting and developed this one day event. 16 schools and several parents brought students with disabilities to a day of learning focused on employment. Topics included South Dakota MyLife (technology based assessment and information), alternative assessments, a panel of employees with disabilities, vocational rehabilitation services, employment soft skills, and job placement, coaching and reporting information. 108 students, 4 parents and 20 teachers attended along with 18 speakers and vendors. (SC 1.4) Everyone felt the day was a success.

Students and teachers who attended the Let's Talk Work Event had this to say ... "There's help for disabilities and you're not alone." "I learned about different services and how to start to use SDMyLife. I also learned about different summer camps available. I received a lot of resources and tools to help with assessments." "I learned about how technology can not only help us but help those of us who just need a little more help." "Seeing Outside the Box"

The Watertown Mayor's Committee for Persons with Disabilities (MCPD) and the Northeast South Dakota Society for Human Resource Management (NESD SHRM) hosted an event to bring **Spencer Beach** to the Watertown community supported through a Council mini-grant.

Spencer Beach is a survivor of a work related fire accident that left him with severe burns on over 90% of his body. His inspiring message documents his journey as he fought to regain control of his life by overcoming numerous barriers. He utilized the services that were available to him to increase his understanding of his disability and relearn how to live and work independently. With the assistance of Vocational Rehabilitation, he became retrained as an Occupational Health & Safety Officer. He now travels North America sharing his story with different groups on topics including motivation/positive attitude, self-esteem, disability awareness and etiquette, safety awareness, teaching self-

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advocacy skills, personal responsibility, and the importance of motivation in recovery when working with patients in healthcare. Spencer has learned from his experiences and provides a personal account on hope and strength in facing your own adversities.

The Watertown MCPD is a disability related organization that was established in 2003. Members include individuals who represent Individuals with Disabilities, Vocational Rehabilitation Services, Department of Labor and Regulation, Department of Social Services, Watertown School District, City of Watertown, Watertown Police Department, Human Service Agency, New Horizons, Employment Action, Lake Area Technical Institute, ICAP, Independent Living Choices, Family Support 360 Program, Joy Ranch, individuals with disabilities, and a student representative.

Spencer Beach gave two presentations in February 2017. He gave a presentation at County Fair Banquet Hall to the public, employers, professional staff, individuals with disabilities and family members of persons with disabilities. Attendees of this event learned the importance of treating everyone with respect and giving people with disabilities a chance to be self-sufficient and reach their full potential. They also heard about the importance of self-advocacy and how to reach out to find services that may be needed for an individual with or without a disability to reach their goals. This presentation was structured for people facing various adversities in their lives, e.g., stress, disabilities, chronic pain, severe addiction, depression or any upsetting event. 227 attendees (12 people with I/DD, 13 family members, 56 disability service providers, and 146 community members and employers. (SC 1.4) at this event completed an evaluation survey. 89% of respondents reported they gained insight on the importance of advocating for themselves and accessing resources. 78% agreed they increased their awareness of services available. 96% gained insight as to the value of treating everyone with respect and giving people with disabilities a chance to be self-sufficient and reach their full potential. Overall, 98% were satisfied with the presentation (IFA 3 – 12 people with I/DD, 13 family members and 197 other attendees).

He spoke at Lake Area Technical Institute to 30 Honor Students and faculty. This presentation focused on reaching your maximum potential and utilizing disability services that are needed to be successful. (SC 1.4)

With support from the Council, Teachwell Solutions sent four staff members (SC 1.4) to the **Project SEARCH International Conference** in July. Staff participated in in-depth training on job development, coaching for success and Project SEARCH 101. One example of change that was made to their program as a result of attending the conference is the expansion of the wellness curriculum. The recommendation of Project SEARCH trainers is to incorporate wellness programming throughout the entire year. As a result, Teachwell has health/wellness lessons once a week. Doing it this way instead of in a short unit

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keeps with the theme that health is always important. It's especially important to do this with students with disabilities because they tend to have higher rates of obesity and related problems. Teachwell wanted to give the students the knowledge they need to make healthy choices. The students provided input into the lessons and what they wanted to learn about and do.

The SD Coalition of Citizens with Disabilities through its Outreach and Support grant with the Council developed a **Volunteer Handout** that shared attributes an employer is looking for in an employee on one side and the attributes that volunteering provides for the person. This handout was shared with 100 people at a variety of conferences and events. (SC 1.4)

11. Expected Outcomes (matches the expected outcomes from the annual work plan as it relates to the objective)

List the expected outcomes for the activities described for the objective from the annual work plan

1. More people with IDD, their families and service providers have opportunities to see technology in action.
2. More people with IDD use volunteering as a learning experience for future employment.
3. Transition age youth with IDD receive training on employment.

12. Outcomes achieved

1. Activities provided people with IDD, their families and service providers the opportunity to see technology in action.
2. Volunteering fact sheets showcased the idea of using volunteering as a way to future employment and learning skills needed for integrated employment.
3. The Let's Talk Work event was a success and provided training for youth with I/DD on employment.

13. Progress towards achieving outcomes for overall objective:

The annual report should include an assessment as to the extent to which progress was made on the intended outcomes for the objective.

Although not a structured set of activities, those activities that did come to the Council and received funding met the intended outcomes.

14. Additionally, include stories of culturally diverse people with developmental disabilities whose lives are better because of Council work on this activity (e.g., became better advocates for themselves and others, became more connected to the community). Stories of policy or legislative changes that happened as a result of Council individual advocacy work that are likely to positively impact the lives of people with developmental disabilities or that will prevent a potential negative impact (e.g., created deleted, refined programs and/or legislation, reallocated use

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of funds, organizational systems change as a result of evidence based practices).

3. Goal #4 – Employment – Narrative

In this section, for each goal reported for this reporting period, provide an overall cohesive description of:

- the extent to which progress is being made in achieving the intended outcomes of the Goal for the reporting year;
- the extent to which each goal was or was not achieved for the reporting year;
- where applicable, factors that impeded goal achievement for the reporting year
- needs that require substantive state plan amendment (goal only)

Progress has been made towards people with I/DD and family members having an expectation of employment. Work of the Employment First Alliance is changing how employment services are defined within both DD Waivers. Post-secondary options for people with I/DD are being started. Training that has happened shares the message of employment as an expectation. Efforts to support people with significant disabilities become employed as in planning stages but still a goal for the Council.

4 Year Overview (FY 2020)

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).

