

**FFY 2018 Annual Report  
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, 2017 through September 30, 2018**
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](mailto: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 DDD Office of Waiver Management completed work to renew the **CHOICES Medicaid waiver program**. The renewal was submitted to the Centers for Medicare and Medicaid Services (CMS) in March of 2018. Approval was granted, the program will continue operating for another five years before another renewal request is required. 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. As of June 2018, definitions for employment services within the CHOICES waiver were revised. Individual Supported Employment, Group Supported Employment, Pre-Employment, and Community Life Engagement. Changes were incorporated to incentivize individualized, competitive employment outcomes. A toolkit has been developed 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.

DDD held Community Listening Sessions about Waiver changes that showed **gaps in children's services, family supports and crisis intervention/prevention**. As DDD seeks to expand available services the perspectives of families and their needs must be integrated into the planning and development of these models. DDD has re-aligned duties and staff to better address the needs identified. The Office of Waiver Management is re-directing from a life of services and group homes for participants to community and family supports. DDD is working with the Center for Disabilities to certify behavior analysts that can provide technical assistance to community support providers to prevent crisis situations and assist in interventions. A pilot Family Support

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program that offered families additional funds for services has shown that families still struggle to recruit in-home staff for person, respite and companion care.

DDD worked with Community Support providers (CSPs) to implement **technology pilots** in 2016 and expanded in 2017. 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 is exploring mechanisms to incorporate technology into the Medicaid waivers.

The DDD hired a consultant to work with community support providers considering Shared Living for residential and support services. 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 held a series of family and self-advocate listening sessions as part of the work with the **Supporting Families Community of Practice (CoP)**. A series of nine Family and Self-Advocate Listening Sessions were held throughout the state and one webinar. See Goal 2 for more details.

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. Final approval is still pending.

**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

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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 DDD seeks to enhance community capacity and resources. This continued to be an issue in FFY2018.

South Dakota received a **Lifespan Respite Care Grant** to assist in planning and establishing a Lifespan Respite Care system, including emergency respite services, training and recruiting respite workers and assisting caregivers with gaining access to needed services. A Lifespan Respite Care Coalition includes members from a range of government and non-government, private, non-profit and other organizations who serve populations eligible to receive services under the Lifespan Respite Care Act. The Division of Long Term Services and Supports (LTSS) within the Department of Human Services will oversee the grant through August 2020. Coalition members have been gathering data, working on messaging, and learning about the Supporting Families Community Practice.

South Dakota's Aging and Disability Resource Center (ADRC) was re-branded during FFY2018 as **Dakota @ Home**. The focus is a no wrong door entry for all services and all disabilities.

The Departments of Education and Social Services were awarded a **Project Aware** grant. Over a period of five years, the grant will be used to help raise awareness and fund a tiered support system of evidence-based training and individualized services for school-aged students and school communities in need of mental health supports. A key component of the grant is to connect school professionals with community mental health professionals to reach more school-aged youth who need behavior and mental health services. The first cohort of school districts began receiving behavior and mental health supports through the grant in October 2018.

The 2018 **Legislative Session** included bills to update language in statutes taking out the R-word and replacing it with "intellectual disability"; language development of deaf and hard of hearing students and creation of an advisory committee; and a summer study on access to mental health services.

### **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

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**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 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 substantial amendments were needed at this time. Following the October meeting and funding for new projects, some new objectives may be needed or revisions to existing objectives.

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 is addressed when considering 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

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continue to be an important factor and when requested, members of the DD Network collaborate to ensure that we participate as much as possible.

**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. Grantees are asked to complete an annual survey and provide performance measures and stories. The Council discusses or has presentations 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?

The Council was pleased with the responses to the Call for New Initiatives (27 possible new projects). The Council will continue to discuss what is needed to better accomplish its objectives and goals.

**C. Input on National Priorities**

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

ABLE Act options available for those who live in states that have not and are not creating their own programs is difficult to promote as families and people with I/DD want

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information from people they know who are using the program. How can the Council create something that brings in the information from current ABLE account participants from South Dakota when we don't have ways to know who or how many?

**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.*

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

<b>Strategies</b>	<b>Planned for this goal</b>	<b>Strategies Used</b>
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	
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		

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<b>Collaborators</b>	<b>Planned for this goal</b>	<b>Actual</b>
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	

**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

**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



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**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.
- 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 August 2018, the Council issued a Call for New Initiatives to provide an opportunity for entities to submit field-initiated ideas for funding consideration. The Council was seeking multiple ideas to address or solve identified barriers and give entities an opportunity to act on something that has been identified as a need to improve life outcomes for people with intellectual and developmental disabilities.

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Responses were reviewed by the Council's Executive Committee and selected ideas were asked to submit full proposals and present to the Council at their October meeting. Projects selected and progress will be reported in FFY2019.

Ideas submitted in the Workforce Development area included: coaching for new hires to improve retention, comprehensive assessment of key drivers to employee's original and continued interest in working at a community support provider, shared living and its impact on staffing and assessment of services.

**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. Initial train-the-trainer participants will provide training to 500 DSPs; 50 people with intellectual and developmental disabilities and their family members; and 100 frontline supervisors.

**9. Outputs Achieved -** –List outputs achieved

None

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**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).

In August 2018, the Council issued a Call for New Initiatives to provide an opportunity for entities to submit field-initiated ideas for funding consideration. The Council was seeking multiple ideas to address or solve identified barriers and give entities an opportunity to act on something that has been identified as a need to improve life outcomes for people with intellectual and developmental disabilities.