5 Year Overview (FY2021)

For the final PPR (FY2021) of this state plan cycle, provide an overall analysis of the outcomes achieved during the five-year state plan cycle. The description should include the extent to which diverse stakeholders are satisfied with council activities that promote self-determination and community participation for individuals with disabilities and families, results of other types of information gathering such as focus groups, surveys, or other feedback or input methods with individuals with developmental disabilities and families and major accomplishments and factors impeding goal achievement (if applicable)

**Section IV.B. Individual & Family Advocacy Performance Measure (By GOAL)
Individual Responses (individuals with DD and Family members only)
Demographic Data ****

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****This is an aggregated number from all individual responses collected for the reporting FFY**

Race/Ethnicity	#	%	Gender	#	%
White, alone Spencer Speaks	210		Female Spencer Speaks	157	
Black or African American alone Spencer Speaks	1		Male Spencer Speaks	70	
American Indian and Alaska Native alone Spencer Speaks	8		Other		
Hispanic/Latino	5				
Asian alone Spencer Speaks	1				
Native Hawaiian & Other Pacific Islander alone					
Two or more races	2				
Race unknown					

Category	#	%
Individual with DD Spencer Speaks	12	
Family Member Spencer Speaks	13	
Geographical		
Urban Spencer Speaks	27	
Rural Spencer Speaks	200	

IV. Output Measures

Objective #	Performance Measure	Performance Measure
	IFA 1.1 The <u>number of people with developmental disabilities</u> who participated in Council supported activities designed to increase their knowledge of how to take part in decisions that affect their lives, the lives of others, and/or systems	IFA 1.2 The number of <u>family members</u> who participated in Council supported in activities designed to increase their knowledge of how to take part in decisions that affect the family, the lives of others, and/or systems

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Objective #2 – Augie	9	
Objective #4 – Spencer Speaks	12	13
Denominator: TOTAL # of Output Respondents:	21	13

Outcome Measures

Performance Measures	Percent (%)
IFA 2.1 After participation in Council supported activities, <u>the percent of people with developmental disabilities</u> who report increasing their advocacy as a result of Council work.	
IFA 2.2 After participation in Council supported activities, <u>the percent of families</u> who report increasing their advocacy as a result of Council work.	

Sub-Outcome Measures	Projects	# People with DD	# Family Members
The number of people who are better able to say what they want/say what is important to them	Objective #2 – Augie Access	9	
	Objective #4 – Spencer Speaks	12	13
	Total # of Sub-Outcome Respondents:	21	13
IFA 2.3 The percent of people who are better able to say what they want or say what services and supports they want or say what is important to them		Total sub-outcome # / IFA1.1 total = X%	Total sub-outcome # / IFA1.2 total = X%
		21/21 = 100%	13/13 = 100%

Sub-Outcome Measures	Projects	# People with DD	# Family Members
The number of people who are participating in advocacy activities.	Objective #		
	Total # of Sub-Outcome Respondents:		
IFA 2.4 The percent of people who are participating now in advocacy activities		Total sub-outcome # / IFA1.1 total = X%	Total sub-outcome # / IFA1.2 total = X%

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Sub-Outcome Measures	Projects	# People with DD	# Family Members
The number of people who are on cross disability coalitions, policy boards, advisory boards, governing bodies and/or serving in leadership positions.	Objective # Total # of Sub-Outcome Respondents:		
IFA 2.5 The percent of people who are on cross disability coalitions, policy boards, advisory boards, governing bodies and/or serving in leadership positions.		Total sub-outcome # / IFA1.1 total = X%	Total sub-outcome # / IFA1.2 total = X%

Performance Measure	# People with DD	# Family Members
IFA3 The percent of people satisfied with a project activity. Obj. 1 – Augie Access – 9 pwDD Obj 4 – Spencer Speaks – 12 pwDD and 13 family	21	13

Section IV.C. System Change Performance Measures (By Goal)

SC1: Output Measures

The number of Council efforts to transform fragmented approaches into a coordinated and effective system that assures individuals with developmental disabilities and their families participate in the design of and have access to needed community services, individualized supports, and other forms of assistance that promote self-determination, independence, productivity and integration and inclusion in all facets of community life.

SC 1.1 The number of policy and/or procedure created or changed	Number (#)
Objective #	

SC 1.2 The number of statute and/or regulations created or changed	Number (#)
Objective #	

SC 1.3 The number of promising and/or best practices created and/or supported	Number (#)
Objective #	

SC 1.4 The number of people trained or educated through	Number (#)
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Council systemic change initiatives	
Objective #1 – SDEFA - 59 Objective #2 – Augie Access - 65 Objective #4 – Project SEARCH -4 Objective #4 – Spencer Speaks – 257 Objective #4 – Volunteer Handout - 100	485

SC 1.5 The number of Council supported systems change activities with organizations actively involved	Number (#)
Objective #2 – Augie Access Objective # 4 – Project SEARCH Spencer Speaks Let’s Talk Work	4

Systems Change SC2: Outcome Measures

Outcome Measures	Number (#)
SC 2.1 The number of Council efforts <i>that led to the creation or improvement of best or promising practices, policies, procedures, statute or regulation changes (sub-measures 2.1.1; 2.1.3)</i>	1
SC 2.2 The number of Council efforts <i>that were implemented</i> to transform fragmented approaches into a coordinated and effective system that assures individuals with developmental disabilities and their families participate in the design of and have access to needed community services, individualized supports and other forms of assistance that promote self-determination, independence, productivity, and integration and inclusion in all facets of community life. (sub-measures 2.1.2; 2.1.4)	1

Sub-Outcome Measures		
	SC 2.1.1 # of <u>policy, procedure, statute or regulation</u> changes improved as a result of systems change.	SC 2.1.2 # <u>Policy, procedure, statute or regulation</u> changes implemented
Objective #		
Total # of Sub-Outcome Respondents:		
	SC 2.1.3 # of <u>promising and/or best practices</u> improved as a result of systems change	SC 2.1.4 # of <u>promising and/or best practices</u> implemented

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	activities.	
Objective # 4	1 – Augie Access	1 - Project SEARCH
Total # of Sub-Outcome Respondents:		

Goal #5: *Advocacy and Leadership Development – Through collaborative efforts of the Council, Center for Disabilities (UCEDD) and Disability Rights South Dakota (P&A), people with IDD and their families have information, training, support and opportunities to effectively advocate and impact systems change.*

Area of Emphasis	Planned for this goal	Areas addressed
Quality Assurance	X	X
Education and Early Intervention		
Child Care		
Health		
Employment		
Housing		
Transportation		
Recreation		
Formal and Informal Community Supports		

Strategies	Planned for this goal	Strategies Used
As identified in Section 125 (c)(5)(A-L) of the Developmental Disabilities Assistance and Bill of Rights Act of 2000 (PL 106-402)		
Outreach	X	X
Training	X	X
Technical Assistance		
Supporting and Educating Communities	X	X
Interagency Collaboration and Coordination	X	X
Coordination with Related Councils, Committees and Programs		
Barrier Elimination		
Systems Design and Redesign		
Coalition Development and Citizen Participation		
Informing Policymakers	X	X
Demonstration of New Approaches to Services and Supports		
Demonstration of projects and activities		

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Collaborators	Planned for this goal	Actual
State Protection & Advocacy System	X	X
University Center(s)	X	X
State DD agency	X	X
Other: SD Coalition of Citizens with Disabilities	X	X

1. Goal # 5: Advocacy and Leadership Development

- 2. State Plan Objective 1** – Through FFY2021, the Council, Disability Rights South Dakota and Center for Disabilities will support South Dakota Advocates for Change (SDAC) to strengthen the self-advocacy organization, provide advocate leaders opportunities to train other advocates and to support and expand advocate participation in cross-disability and diverse leadership coalitions.

Check the appropriate box for each of the questions below:

3. This Objective is:

Individual & Family Advocacy System Change Capacity Building

4. This Objective is:

New Ongoing Completed

5. This Objective is:

1. Fulfilling the Self-Advocacy DD Act Requirement Yes No

2. Targeted Disparity Yes No

3. DD Network Collaboration Yes No

4. A demonstration project of New Approaches to Services and Supports
Yes No

If Yes, Indicate project name and original start date for this effort: name of project; mm/yy

5. A demonstration of projects or activities Yes No,

If Yes, indicate project or activity name and original start date for this effort: name of project/ mm/yy

6. Stage of Implementation for systems change activities:

planning implementation outcome/fully integrated

Background/Context

7. Provide an overall description of this objective:

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The description should at a minimum provide background information on the objective to establish a context for the activities.

South Dakota Advocates for Change (SDAC) is the self-advocacy organization supported by the Council. The Leadership Team includes advocates from across the state. This objective relates to their work to meet quarterly, develop leadership, advocacy and presentation skills, create presentations and give those presentations to other advocates, and sharing information through the newsletters, infographics and videos.

8. **Expected Outputs** – List expected outputs from annual work plan
 1. 15 adults with IDD are members of the SDAC Leadership Team..
 2. 6 presentations are given to 100 self-advocates
 3. 5 advocates become members of other boards and committees.

9. **Outputs Achieved** - List outputs achieved
 1. 19 adults with IDD were members of the SDAC Leadership Team..
 2. 2 presentations were given at the Symposium and 4 to local advocacy groups to a total of 168 self-advocates and others.
 3. No advocates became members of other boards and committees however, 2 team members set up a display at a Legislative Coffee about SDAC.

Progress Report

10. **The report should include the following:**
 - A narrative progress report that cohesively describes the activities that were implemented toward achieving the objective, including **how** the identified strategy was used, how the activity was implemented, challenges to achieving the objective and unexpected benefits.
 - For system change activities, include a description of the stage of implementation (planning, initiation, implementation, outcome/fully integrated) of the system change initiative.
 - All narratives must describe what numbers make up the performance measures number for the activities being reported in the narrative.
 - A summary of evaluation activities to monitor progress and impact of council supported activities for the objective; data collected during the year, data sources, and data collection methods; (logic model and evaluation plan may be attached to the report).

The Council's grant for **SD Advocates for Change (SDAC)** covers the areas of peer support, technical assistance and training, newsletter, presentations at state conferences/events, presentations at the Center for Disabilities' Symposium & JAM (*NOT* Just Another Meeting), training for Leadership Team members and outreach.

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The Council has a grant with the SD Coalition of Citizens with Disabilities to provide staff support, technical assistance and fiscal overview for SDAC. The Council's Executive Director provides technical assistance and is involved in most activities.

During FFY2017, the Leadership Team included 19 adults with intellectual and developmental disabilities and 6-8 supporters that included 1 family member (IFA 1.1 and 1.2). Seven new team members were added. (IFA 2.5) The Leadership Team met quarterly with two meetings being face-to-face and two meetings via conference call. Officers were elected to two-year terms and work with the Coalition staff and the Council's Executive Director.

Training was provided to team members on writing and giving presentations; creation of a short message for Legislators; abuse, neglect and exploitation (presented by Disability Rights South Dakota and the SD Coalition of Citizens with Disabilities); self-determination (presented by Center for Disabilities' staff); legislative etiquette (2 legislators), Charting the LifeCourse Framework (Division of DD) and expectations for meeting grant objectives. Team members learned to work together, be there for one another, how to support each other during presentations, and increased their presentation skills. (SC 1.4 – 25 people)

Advocates TALK! Is the group's newsletter (outreach activity). This is published 4 times a year and has a mailing list of 225 people (most are self-advocates) (SC 1.4)

SDAC team members attended Disability Awareness Day at the Capitol and delivered their "elevator speeches" to their respective legislators and learned about the other groups and agencies who attended. Team members informed policymakers by talking with 6 legislators and several members were able to meet the Governor and Lt. Governor (SC 1.4).

In April 2017, SDAC team members presented at Partners in Policymaking Continuing Education on the topic of LifeCourse Framework. There were 42 people attending. In addition, team members presented 4 times to their local advocacy and community groups reaching 46 people. (SC 1.4 – 88 people)

For a few years, SDAC held its own conference every other year – calling it a JAM because it wasn't Just Another Meeting. In the other years, we joined with the **Dare to Dream Conference**. In October 2016, the team presented at the Dare to Dream Conference on "What to Do When It Doesn't Feel Right" to a group of 30 people. In September 2017, SDAC joined with the Center for Disabilities **Symposium** and held a joint conference. SDAC team members participated in several breakout sessions and group discussions. The team presented its presentation called, "What to Do When It Doesn't Feel Right" to a group of 25 people. The team also presented on the "LifeCourse Framework" to a group of 25 people. Members of the SDAC Leadership Team also participated

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in panels on Internet Safety, Transportation, Alternatives to Guardianship & Supported Decision Making, Managing Money and Self-Advocacy. These activities support and educate the community about people with intellectual and developmental disabilities. (SC 1.4 – 80 people)

To reach more people, initially, the plan was to create a couple of videos to share. Due to timing of meetings and activities, planning for the videos started during FFY2017 with actual taping and creation of videos planned for FFY2018.