Responses were reviewed by the Council's Executive Committee and selected ideas were asked to submit full proposals and present to the Council at their October meeting. Projects selected and progress will be reported in FFY2019.

Ideas submitted in the Workforce Development area included: credentialing of direct support staff, frontline supervisor train the trainer, in-service training for direct support professionals and teacher training.

**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**

None

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**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.

No progress was made this year but the Council is looking forward to projects initiated as a result of the Call for New Initiatives described previously.

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

No progress was made this year, however, there were numerous responses to the Call for New Initiatives that will be discussed for FFY2019. Limited time for Council staff to further activities is an issue for this goal. Council members want to continue these activities as best we can.

**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)**

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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**

<b>Race/Ethnicity</b>	<b>#</b>	<b>%</b>	<b>Gender</b>	<b>#</b>	<b>%</b>
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					

<b>Category</b>	<b>#</b>	<b>%</b>
Individual with DD		
Family Member		
<b>Geographical</b>		
Urban		
Rural		

**I. Output Measures**

<b>Objective #</b>	<b>Performance Measure</b>	<b>Performance Measure</b>
	<b>IFA 1.1</b> The <u>number of people with developmental disabilities</u> who participated in Council supported activities designed	<b>IFA 1.2</b> The number of <u>family members</u> who participated in Council supported in activities designed to

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	<b>to increase their knowledge of how to take part in decisions that affect their lives, the lives of others, and/or systems</b>	<b>increase their knowledge of how to take part in decisions that affect the family, the lives of others, and/or systems</b>
1. Objective #		
<b>Denominator: TOTAL # of Output Respondents:</b>		

**Outcome Measures**

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

<b>Sub-Outcome Measures</b>	<b>Projects</b>	<b># People with DD</b>	<b># Family Members</b>
The number of people who are better able to say what they want/say what is important to them	Objective #  <b>Total # of Sub-Outcome Respondents:</b>		
<b>IFA 2.3</b> 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%

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

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	total = X%	= 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 #  <b>Total # of Sub-Outcome Respondents:</b>		
<b>IFA 2.5</b> 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
<b>IFA3</b> 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, individualized supports, and other forms of assistance that promote self-determination, independence, productivity and integration and inclusion in all facets of community life.

<b>SC 1.1 The number of policy and/or procedure created or changed</b>	<b>Number (#)</b>
1. Objective #	

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

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

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



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

**Systems Change SC2: Outcome Measures**

<b>Outcome Measures</b>	<b>Number (#)</b>
<b>SC 2.1</b> 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>	
<b>SC 2.2</b> 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. <b>(sub-measures 2.1.2; 2.1.4)</b>	

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

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**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.*

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

<b>Strategies</b>	<b>Planned for this goal</b>	<b>Strategies Used</b>
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		
Demonstration of New Approaches to Services and Supports		
Demonstration of projects and activities		

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

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Other: HeadStart Collaboration Office	X	
Other: Department of Health	X	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

**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

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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.
  4. 100 pediatricians, medical professionals and social workers will receive information and/or training.
  5. 100 school administrators and teachers will receive information and/or training.
  
9. **Outputs Achieved** - List outputs achieved
  1. 4 events/sessions provided by Council grantees (PCTA Facilitator training, Early Childhood Mental Health Seminar, 2018 Educators Institute and Transition Institute)
  2. Council staff provided information at 4 statewide conferences (School Age Care Alliance Conference, Special Education Conference, SD Early Childhood Education Conference and Dakota Oyate Education Conference)
  3. 20 parents and guardians participated in these events.
  4. 854 service 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.
  - 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 continued to support the grant with SD Parent Connection for providing **Person Centered Transition Assessments (PCTA)**. During FFY2018, 13 PCTAs were conducted (13 students and 18 parents – IFA 1.1 and 1.2). Quarterly facilitator meetings were held to encourage learning and sharing among the facilitators. Aspects of the LifeCourse Framework continued to be

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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 developed at the end of the PCTA and families found this helpful and a great way to have a conversation as they work with other providers.

A follow-up survey was created to give to students, families, teachers and others that have participated in a PCTA with the intent to gather information on how the PCTA impacted participant perceptions and expectations of the student and outcomes. A handout was created to give to participants after the PCTA to include ideas/suggestions for families, teachers and others on ways to incorporate information from the PCTA into other planning such as the IEP or IPE.

The PCTA is unique in that you are sitting down and having a conversation with the student and those who provide support to the student. You are learning what is Important To and Important For the student, who is in their life and closest to them, how to best support the student, what others may need to know about the student, ways the student communicates and how that can be interpreted, along with great things about the student. One thing most appreciated about the PCTA is the action item list that is created throughout the conversation, with who will follow-through with the action, along with a date to complete. Much of the feedback indicated this assessment was very student lead and centered – “I really liked how the conversation was mainly with the student. This made it more focused on them. I also liked that we were able to add information as needed.” “Student focused.” “Very comprehensive and focused on the student above all.”

Many of the PCTAs included support providers around the table and in the Action Plan. This included vocational rehabilitation staff, family support providers, para-educators, the student's counselor, siblings of the student, speech-language pathologists, grandparents and interpreters. Each PCTA looks very different and those around the table have very different roles. Feedback we received from families was that the PCTA helped them bring everyone together and “get on the same page” so that each person could be supporting the student to work towards their goals and have a good life.