Monthly reports are requested from Leadership Team members that outline their activities, any presentations and to how many people, etc. Evaluations were completed of the Symposium & JAM presentations and Partners Continuing Education sessions. Attendees were pleased with the presentations. During several of the meetings, the team members are asked to evaluate how SDAC is working for them and for other advocates. All 19 team members and the 1 family member were satisfied with their participation in SDAC, had increased their advocacy activities, were better able to say what they want, and were currently participating in advocacy activities. (IFA 2.1, 2.2, 2.3, 2.4 and 3)

Rev Up Initiative – One collaborative initiative of the SD Coalition of Citizens with Disabilities, SD Advocacy Services, SD Council on Developmental Disabilities and USD Center for Disabilities was the development of the ***Voter Information Toolkit*** to encourage and inform voters with disabilities about the voting process. Information was shared broadly and a kick-off event was held in Rapid City in October 2016. Despite rain, 40 people attended this event. (SC 1.4)

11. Expected Outcomes (matches the expected outcomes from the annual work plan as it relates to the objective)

List the expected outcomes for the activities described for the objective from the annual work plan

1. Training and opportunities are provided for the SDAC Leadership Team and other advocates with IDD to effectively advocate and impact systems change.
2. Training is provided to advocates with IDD from across the state.
3. New advocates with IDD become members of the Leadership Team and the SDAC Network.

12. Outcomes achieved

1. SDAC Leadership Team received training on writing and giving presentations, on abuse, neglect and exploitation, creation of a short message for Legislators, legislative etiquette and how to effectively advocate and impact systems change.
2. SDAC Leadership Team members provided training to other advocates.
3. 7 advocates with IDD become members of the Leadership Team.

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4. Progress towards achieving outcomes for overall objective:

The annual report should include an assessment as to the extent to which progress was made on the intended outcomes for the objective.

SDAC and the Leadership Team are meeting the goals and outcomes of the grant and are viewed as an important voice for advocates. Following Disability Awareness Day at the Capitol, there were many good comments about the actions of the advocates and how many of them looked for, found and had conversations with their legislators.

5. Additionally, include stories of culturally diverse people with developmental disabilities whose lives are better because of Council work on this activity (e.g., became better advocates for themselves and others, became more connected to the community). Stories of policy or legislative changes that happened as a result of Council individual advocacy work that are likely to positively impact the lives of people with developmental disabilities or that will prevent a potential negative impact (e.g., created deleted, refined programs and/or legislation, reallocated use of funds, organizational systems change as a result of evidence based practices).

1. Goal # 5: Advocacy and Leadership Development

2. **State Plan Objective 2** – Through FFY2021, the Council, Disability Rights South Dakota and Center for Disabilities will provide 100 people with IDD and their families access to training on advocacy, self-determination and leadership development and opportunities for networking.

Check the appropriate box for each of the questions below:

3. This Objective is:

Individual & Family Advocacy System Change Capacity Building

4. This Objective is:

New Ongoing Completed

5. This Objective is:

a. Fulfilling the Self-Advocacy DD Act Requirement Yes No

b. Targeted Disparity Yes No

c. DD Network Collaboration Yes No

d. A demonstration project of New Approaches to Services and Supports
Yes No

If Yes, Indicate project name and original start date for this effort: name of project; mm/yy

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- e. A demonstration of projects or activities Yes No,
If Yes, indicate project or activity name and original start date for this effort:
name of project/ mm/yy

6. Stage of Implementation for systems change activities:

- planning implementation outcome/fully integrated

Background/Context

7. Provide an overall description of this objective:

The description should at a minimum provide background information on the objective to establish a context for the activities.

The Council has supported the Partners in Policymaking and Youth Leadership Forum programs for 20+ years. Both programs are valued for the information they provide to parents and adults and youth with disabilities. A good number of graduates of both programs are continuing their advocacy efforts at the local, state and national levels.

8. Expected Outputs – List expected outputs from annual work plan

1. 25 people with IDD and family members participate in Partners in Policymaking and 160 graduates at Continuing Education.
2. 36 youth with disabilities participate in the Youth Leadership Forum.
3. 2 training or networking events are held on Supported Decision Making with 50 participants.

9. Outputs Achieved - List outputs achieved

1. 22 people with IDD and family members participated in Partners in Policymaking and 143 graduates at Continuing Education.
2. 42 youth with disabilities participated in the Youth Leadership Forum.

Progress Report

10. The report should include the following:

- A narrative progress report that cohesively describes the activities that were implemented toward achieving the objective, including **how** the identified strategy was used, how the activity was implemented, challenges to achieving the objective and unexpected benefits.
- For system change activities, include a description of the stage of implementation (planning, initiation, implementation, outcome/fully integrated) of the system change initiative.
- All narratives must describe what numbers make up the performance measures number for the activities being reported in the narrative.
- A summary of evaluation activities to monitor progress and impact of council supported activities for the objective; data collected during the year, data

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sources, and data collection methods; (logic model and evaluation plan may be attached to the report).

Partners in Policymaking is an innovative leadership and advocacy training opportunity designed to involve and empower individuals with developmental disabilities, parents of children with disabilities and other family members. Participants must submit an application and then a selection committee of past graduates selects the next class from the 40-50 applications received. When doing outreach, staff from Disability Rights South Dakota pays close attention to unserved, underserved areas of the state, including Tribal Nations. The program assists in finding transportation to and from the trainings.

The expectation is that each Partner will commit to actively using the skills learned to encourage positive changes in the areas of community awareness, sensitivity, accessibility and inclusion for all people with disabilities. Partners attend six 2-day training sessions from November through April. At each session, experts in disability and advocacy fields present information and interact with participants. Partners must complete homework assignments every month.

Each year in April, Partners in Policymaking invites all graduates to attend a one-day session of continuing education. The curriculum is designed to cover topics to help keep everyone abreast of current issues, laws and policies and to refresh their self-advocacy skills. Throughout the program, press releases are sent out regarding the training, including recruitment, selection and graduation.

The Class of 2017 was comprised of 22 individuals (7 adults with disabilities and 15 parents or family members). Continuing Education was attended by 68 adults with disabilities and 75 parents or family members. (IFA 1.1 and 1.2)

During January, the class provided mock testimony to a panel of 6 legislators (SC 1.4). The class then visited the Capitol and was introduced to all members of the House and Senate. A picture with the Governor was also taken and provided to each class member. During Legislative Session, 5 Partner graduates presented testimony on bills ranging from applied behavior analysis insurance coverage, guardianship, services budgets, dyslexia and medical marijuana.

Other activities that people shared was a Partner graduate talked to a local restaurant about having a picture menu for her friend to use and another Partner graduate's son turned on the lights at the Capitol in December 2017. The Governor's Award Recipient for Outstanding Citizen with a Disability was a Partners graduate. Another Partner graduate helped his youngest daughter to move to an independent apartment on her own and manage her own affairs. Another graduate is putting on presentations regarding People First Language. Still another used her skills at a school to make sure cheerleading tryouts were inclusive.

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Demographic information, satisfaction and advocacy responses were provided by 76 participants in Partners and Continuing Education. IFA 2.3 – 11 people with I/DD and 44 family members said they were better able to say what they wanted. IFA 2-4 – 15 people with I/DD and 61 family members said they were participating in advocacy activities. IFA 3 – 15 people with I/DD and 61 family members said they were satisfied with Partners and Continuing Education.

The following are a few of the many Facebook posts related to advocacy activities and the value of Partners training.

Email from Partners Graduate – “I’m sure you hear this all the time but Partners changed my life. I have a 9 year old son with autism. For years before I participated in Partners, we were barely making it through each day as every day was a struggle. Partners opened our eyes to a new world of possibilities and advocacy opportunities. We were never really putting ourselves in our son’s shoes and thought we were doing the best we could to support him. And I suppose at the time we were with the limited resources we had. Partners taught me so much about Person Centered Thinking and how to view the world from my sons perspective. This program is so important for people with abilities families. They need every support and resource possible to be able to advocate for themselves and their families. Partners provides that.”

Letter from Partners Graduate – “I was asked to attend Partners in Policymaking after I had asked for services from SDAS to help with my sons IEP that the school would not follow. I was told it would help me advocate for him. What I wasn’t told was that Partners would also give me Confidence, Public speaking ability, and so much more. ... As a parent who let others push me around on what was best for my kids, and was not big on speaking up, I soon learned what was tucked away inside of me. Doing the assigned homework for each class, made me step outside of my box of comfort (who am I kidding, I got rid of the box). ... Sitting in class with self advocates, really woke me up and made me realize that they have a voice and should be listened to. My mission then was to make sure they were listened to. ... I no longer needed the help of SDAS as they gave me the tools I needed through Partners. I also ran for School Board and sat a 3 year term, I have found my voice, my passion, and my ability to help so many others who need a voice or even just a buddy to help them get through each day with ease.

Letter from Partners Graduate – “I graduated from Partners in 2016. I have shared the knowledge I gained from this program with friends, families, teachers and, most importantly, with my husband and children. As I sit here today writing this letter, our now high school aged daughter sits across the table from me working on her algebra homework. Next, she will begin her Honor’s Biology homework. If I had not gone through Partners, these most likely would not be the classes my daughter is enrolled in today. With the well-meaning guidance from teachers and support staff, our daughter most likely would have been placed in

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remedial classrooms. Her social life would have been devastated, as she would have been separated from her friends. Her self-worth would have plummeted due to the fact that feelings of anxiety and depression would have increased. Her academics would have suffered greatly because she is a very intelligent person whose behaviors can sometimes indicate otherwise. ... The choices she wants to make for herself would not have been heard or respected. ... Partners taught me to speak out for my daughter (and others against all odds ... that in order to be able to have a dialogue about my daughter that would be heard and respected, I needed to explain why we, her parents, know who she is better than anyone else, over and over and over again ... to be relentless, to listen, and at times, to refuse services school staff and professionals thought would be beneficial for our family. Most importantly, Partners has taught me how to teach these very same skills to both my daughter and my son. ...”

During **Developmental Disabilities Awareness Month** in March, 105 legislators are given information on Partners and the DD Network. A press release is sent by the DD Network to all 143 newspapers, 66 radio stations and 7 television stations with the Governor’s Proclamation. Total circulation for the newspapers is 322,450 – if only 5% of the readers read the articles that would reach 16,122 people. All 588 Partners graduates are asked to have the mayor in their respective cities sign a similar proclamation. (SC 1.4 – 105)

Becoming a member of another board or council is highly recommended to all participants in Partners, SD Advocates for Change and the Youth Leadership Forum. During 2017, 4 people with I/DD and 6 parents were appointed to the following state level councils – Behavioral Health Advisory Council, Family Support Council, DD Council, Independent Living Council, Board of Vocational Rehabilitation and the SD Advisory Panel for Children with Disabilities. Three past YLF delegates continued their education by participating in Partners this year. (IFA 2.5)

The **Youth Leadership Forum (YLF)** was held in June 2017. This event provided a five-day leadership, self-advocacy and employment development training for 42 high school students with disabilities (IFA 1.1), including members of ethnic and racial minority groups and representing 31 communities across South Dakota. YLF staff joined forces with over 60 individuals and 30 organizations, including YLF alumni, self-advocates, policymakers, several state and local agencies and organizations to provide support services and accommodations. (SC 1.4 – 90 total) YLF provided specific training on self-advocacy and leadership development, disability history, culture and ethnic backgrounds, the legislative process, self-determination, and career preparation to assist students in choosing vocations and making post-secondary educational choices.

YLF provided students the opportunity to participate in team building activities and disability specific workgroups where they learned about their specific

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disability and presented this information back to the larger group. Delegates were provided a presentation on Polynesian culture and dance. They received hands on experiences with different types of assistive technology devices and applications. In addition to small group learning opportunities, the students participated in an afternoon of volunteering at one of 6 non-profit organizations within the community to gain hands on experiences in a real work setting. Fourteen state and local agency staff volunteered their time with the students to introduce their services as an option while they transition from school to the adult world.

In addition to the training and educational opportunities in large and small group settings, YLF delegates had an opportunity to get to know each other and socialize in a safe environment. For many of the delegates, this is the first time to experience relationship building with peers who share similar disabilities and in some cases, different ethnic backgrounds.

In October 2016, the students from the 2016 YLF were invited to the capital city for a one-day YLF follow-up event. This provides the opportunity for YLF staff to review many of the topics covered during YLF as well as many of the services that are available to students. It also provides an opportunity to review the student's personal goal sheets and for the students to get reacquainted. Students are also given information on various disability boards, councils and organizations and how they could get involved as a self-advocate and future leader.

Follow-up with teachers, parents and students that participated in the YLF event revealed that many of the students have enhanced self-confidence and self-advocacy skills which have led them to successful outcomes. Some examples of this include: While attending YLF, a delegate learned about an 18-21 program option and the difference between a signed versus an unsigned diploma. After receiving this information, he decided to receive an unsigned diploma and participate in a Project SEARCH program. A former delegate on the autism spectrum planned to go on to post-secondary education. However, he and his parents had concerns about the transition from home to a dorm setting and being on his own in a new environment. After attending YLF they learned about Augie Access. He is currently attending this program and plans to transition to a different University next year.

Demographic information, satisfaction and advocacy responses were provided by 42 participants in YLF. IFA 2.3 – 37 people with I/DD said they were better able to say what they wanted. IFA 2-4 – 22 people with I/DD said they were participating in advocacy activities. IFA 3 – 42 people with I/DD said they were satisfied with YLF.

The 10th Annual **Lighting the Way Autism Conference** was held in June 2017. The conference is a collaborative effort with SD Parent Connection, Sioux Falls

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School District, Autism Behavioral Consulting, LifeScape, USD Center for Disabilities, the SD Department of Human Services, Augustana University and others. 141 family members, people with disabilities, presenters and vendors participated in the conference (SC 1.4). The evaluation data did not fit well with the Council's questions so was not included in the report.