Throughout the grant, 36 PCTAs were completed. Although not asked for, the child's disability was disclosed throughout the discovery process and included autism spectrum, used communication boards, blindness, mobility challenges, deaf, cerebral palsy, traumatic brain injury and other medical and support needs. On average there were 3 other support people in the student's life participating in each PCTA. The grantee learned very early in the project that because this was a new process and concept in the state that more time than was expected had to be spent promoting and “playing the seed” about the PCTA. The grantee also did not expect the resistance we received from school systems, which also impacted the number of assessments they were able to conduct at the beginning of the project.

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This two-year project provided time to incorporate the PCTA into South Dakota Parent Connection's (SDPC) Parent Training and Information Center (PTI) project to ensure continuation. Beyond SDPC, most of the organizations that have a certified PCTA Facilitator on their staff will continue to offer this assessment as part of their work. The PCTA Facilitators plan to continue meeting quarterly to stay connected, share learning and stories about the impact of PCTAs.

PCTA was explained and promoted at the 2018 Educators Institute, Transition Institute and with Family Support Coordinators - 10 providers, 22 school educators and administrators and 2 parents (SC 1.4 – 34 total). PCTA Facilitator training was held for 7 individuals (SC 1.4) in January 2018. All 13 students were better able to say what they wanted at the end of the PCTAs (IFA 2.3 and 3). 9 school districts were involved in PCTAs (SC 2.1.4).

Throughout the two year project, evaluation data was collected from 9 students, 21 family members, 18 school staff, 12 outside providers and 8 others professionals who attended PCTAs. Total of 68. 65 people agreed or strongly agreed that the facilitator listened to them and asked questions to better understand their thoughts and concerns. 67 people agreed or strongly agreed that the plan was person-centered; reflecting the student's personality, voice, interest, preferences, etc. 60 people agreed or strongly agreed that the planning process identified goals based on the student's interests and preferences. 68 people agreed or strongly agreed that the PCTA process made the team more aware of achievable outcomes after high school. 67 people agreed or strongly agreed that a plan of action that helps the student reach their goals was created.

The USD Center for Disabilities hosted a 3-day seminar on **Early Childhood Mental Health**. The seminar provided the latest information and tools on early childhood mental health to individuals working directly with the very young and their families. One day was directed to child care providers with information tailored to this unique group's needs. 109 childcare providers, 7 college students and 4 USD Center staff attended (SC 1.4 – 120 total). Two days focused on front line professionals who work with the very young and their families. This group included 54 clinical social workers, staff from the Dept. of Health, Avera behavioral Health and school psychologists, 35 graduate students in health care professions and others (SC 1.4 – 89 total).

Attendees were able to discern between typical and troubled behavior, gained tips on communication skills so all involved with the child can understand the mental health dynamics of the very young, were trained how to appropriately respond to the mental health needs of the very young when a disaster strikes, gained familiarity with the resources from the Center for Prevention of Child maltreatment, and learned about Adverse Childhood experiences (ACES) and the social determinants of health. Evaluations were completed at the end of

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each seminar. Both groups increased their knowledge and understanding of early childhood mental health; with 35% of childcare providers and 45% of the front line professionals stating a substantial increase. Of the 209 total attendees, 192 were satisfied with this activity.

Council staff provided information at 4 **conferences**. The School Age Care Alliance Conference was attended by 80 after school program staff. The Special Education Conference was attended by 200 special educators and paraprofessionals. At this conference, the DD Network collaborated to present on Transition Trends to a group of 25 individuals. The SD Early Childhood Education Conference was attended by 276 HeadStart and preschool staff. The Dakota Oyate Education Conference was attended by 50 providers. (SC 1.4 – 606 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.
3. Pediatricians, medical professionals, social workers, school administrators and teachers 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.
2. Service providers involved in the Person Centered Transition Assessment saw the benefits of the assessment.

**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 FFY2018, 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.

In August 2018, the Council issued a Call for New Initiatives to provide an opportunity for entities to submit field-initiated ideas for funding consideration. The Council was seeking multiple ideas to address or solve identified barriers

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and give entities an opportunity to act on something that has been identified as a need to improve life outcomes for people with intellectual and developmental disabilities.

Responses were reviewed by the Council's Executive Committee and selected ideas were asked to submit full proposals and present to the Council at their October meeting. Projects selected and progress will be reported in FFY2019.

Ideas submitted in the Education and Early Intervention area included: facilitated training for Birth to 3 providers on best practices in home visiting, availability of online training for families, create a network of support for families and individuals with I/DD and a clearinghouse for educational tools for early intervention providers and families.

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. Continued implementation of a Work Plan for the statewide Community of Practice.
2. 2 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**

1. Listening Sessions were held for family members and adults with I/DD and the work plan was revised.
2. 2000 Lifespan Folders disseminated.
3. 18 trainings were held with 205 people attending (listening sessions, on-site visit, Partners, Dakota Oyate Education Conference, 2 Good Life Groups, LTSS staff and Lifespan Respite Care Coalition).

**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).

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 core state team includes the Council director and 2-3 DDD staff and 6 family ambassadors (IFA 1.2 and 2.3).

Four family members stepped forward to plan and facilitate a series listening sessions. The 10 family and self-advocate listening sessions were held in the fall of 2017 (3 in September and 7 in October) and included the communities of Eagle Butte, Huron, Sioux Falls, Hot Springs, Rapid City, Vermillion, Wagner, Aberdeen and Milbank. 104 people attended (94 family members and 10 people with I/DD) (SC 1.4) learned about the CoP, it's principles and activities as well as provided information to the CoP about current areas of need throughout the state. Information gathered from the listening sessions were compiled by the facilitators into a trajectory and also by the three buckets (discovery and navigation, connecting, and goods and services).