11. Expected Outcomes (matches the expected outcomes from the annual work plan as it relates to the objective)

List the expected outcomes for the activities described for the objective from the annual work plan

1. People with IDD of all ages and their families have access to training and opportunities for networking.
2. Regional training and networking events provide information on current trends and topics of interest to families and people with IDD.

12. Outcomes achieved

1. People with IDD and their families accessed training.
2. Lighting the Way Autism Conference provided information to families.

13. Progress towards achieving outcomes for overall objective:

The annual report should include an assessment as to the extent to which progress was made on the intended outcomes for the objective.

Outcomes for the objective were met as people with I/DD of all ages and their families had access to training and opportunities for networking. While only one regional event was held, this event reaches many people throughout the area.

14. Additionally, include stories of culturally diverse people with developmental disabilities whose lives are better because of Council work on this activity (e.g., became better advocates for themselves and others, became more connected to the community). Stories of policy or legislative changes that happened as a result of Council individual advocacy work that are likely to positively impact the lives of people with developmental disabilities or that will prevent a potential negative impact (e.g., created deleted, refined programs and/or legislation, reallocated use of funds, organizational systems change as a result of evidence based practices).

A Native American YLF delegate who is very shy, struggles with social skills and advocating for herself developed a PowerPoint presentation of her experience at YLF and presented it to the Statewide Independent Living Council and also submitted an application to be an assistant team leader for YLF 2018.

A Native American student attending an out-of-district placement attended YLF in 2015 with the support of staff from the placement setting. Following YLF, the student decided to attend a summer program sponsored by the vocational rehabilitation district office with support staff present. His mother could really feel

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his confidence grow and he was speaking up more about what he wanted. Following numerous meetings, it was decided that he would attempt to attend a local school. He is now a full-time student in his local high school, enjoying his peers, academics and supports through the Life Skills program there.

1. **Goal # 5: Advocacy and Leadership Development**
2. **State Plan Objective 3** – Through FFY2021, the Council, Disability Rights South Dakota and Center for Disabilities will provide learning and networking opportunities for 100 parents of children and youth with intellectual and developmental disabilities and/or advocates who are Native American.

Check the appropriate box for each of the questions below:

3. **This Objective is:**
 Individual & Family Advocacy System Change Capacity Building
4. **This Objective is:**
 New Ongoing Completed
5. **This Objective is:**
 - a. Fulfilling the Self-Advocacy DD Act Requirement Yes No
 - b. Targeted Disparity Yes No
 - c. DD Network Collaboration Yes No
 - d. A demonstration project of New Approaches to Services and Supports
Yes No
If Yes, Indicate project name and original start date for this effort: name of project; mm/yy
 - e. A demonstration of projects or activities Yes No,
If Yes, indicate project or activity name and original start date for this effort: name of project/ mm/yy
6. **Stage of Implementation for systems change activities:**
 planning implementation outcome/fully integrated

Background/Context

7. **Provide an overall description of this objective:**
The description should at a minimum provide background information on the objective to establish a context for the activities.

One underserved group in our state is Native American parents and adults with disabilities. During June 2017, the Council director, Center for

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Disabilities director and Disability Rights SD PADD director participated in the Leadership Institute focused on Cultural and Linguistic Competency. As a result of these activities, the Council chose to specifically focus on advocacy and leadership training for this underserved group.

8. **Expected Outputs** – List expected outputs from annual work plan
 1. 4 fellowship participants will participate in DD Network activities.
 2. 20 people with disabilities or parents or guardians will participate in a one-day training.

9. **Outputs Achieved** - List outputs achieved
 1. 2 fellowship participants learned about the DD Network
 2. A one-day conference was held and attended by Native American parents and adults with disabilities as well as travel assistance provided to Native American parents and adults with disabilities.

Progress Report

10. **The report should include the following:**
 - A narrative progress report that cohesively describes the activities that were implemented toward achieving the objective, including **how** the identified strategy was used, how the activity was implemented, challenges to achieving the objective and unexpected benefits.
 - For system change activities, include a description of the stage of implementation (planning, initiation, implementation, outcome/fully integrated) of the system change initiative.
 - All narratives must describe what numbers make up the performance measures number for the activities being reported in the narrative.
 - A summary of evaluation activities to monitor progress and impact of council supported activities for the objective; data collected during the year, data sources, and data collection methods; (logic model and evaluation plan may be attached to the report).

The **Dare to Dream Conference** was held October 2016 in Rapid City. This conference had been held bi-annually for approximately 20 years. The planning committee included 8 organizations/agencies including the Council. Over the years, attendance had been dwindling so it was decided that 2016 would be the last year. The committee chose to have not one, but three one-day conferences in various locations across the state. This was the final conference with 97 attendees (SC 1.4) (14 parents/caregivers, 43 people with disabilities, and 39 professionals attended). Approximately 12 attendees were Native American. Of the 97 total attendees, 12.3% were Native American which is slightly higher than the 9% of the total state population that is Native American. Overall, satisfaction was at 81% totaling 77 attendees.

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In an effort to encourage family members and adults with disabilities to attend a variety of conferences and workshops, the Council has provided **Travel Assistance** for a number of years. Council funds are limited but always appreciated as many families write that without the assistance, they would not be able to financially afford to attend and gain the knowledge they need to help their family member(s) with disabilities. Assistance was provided to 59 family members and 61 people with I/DD (IFA 1.1 and 1.2). The recipients reported that they shared the knowledge they gained with 459 people - 116 family members, 286 professionals and 57 people with I/DD (SC 1.4). Approximately 9 people with I/DD and 7 family members were Native American. Of the 120 total people, 13.3% were Native American which is slightly higher than the 9% of the general population that is Native American. IFA 3 – All recipients reported they were satisfied with this activity (59 family members and 61 people with I/DD).

The Center for Disabilities continues to reach out to Native American colleges and universities to include a member of the Native American community as part of the LEND program activities. Two Native American fellows met with staff from Disability Rights SD and the Council to learn more about our programs and people with developmental disabilities. (SC 1.4)

11. Expected Outcomes (matches the expected outcomes from the annual work plan as it relates to the objective)

List the expected outcomes for the activities described for the objective from the annual work plan

1. People with disabilities and parents or guardians who are Native American have increased opportunities to build their skills in advocacy and leadership and to network with others.
2. All LEND participants learn about cultural differences and similarities and the resources available for families and people with disabilities.

12. Outcomes achieved

1. People who are Native American and accessed the travel assistance fund or attended the conference will share their experience with the events and also the travel assistance available so more people will know about the Council's opportunities.
2. Having the 2 LEND fellows from Native American colleges/universities participate has strengthened the program and provided more people with knowledge of the DD Network and our activities.

13. Progress towards achieving outcomes for overall objective:

The annual report should include an assessment as to the extent to which progress was made on the intended outcomes for the objective.

The outcomes for the objective were met, although probably not in the way the Council thought it would happen. This was a great start to increasing the

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knowledge of people who are underserved about the Council and the DD Network.

14. Additionally, include stories of culturally diverse people with developmental disabilities whose lives are better because of Council work on this activity (e.g., became better advocates for themselves and others, became more connected to the community). Stories of policy or legislative changes that happened as a result of Council individual advocacy work that are likely to positively impact the lives of people with developmental disabilities or that will prevent a potential negative impact (e.g., created deleted, refined programs and/or legislation, reallocated use of funds, organizational systems change as a result of evidence based practices).

4. Goal #5– Advocacy & Leadership Development – Narrative

In this section, for each goal reported for this reporting period, provide an overall cohesive description of:

- the extent to which progress is being made in achieving the intended outcomes of the Goal for the reporting year;
- the extent to which each goal was or was not achieved for the reporting year;
- where applicable, factors that impeded goal achievement for the reporting year
- needs that require substantive state plan amendment (goal only)

Progress continues to be made with people with I/DD and family members having information, training, support and opportunities to advocate and impact systems change. This is an area where the work is never done. More people with I/DD and their families need training every year. The area where the Council needs to focus more effort is in reaching out to Native American families and people with disabilities to better understand what information they need and how they want to receive that information.

4 Year Overview (FY 2020)

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).

5 Year Overview (FY2021)

For the final PPR (FY2021) of this state plan cycle, provide an overall analysis of the outcomes achieved during the five-year state plan cycle. The description should include the extent to which diverse stakeholders are satisfied with council activities that promote self-determination and community participation for individuals with disabilities and

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families, results of other types of information gathering such as focus groups, surveys, or other feedback or input methods with individuals with developmental disabilities and families and major accomplishments and factors impeding goal achievement (if applicable)

**Section IV.B. Individual & Family Advocacy Performance Measure (By GOAL)
Individual Responses (individuals with DD and Family members only)
Demographic Data ****

****This is an aggregated number from all individual responses collected for the reporting FFY**

Race/Ethnicity	#	%	Gender	#	%
White, alone – SDAC - 18 Partners - 55 YLF - 29 Travel Asst - 104	206		Female SDAC - 13 Partners - 69 YLF - 22	104	
Black or African American alone			Male - SDAC - 6 Partners - 7 YLF - 20	33	
American Indian and Alaska Native alone SDAC - 2 Partners - 21 YLF - 6 Travel Asst - 16	45		Other		
Hispanic/Latino					
Asian alone					
Native Hawaiian & Other Pacific Islander alone					
Two or more races - YLF	5				
Race unknown – YLF	2				

Category	#	%
Individual with DD SDAC – 19 Partners – 15 YLF – 42 Travel Assistance - 61	137	
Family Member SDAC – 1 Partners – 61 Travel Assistance - 59	121	

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Geographical		
Urban SDAC – 3 Partners – 22 YLF – 4 Travel Assistance – 25	54	
Rural SDAC – 17 Partners – 74 YLF – 38 Travel Assistance - 95	224	

V. Output Measures

Objective #	Performance Measure	Performance Measure
	IFA 1.1 The <u>number of people with developmental disabilities</u> who participated in Council supported activities designed to increase their knowledge of how to take part in decisions that affect their lives, the lives of others, and/or systems	IFA 1.2 The number of <u>family members</u> who participated in Council supported in activities designed to increase their knowledge of how to take part in decisions that affect the family, the lives of others, and/or systems
1. Objective # 1 SDAC	19	1
2. Objective #2 Partners	75	90
3. Objective #2 Youth Leadership Forum	42	
4. Objective #2 Dare to Dream Conf	43	14
Denominator: TOTAL # of Output Respondents:	179	105

Outcome Measures

Performance Measures	Percent (%)
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IFA 2.1 After participation in Council supported activities, <u>the percent of people with developmental disabilities</u> who report increasing their advocacy as a result of Council work.	
IFA 2.2 After participation in Council supported activities, <u>the percent of families</u> who report increasing their advocacy as a result of Council work.	

Sub-Outcome Measures	Projects	# People with DD	# Family Members
The number of people who are better able to say what they want/say what is important to them	Objective # 1 SDAC – 19 & 1	19	1
	Objective #2 Partners – 11 & 44	11	44
	Objective #2 – YLF – 37 & 0	37	
	Total # of Sub-Outcome Respondents:	67	45
IFA 2.3 The percent of people who are better able to say what they want or say what services and supports they want or say what is important to them		Total sub-outcome # / IFA1.1 total = X% 67/179 = 37%	Total sub-outcome # / IFA1.2 total = X% 45/105 = 43%

Sub-Outcome Measures	Projects	# People with DD	# Family Members
The number of people who are participating in advocacy activities.	Objective # 1 SDAC	19	1
	Objective #2 Partners	15	61
	Objective #2 - YLF	22	
	Total # of Sub-Outcome Respondents:	56	62
IFA 2.4 The percent of people who are participating now in advocacy activities		Total sub-outcome # / IFA1.1 total = X% 56/179 = 31%	Total sub-outcome # / IFA1.2 total = X% 62/105 = 59%

Sub-Outcome Measures	Projects	# People with DD	# Family Members
The number of people who are on cross disability coalitions, policy boards, advisory boards, governing bodies and/or serving in leadership positions.	Objective # 1 SDAC	7	
	Objective #2 Partners	3	6
	Objective #3 YLF	1	
	Total # of Sub-Outcome Respondents:	11	6

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IFA 2.5 The percent of people who are on cross disability coalitions, policy boards, advisory boards, governing bodies and/or serving in leadership positions.	Total sub-outcome # / IFA1.1 total = X%	Total sub-outcome # / IFA1.2 total = X%
	11/179 = 6%	6/105 = 6%

Performance Measure	# People with DD	# Family Members
IFA3 The percent of people satisfied with a project activity.		
Objective # 1 SDAC	19	1
Objective #2 Partners	15	61
Objective #2 YLF	41	
Objective 3 LTW Conf	43	14
Objective 3 Travel Assistance	61	59
284 (IFA 1.1 & 2)/ 254 = 89%	119	135

Section IV.C. System Change Performance Measures (By Goal)

SC1: Output Measures

The number of Council efforts to transform fragmented approaches into a coordinated and effective system that assures individuals with developmental disabilities and their families participate in the design of and have access to needed community services, individualized supports, and other forms of assistance that promote self-determination, independence, productivity and integration and inclusion in all facets of community life.