In October, the CoP annual onsite visit occurred with 15 agency representatives and 8 family members participating. (SC 1.4) Time was spent mapping partnerships and discussing how to improve interagency collaboration to better serve families in SD. Some time was dedicated to sharing an overview of the Charting the LifeCourse framework with DHS staff who are not currently members of the CoP but who are invested and learning about person-centered practices.

Following the listening sessions and annual onsite visit, the team re-grouped with the following areas of focus: community awareness with consistent messaging, increase capacity in LifeCourse (more ambassadors), community events (presentations and groups), front door to supports, and support to stay in my community.

An ambassador provided an overview of the Charting the LifeCourse Framework to Partners in Policymaking (30 people). Two ambassadors provided an overview of the Framework at the Dakota Oyate Educational Conference (6 people). A Good Life Group was held in Sioux falls with a small group of family members (8). The LifeCourse principles were shared with Long Term Services and Supports (LTSS) Regional Supervisors (20) to learn how the trajectory and

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star may assist in guiding those who call Dakota @ Home to the correct resources. A Good Life Group was hosted by Active Generations with a small group of family members (6). DDD staff shared basic information on the CoP and work related to the ARCH Respite efforts with the SD Lifespan Respite Care Coalition (12). An overview was provided to LTSS Intake Specialists (4). (SC 1.4 - 86). 2000 Lifespan Respite Care folders were shared throughout the year.

At the National Community of Practice (CoP) Annual Meeting in April 2018, 13 SD CoP State Team members attended (8 family members and 5 professionals). Sessions included Skill Building, Setting High Expectations across Life Domains, Family and Self-Advocacy Networks, program development and organizational change, and more. Many of the attendees met to share learning and discuss how to best put ideas into action. Discussion included opportunities to continue to share the framework, aligning workgroup efforts, outreach to other members and ideas regarding what a family network might look like in SD.

During FFY18, 5 parents began taking the Ambassador Course offered by the National CoP (IFA 1.2 and 2.3). Although each candidate has a professional role in the I/DD field, all candidates are also family members of people with I/DD. Three family members completed the Ambassador training have reported satisfaction with the activities of the community of practice. (IFA 3)

**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.

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More people are learning about the Charting the LifeCourse Framework philosophy and tools. This will lead to greater interest in future years as more training is held. Work with LTSS and other divisions within the Department of Human Services will take the reach of the CoP further.

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 were provided information, training and supports. All of these are person-centered and build on the self-determination of people with IDD. Some of the outcomes were achieved for this goal while others are taking more time to implement.

**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

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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**

<b>Race/Ethnicity</b>	<b>#</b>	<b>%</b>	<b>Gender</b>	<b>#</b>	<b>%</b>
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					

<b>Category</b>	<b>#</b>	<b>%</b>
Individual with DD		
Family Member		
<b>Geographical</b>		
Urban		
Rural		

**II. Output Measures**

<b>Objective #</b>	<b>Performance Measure</b>	<b>Performance Measure</b>
	<b>IFA 1.1</b> 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	<b>IFA 1.2</b> 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 #1 – PCTA	13	18

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#2 – SFCoP		11
<b>Denominator: TOTAL # of Output Respondents:</b>	13	29

**Outcome Measures**

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

<b>Sub-Outcome Measures</b>	<b>Projects</b>	<b># People with DD</b>	<b># Family Members</b>
The number of people who are better able to say what they want/say what is important to them	Objective #1 – PCTA Objective #2 – SFCoP  <b>Total # of Sub-Outcome Respondents:</b>	13	11
<b>IFA 2.3</b> 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%  13/13 = 100%	Total sub-outcome # / IFA1.2 total = X%  11/29 = 38%

<b>Sub-Outcome Measures</b>	<b>Projects</b>	<b># People with DD</b>	<b># Family Members</b>
The number of people who are participating in advocacy activities.	Objective # <b>Total # of Sub-Outcome Respondents:</b>		
<b>IFA 2.4</b> 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%

<b>Sub-Outcome Measures</b>	<b>Projects</b>	<b># People</b>	<b># Family</b>
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		<b>with DD</b>	<b>Members</b>
The number of people who are on cross disability coalitions, policy boards, advisory boards, governing bodies and/or serving in leadership positions.	Objective #  <b>Total # of Sub-Outcome Respondents:</b>		
<b>IFA 2.5</b> 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%

<b>Performance Measure</b>	<b># People with DD</b>	<b># Family Members</b>
<b>IFA3</b> The percent of people satisfied with a project activity. Objective #1 – PCTA – 13 pwDD Objective #2 – SFCoP – 3 family members 42 total involved - 16/42 = 38%	13	3

**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.

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

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

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

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

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Objective # 1 – PCTA – 41 Objective #1 – Early Childhood MH Seminar – 209 Objective #2 – SFCoP - 127	377
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<b>SC 1.5 The number of Council supported systems change activities with organizations actively involved</b>	<b>Number (#)</b>
Objective #1 –, PCTA, Early Childhood MH Seminar Objective #2 - SFCoP	3

**Systems Change SC2: Outcome Measures**

Outcome Measures	Number (#)
<b>SC 2.1</b> 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>	
<b>SC 2.2</b> 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. <b>(sub-measures 2.1.2; 2.1.4)</b>	

Sub-Outcome Measures		
	<b>SC 2.1.1</b> # of <u>policy, procedure, statute or regulation</u> changes improved as a result of systems change.	<b>SC 2.1.2</b> # <u>Policy, procedure, statute or regulation</u> changes implemented
<b>Total # of Sub-Outcome Respondents:</b>		
	<b>SC 2.1.3</b> # of <u>promising and/or best practices</u> improved as a result of systems change activities.	<b>SC 2.1.4</b> # of <u>promising and/or best practices</u> implemented
Objective # 1 - PCTA		9 schools
<b>Total # of Sub-Outcome Respondents:</b>		



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

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

<b>Strategies</b>	<b>Planned for this goal</b>	<b>Strategies Used</b>
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
Demonstration of New Approaches to Services and Supports		
Demonstration of projects and activities		

<b>Collaborators</b>	<b>Planned for this goal</b>	<b>Actual</b>
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
Other: SD Advocates for Change	X	X
Other: State Emergency management	X	

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Services Office		
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 should be disseminated to youth and adults with IDD. And, if training was

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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. 13 adults with IDD received information
  2. 3 events was held with 300 people attending and discussing issues of trauma informed care.

### **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 worked with the Division of DD to bring Dr. Karyn Harvey to South Dakota for 3 presentations on “**Trauma Informed Care** and People with Developmental Disabilities”: 310 people attended these sessions including people with I/DD and family members (SC 1.4).

The Council supported a grant to a community support provider to purchase and offer training on “**Relationships: Defining and Building Healthy Relationships**”. The classes began in January 2018 and met weekly through the fall. The SEEDS curriculum was used and handbooks provided for participants. A variety of community professionals (domestic abuse, special education and police department) were used as presenters. Areas of the curriculum include: Self, Friends and Acquaintances, Special Someone, and Assertiveness. 13 people with I/DD have participated in the classes and when surveyed, all 13 were satisfied with this project. (IFA 1.1 and IFA 3)

The SD Coalition of Citizens with Disabilities has a grant from the Council to assist with **Outreach and Support activities**. Some activities are reported

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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. The **Bridging South Dakota** Workgroup meets quarterly and includes professionals from sexual violence arenas, deaf community and professionals representing a large range of disabilities (includes Council, Disability Rights SD and Center for Disabilities staff).

The **Disability Advocacy Network** is a group of 15 organizations from all areas of disability who continued to 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)

During a review of legislation Council staff became aware of HB1205 that included language stating “suffers from a developmental disability”. Council staff emailed the bill sponsor and shared this information with the Disability Advocacy Network. Two others from the Disabilities Advocacy Network also contacted the sponsor. This language was changed to “has a developmental disability”. (SC 2.1.2)

Council staff attended a discussion sponsored by Delta Dental of South Dakota on the **Social Determinants of Oral Health and Oral Health Literacy**. 60 people attended and learned how to better understand how poverty and low oral health literacy affect oral health outcomes. Information focused on health literacy skills and information seeking and eHealth (technology). Participants were encouraged to share what might be needed to reach various groups – such as clear messages, less words, more graphics, videos and text messaging.

*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 Council has a grant with the Center for Disabilities for Public Information. Through this grant, infographics and videos were created on leadership, supported decision making and professional relationships for people with I/DD.

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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. 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.

**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.

Limited progress has been made on this 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 enough adults with IDD attend these events. More outreach to places where people with IDD are gathered needs to take place and with limited staff, this is difficult.

- 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:**

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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.
- 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. 500 people with I/DD and their families receive information and resources.
9. **Outputs Achieved** – List outputs achieved  
1. 40 people with I/DD received information and resources.

**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).

Council staff continued to provide **information on** winter emergency **preparedness** and summer emergency preparedness at several events. Approximately 40 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 I/DD and their families are better prepared for emergencies.

**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.

This continues to be an area of interest for the Council. Additional opportunities will be sought to gather information and share resources and ideas with others.

- 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**

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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

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. 500 law enforcement staff receive training and/or information and resources.
2. 500 first responders receive training and/or information and resources..

9. **Outputs Achieved** - --List outputs achieved

1. 6 law enforcement staff received training through Bridging SD grant.



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**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 Bridging South Dakota Workgroup (Council staff is a member) received a grant from the Bush Foundation to provide Disability Awareness Training for Law Enforcement through the train-the-trainer curriculum presented by Niagara University. This training was held in August 2018 with 10 people attending (6 law enforcement officers and 4 members of the Bridging SD Workgroup).

**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. Law enforcement officers and first responders have an increased awareness of people with intellectual and developmental disabilities.

**12. Outcomes achieved**

1. A start was made in providing training to law enforcement. Through train-the-trainer activities, more law enforcement staff will be reached.

**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.

In August 2018, the Council issued a Call for New Initiatives to provide an opportunity for entities to submit field-initiated ideas for funding consideration. The Council was seeking multiple ideas to address or solve identified barriers and give entities an opportunity to act on something that has been identified as a need to improve life outcomes for people with intellectual and developmental disabilities.

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Responses were reviewed by the Council's Executive Committee and selected ideas were asked to submit full proposals and present to the Council at their October meeting. Projects selected and progress will be reported in FFY2019.

Ideas submitted in the Safety & Security area included: First Responder Disability Awareness Training.

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 #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)

This area has been a challenge for Council staff to gain ground.

In August 2018, the Council issued a Call for New Initiatives to provide an opportunity for entities to submit field-initiated ideas for funding consideration. The Council was seeking multiple ideas to address or solve identified barriers and give entities an opportunity to act on something that has been identified as a need to improve life outcomes for people with intellectual and developmental disabilities.

Responses were reviewed by the Council's Executive Committee and selected ideas were asked to submit full proposals and present to the Council at their October meeting. Projects selected and progress will be reported in FFY2019.

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Ideas submitted in the Safety & Security area included: train-the-trainer for a Friendships and Dating curriculum and a life skills program.