SC 1.1 The number of policy and/or procedure created or changed	Number (#)
Objective #	

SC 1.2 The number of statute and/or regulations created or changed	Number (#)
Objective #	

SC 1.3 The number of promising and/or best practices created and/or supported	Number (#)
1. Objective #	

SC 1.4 The number of people trained or educated through Council systemic change initiatives	Number (#)
Objective #1 – SDAC - 466 Objective # 2 – Partners - 111	937

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Objective #2 – YLF - 60 Objective #2 – LTW Conf - 141 Objective #3 – Dare to Dream Conf. - 97 Objective #3 – Travel Assistance - 120 Objective #3 – Fellows - 2	
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SC 1.5 The number of Council supported systems change activities with organizations actively involved	Number (#)
Objective #	

Systems Change SC2: Outcome Measures

Outcome Measures	Number (#)
SC 2.1 The number of Council efforts <i>that led to the creation or improvement of best or promising practices, policies, procedures, statute or regulation changes (sub-measures 2.1.1; 2.1.3)</i>	
SC 2.2 The number of Council efforts <i>that were implemented</i> to transform fragmented approaches into a coordinated and effective system that assures individuals with developmental disabilities and their families participate in the design of and have access to needed community services, individualized supports and other forms of assistance that promote self-determination, independence, productivity, and integration and inclusion in all facets of community life. (sub-measures 2.1.2; 2.1.4)	

Sub-Outcome Measures		
	SC 2.1.1 # of <u>policy, procedure, statute or regulation</u> changes improved as a result of systems change.	SC 2.1.2 # <u>Policy, procedure, statute or regulation</u> changes implemented
Objective # Total # of Sub-Outcome Respondents:		
	SC 2.1.3 # of <u>promising and/or best practices</u> improved as a result of systems change activities.	SC 2.1.4 # of <u>promising and/or best practices</u> implemented
Objective # Total # of Sub-Outcome Respondents:		

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SECTION V: COUNCIL Financial Information [Section 124(c)(5)(B) and 125(c)(8)]

Council is its own DSA: ___Yes ___X___No

Fiscal Information for Programmatic Purposes ONLY

Purpose: In this section, Councils are to identify the obligation and liquidation status for the 3 FFY of funds

1. Fiscal Year	YR
2. Reporting Period	10/01/16 – 09/30/17
3. Total Federal Fiscal Award for Reporting Year	\$ 486,307
4. State Funds Contributing to Council State Plan Activities	
5. Additional Council Funds Used for Other Activities	
6. Federal Share of Expenditures	
7. Federal Share of Unliquidated Obligations	
8. Unliquidated Balance of Federal Funds (=Total Federal Fiscal Year Award – Federal Share of expenditures – Federal Share of unliquidated obligations)	\$ 486,307
9. Match Required	\$ 162,102.33
10. Match Met	
11. Match Unmet	\$ 162,102.33

1. Fiscal Year	YR
2. Reporting Period	10/01/15 – 09/30/17
3. Total Federal Fiscal Award for Reporting Year	\$ 497,888.00
4. State Funds Contributing to Council State Plan Activities	\$ 165,963.35
5. Additional Council Funds Used for Other Activities	\$
6. Federal Share of Expenditures	\$ 398,496.60
7. Federal Share of Unliquidated Obligations	\$ 99,391.40
8. Unobligated Balance of Federal Funds (=Total Federal Fiscal Year Award – Federal Share of expenditures – Federal Share of unliquidated obligations)	\$
9. Match Required	\$ 165,962.67
10. Match Met	\$ 165,962.67
11. Match Unmet	\$

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1. Fiscal Year	YR
2. Reporting Period	10/01/14 – 09/30/17
3. Total Federal Fiscal Award for Reporting Year	\$ 472,622.00
4. State Funds Contributing to Council State Plan Activities	\$ 213,223.77
5. Additional Council Funds Used for Other Activities	\$
6. Federal Share of Expenditures	\$ 472,622.00
7. Federal Share of Unliquidated Obligations	\$
8. Unobligated Balance of Federal Funds (=Total Federal Fiscal Year Award – Federal Share of expenditures – Federal Share of unliquidated obligations)	\$
9. Match Required	\$ 157,540.67
10. Match Met	\$ 157,540.67
11. Match Unmet	\$

Dollars leveraged for the reporting year being reported: \$82,000 (Augie Access)

SECTION VI: MEASURES OF COLLABORATION

Purpose: In this section, Councils are to discuss collaborative efforts with specific DD Network partners and other collaborators separate from the planned DD Network Collaboration goal/objective.

1. Identify the critical issues/barriers affecting individuals with developmental disabilities and their families in your State that the Council and the P&A, the Council and the UCEDD, the Council and other collaborators may have worked on during the reporting period
 - a. Employment for people with disabilities
 - b. Need for training in rights, self-advocacy
 - c. Helping parents understand and get the most from special education services
 - d. Sharing information broadly and efficiently

2. Identify the Area of Emphasis collaboratively addressed by the DD Council and Collaborators

Area of Emphasis [Check Applicable area(s)]		Recreation
X	Quality Assurance	Quality of Life
	Education & Early Intervention	Other – Assistive Technology
	Child Care	Other – Cultural Diversity
	Health	Other – Leadership
	Employment	Other – please specify

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	Housing		Other – please specify
	Transportation		Other – please specify

The report should include a narrative progress report that cohesively describes the activities that were implemented by the Council and the P&A, the Council and the UCEDD, the Council and other collaborators. DD Network. For at least one of the issues/barriers identified above describe:

- (a) the issue/barrier;

Training in rights, self-advocacy and self-determination

- (b) collaborative strategies to address issue/barrier and expected outcome(s);
Training on abuse, neglect and exploitation and self-determination was provided to the SD Advocates for Change (SDAC) Leadership Team. Training built on previous training on rights and responsibilities, being a leader, and more. Disability Rights SD and the Coalition of Citizens with Disabilities provided the training on abuse, neglect and exploitation. Center for Disabilities staff provided training on self-determination. These led to the SDAC team creating a presentation on “What to do when it doesn’t feel right ...” as previously shared.

- (c) the DDC’s specific role and responsibilities in this collaborative effort. Include any technical assistance expertise DD Council staff can provide to other States in this area;
The Council supported the activities of SDAC through a grant and participation in most meetings, trainings and activities. Council staff assisted the group in developing their presentation. Council staff along with the grantee staff practiced with groups of team members and found avenues for them to present.

- (d) briefly identify problems encountered as a result of this collaboration, and technical assistance, if any, desired; and
No problems were encountered.

- (e) any unexpected benefits of this collaborative effort.
No unexpected benefits.