**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**

<b>Race/Ethnicity</b>	<b>#</b>	<b>%</b>	<b>Gender</b>	<b>#</b>	<b>%</b>
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					

<b>Category</b>	<b>#</b>	<b>%</b>
Individual with DD		
Family Member		
<b>Geographical</b>		
Urban		
Rural		

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**III. Output Measures**

Objective #	Performance Measure	Performance Measure
	<b>IFA 1.1</b> 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	<b>IFA 1.2</b> 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 # 1 – Relationships	13	
<b>Denominator: TOTAL # of Output Respondents:</b>	13	

**Outcome Measures**

Performance Measures	Percent (%)
<b>IFA 2.1</b> 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.	
<b>IFA 2.2</b> 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 #  <b>Total # of Sub-Outcome Respondents:</b>		
<b>IFA 2.3</b> 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%

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<b>Sub-Outcome Measures</b>	<b>Projects</b>	<b># People with DD</b>	<b># Family Members</b>
The number of people who are participating in advocacy activities.	Objective #  <b>Total # of Sub-Outcome Respondents:</b>		
<b>IFA 2.4</b> 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%

<b>Sub-Outcome Measures</b>	<b>Projects</b>	<b># People with DD</b>	<b># Family Members</b>
The number of people who are on cross disability coalitions, policy boards, advisory boards, governing bodies and/or serving in leadership positions.	Objective #  <b>Total # of Sub-Outcome Respondents:</b>		
<b>IFA 2.5</b> 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%

<b>Performance Measure</b>	<b># People with DD</b>	<b># Family Members</b>
<b>IFA3</b> The percent of people satisfied with a project activity. Objective #1 – Relationships  13/13 = 100%	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.

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

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

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

<b>SC 1.4 The number of people trained or educated through Council systemic change initiatives</b>	<b>Number (#)</b>
Objective #	

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

**Systems Change SC2: Outcome Measures**

<b>Outcome Measures</b>	<b>Number (#)</b>
<b>SC 2.1</b> 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>	
<b>SC 2.2</b> 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. <b>(sub-measures 2.1.2; 2.1.4)</b>	

<b>Sub-Outcome Measures</b>		
	<b>SC 2.1.1</b> # of <u>policy, procedure, statute or regulation</u> changes improved as a result of systems change.	<b>SC 2.1.2</b> # <u>Policy, procedure, statute or regulation</u> changes implemented
Objective # 1		HB1205

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

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

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

<b>Strategies</b> As identified in Section 125 (c)(5)(A-L) of the Developmental Disabilities Assistance and Bill of Rights Act of 2000 (PL 106-402)	<b>Planned for this goal</b>	<b>Strategies Used</b>
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	X	X
Barrier Elimination		
Systems Design and Redesign	X	
Coalition Development and Citizen Participation		

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Informing Policymakers		
Demonstration of New Approaches to Services and Supports		
Demonstration of projects and activities	X	X

<b>Collaborators</b>	<b>Planned for this goal</b>	<b>Actual</b>
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	
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:**

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: 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.
4. 3 stories are shared.

**9. Outputs Achieved - –List outputs achieved**

1. 42 people learned about the Person-Centered Employment Guide and employment trajectory tool.
2. Collaboration with the Division of DD was maintained for the SDEFA.
3. 8 stories were shared through the Possibilities magazine

**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).

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 24 members of the EFA met quarterly and discussed changes to Waiver definitions for employment services and technical assistance for providers. (SC 1.4) Priorities for the year included Person-Centered Supports; provider capacity and training; sharing success stories; and incorporation of LifeCourse Framework and Tools with person-centered thinking tools. Many meetings of this group discussed changes to the Choices waiver definitions for Individual Supported Employment, Group Supported Employment, Career Exploration and Day Services. (SC 2.1.2) A draft toolkit was shared with the EFA group for comments and suggestions.

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 to 42 people at the Gathering and to 32 people at the 2017 Fall Rehab Conference. (SC 1.4 – 74 people)

The Council supports a Public Information grant through the Center for Disabilities. In September 2017 this grant completed it's second issue of the Possibilities magazine that showcases people with disabilities and their employment stories. Services and supports used are shared so others can learn from their experiences. Stories of 8 people with disabilities were shared including 3 Partner graduates. (SC1.4) 900 hard copies were disseminated along with 140 electronic versions downloaded. Issues of the first Possibilities magazine continue to be disseminated (100 copies)

**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. 15 young adults with IDD participate in Augie Access during year 3.
  2. 2 informational pieces will be created about the Augie Access program.
9. **Outputs Achieved** - –List outputs achieved
1. 13 young adults with IDD participated in Augie Access during year 3.

**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).

Year three of the Post-Secondary Education (PSE) Pilot program called Augie Access was completed with 13 students (4 from year one, 5 in year 2 and 4 in year 3). The pilot offers a 60 credit college experience. 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 6 credits per semester of Augie Access specific courses in addition to taking up to 6 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 infused throughout the program.

New to the application 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 5 of 13 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. Each Cohort is now required to join at least 1 club or campus organization. During Year 3, the student governing body on campus, the Augustana Student Association, came to the Augie Access director asking if a student from the program could be invited to hold a position on the Student Senate. What a great opportunity for an Augie Access student to advocate alongside their peers.

Peer Navigators provide Augie Access students with critical support across a variety of settings while at Augustana University. Peer Navigators are traditional

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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 23 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 2018 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 lived in the residence halls and 3 lived at home with their families.

The evaluation framework and process was designed based on the Think College evaluation matrix and best practices. A consultant assisted Augustana in creating and analyzing online survey data, interviewing key campus stakeholders and drafting the annual report.

Comments from students in Year 3 included: “I am more independent and social than I was before.” “Work more hours to save money.” “Successfully continue my employment through the end of the summer”. Students shared long term goals of: living on my own, working 20-40 hours a week, opening my own business, owning a house, having a family and kids, driving, and getting a degree.

Contacts and working relationships continue 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

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(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.

Through a partnership with the USD Center for Disabilities, 2 Augie Access students were chosen as LEND Fellows for the 2017-18 year and supported by Augie Access. Through this activity, students were able to go to Pierre during the legislative session for advocacy purposes.

Program participants were all satisfied with the project. (IFA3 – 13 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.

13 students and 23 parents (IFA 1.1 and 1.2) responded to demographic questions. All students and family members were satisfied with their participation in Augie Access, were participating in advocacy activities, were better able to say what they want, and were participating in advocacy activities. (IFA 2.1, 2.2, 2.3, 2.4 and 3) Three people with I/DD were members of other boards and coalitions (IFA 2.5).

Throughout the year, 5 policies and/or procedures were created or changed (SC 1.1, SC 2.1.1 and SC 2.1.2).

8 promising and/or best practices were created (SC 1.3, SC 2.1.3 and SC 2.1.4).

“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 has grown so much over the last 2 years at Augie. People in town have stopped us as parents, sent messages and called to express how much they have noticed his growth socially. He has truly made huge strides! We love the program and what it has done for him. I wish he could be a part of that awesome campus forever!”

“This has been a great growing experience. He was introduced to more freedom and responsibilities. He grew in his skill of being a self-advocate and dealing

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with conflict and bad choices. The support provided was sincere and wise. He is very proud of his accomplishment of completing the program.”

“Augie Access was a wonderful experience. The program was well thought out – from classroom studies to other courses, living arrangements, internships and overall ability to become like a regular college student involved in various activities on campus. Everyone was so accepting of our student and wanted him to succeed, but at the same time made him work hard and showed him there are consequences for his actions. Thank you to everyone involved – an excellent program!!

**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.

**12. Outcomes achieved**

1. The number of applicants for the Augie Access program has increased each year.

**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 3 of this pilot post-secondary program has been successful. The university plans to continue the Augie Access program. 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.

- 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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**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

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. 2 community support providers implement changes.
3. 6 people with significant disabilities are employed.

**9. Outputs Achieved** - –List outputs achieved

None

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**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).

This objective was moved to the back burner while changes to the CHOICES and Family Support 360 Waivers were completed and approved. There was also limited staff time available to devote to this topic at this time.

**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.

Although the Council issued a Call for New Initiatives, none were proposed that fit this goal.

**14. Additionally, include stories of culturally diverse people with developmental disabilities whose lives are better because of Council work on this activity (e.g.,**

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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

**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.

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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. 200 copies of the fact sheet on volunteering are disseminated.
  
9. **Outputs Achieved** - –List outputs achieved
  1. 120 youth and adults with I/DD and family members learned about employment. 28 community members and 6 employment providers and educators learned about employment.
  2. 120 people had opportunities to see and try technology
  3. A fact sheet on volunteering was created and 65 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 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 2017, the Council supported and participated in a **Let's Talk about Work** Event held in Aberdeen. A planning committee facilitated by the Transition Services Liaison Project took an idea shared at the SD Employment First Alliance meeting and developed this one day event. 10 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. 116 students, 4 parents and 24 teachers attended along with 10 speakers and vendors. (SC 1.4 – 154 total) Everyone felt the day was a success.

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With support from the Council, Teachwell Solutions sent 3 staff members (SC 1.4) to the **Project SEARCH International Conference**. Staff participated in in-depth training on job development at the pre-conference sessions and , Project SEARCH 101 and creating structured solutions for challenging behaviors during the conference. We could fill pages with examples of the many helpful sessions we attended. Some of the highlights for our staff were: attending a session about utilizing Money Smart, a free comprehensive financial education curriculum designed to help people enhance their financial skills and create positive banking relationships. Staff also attended several sessions about the VocFit Assessment, a tool for matching individuals with community based employment based on interests and needs. They learned about the tool and how to integrate it into our local program. Other highlights for our staff were a session on workplace sexual harassment and its impact on individuals with disabilities and a session about improving wellness through the use of FitBits in the classroom. The program coordinator presented a session on the topic of soft skills and coping skills in the workplace.

Council staff continued to share the **Volunteer Handout** that shares 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 65 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.

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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 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)

Limited progress has been made for this goal. Uncertainty about what strategies are needed and who might partner with the Council has slowed the process.

In August 2018, the Council issued a Call for New Initiatives to provide an opportunity for entities to submit field-initiated ideas for funding consideration. The Council was seeking multiple ideas to address or solve identified barriers and give entities an opportunity to act on something that has been identified as a need to improve life outcomes for people with intellectual and developmental disabilities.

Responses were reviewed by the Council's Executive Committee and selected ideas were asked to submit full proposals and present to the Council at their October meeting. Projects selected and progress will be reported in FFY2019.

Ideas submitted in the area included: an Art Studio, life skills program for students and adults transitioning into the world of work, additional staff for supported employment setting, workforce development module for career and technical education teachers to be able to better prepare students with disabilities for the workforce and an online repository of resources for teachers, students and families.

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**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**

<b>Race/Ethnicity</b>	<b>#</b>	<b>%</b>	<b>Gender</b>	<b>#</b>	<b>%</b>
White, alone Augie Access	13		Female Augie Access	4	
Black or African American alone			Male Augie Access	9	
American Indian and Alaska Native alone			Other		
Hispanic/Latino					
Asian alone					
Native Hawaiian & Other Pacific Islander alone					
Two or more races					
Race unknown					

<b>Category</b>	<b>#</b>	<b>%</b>
Individual with DD Augie Access	13	
Family Member Augie Access	23	
<b>Geographical</b>		

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Urban Augie Access	9	
Rural Augie Access	4	

**IV. Output Measures**

Objective #	Performance Measure	Performance Measure
	<b>IFA 1.1</b> 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	<b>IFA 1.2</b> 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 #2 – Augie Access	13	23
<b>Denominator: TOTAL # of Output Respondents:</b>	13	23

**Outcome Measures**

Performance Measures	Percent (%)
<b>IFA 2.1</b> 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.	
<b>IFA 2.2</b> 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	13	23
	<b>Total # of Sub-Outcome Respondents:</b>		



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<b>IFA 2.3</b> 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% 13/13 = 100%	Total sub-outcome # / IFA1.2 total = X% 23/23 = 100%
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Sub-Outcome Measures	Projects	# People with DD	# Family Members
The number of people who are participating in advocacy activities.	Objective #2 – Augie Access  <b>Total # of Sub-Outcome Respondents:</b>	13	23
<b>IFA 2.4</b> The percent of people who are participating now in advocacy activities		Total sub-outcome # / IFA1.1 total = X% 13/13 = 100%	Total sub-outcome # / IFA1.2 total = X% 23/23 = 100%

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 #2 – Augie Access  <b>Total # of Sub-Outcome Respondents:</b>	3	
<b>IFA 2.5</b> 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% 3/13 = 23%	Total sub-outcome # / IFA1.2 total = X%

Performance Measure	# People with DD	# Family Members
<b>IFA3</b> The percent of people satisfied with a project activity. Obj. 1 – Augie Access 13/13 and 23/23 = 100%	13	23

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

**SC1: Output Measures**

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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.

<b>SC 1.1 The number of policy and/or procedure created or changed</b>	<b>Number (#)</b>
Objective #2 – Augie Access	5

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

<b>SC 1.3 The number of promising and/or best practices created and/or supported</b>	<b>Number (#)</b>
Objective #2 – Augie Access	8

<b>SC 1.4 The number of people trained or educated through Council systemic change initiatives</b>	<b>Number (#)</b>
Objective #1 – SDEFA - 98 Objective #2 – Augie Access - 31 Objective #4 – Project SEARCH -3 Objective #4 – Volunteer Handout - 65	197

<b>SC 1.5 The number of Council supported systems change activities with organizations actively involved</b>	<b>Number (#)</b>
Objective #2 – Augie Access Objective # 4 – Project SEARCH Let’s Talk Work	3

**Systems Change SC2: Outcome Measures**

<b>Outcome Measures</b>	<b>Number (#)</b>
<b>SC 2.1</b> 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>	
<b>SC 2.2</b> 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,	

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productivity, and integration and inclusion in all facets of community life. (sub-measures 2.1.2; 2.1.4)	
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<b>Sub-Outcome Measures</b>		
	<b>SC 2.1.1</b> # of <u>policy, procedure, statute or regulation</u> changes improved as a result of systems change.	<b>SC 2.1.2</b> # <u>Policy, procedure, statute or regulation</u> changes implemented
Objective #2 – Augie Access	5	5
<b>Total # of Sub-Outcome Respondents:</b>		
	<b>SC 2.1.3</b> # of <u>promising and/or best practices</u> improved as a result of systems change activities.	<b>SC 2.1.4</b> # of <u>promising and/or best practices</u> implemented
Objective #2 – Augie Access	8	8
<b>Total # of Sub-Outcome Respondents:</b>		

**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.*

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

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

<b>Collaborators</b>	<b>Planned for this goal</b>	<b>Actual</b>
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

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**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:**

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. 12 adults with IDD were members of the SDAC Leadership Team..
2. 2 presentations were given at the Symposium, 1 at Partners and 4 to local advocacy groups to a total of 141 self-advocates and others.

**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).

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.

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 FFY2018, the Leadership Team included 12 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; 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 287 people (most are self-advocates) (SC 1.4). Topics for the newsletter were: Healthy Relationships, Sharing by team members, Anti-Bullying, and Voting and Service Animals and the ADA.

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 12 legislators and several members were able to meet the Governor and Lt. Governor (SC 1.4).

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In April 2018, SDAC team members presented at Partners in Policymaking Continuing Education on the topic of LifeCourse Framework. There were 37 people attending. In addition, team members presented 4 times to their local advocacy and community groups reaching 34 people. (SC 1.4 – 71 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 September 2017, SDAC joined with the Center for Disabilities **Symposium** and held a joint conference. During FFY2018 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 38 people. The team also presented on the "LifeCourse Framework" to a group of 32 people. A member of the SDAC Leadership Team also presented on Internet Safety. These activities support and educate the community about people with intellectual and developmental disabilities. (SC 1.4 – 70 people)

To reach more people, initially, the plan was to create a couple of videos to share. During FFY2018 staff from the Center for Disabilities videoed SDAC team members using the Developmental Disabilities Awareness Month theme of "See Me As ... A Co-Worker; An Employee; A Student; A Voter.

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 12 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)

**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*

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*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.*

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. Again, following Disability Awareness Day at the Capitol, there were even better 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



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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: 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 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 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 and 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.

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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).

**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 2018 was comprised of 20 individuals (5 adults with disabilities and 15 parents or family members). Continuing Education was attended by 45 adults with disabilities and 70 parents or family members. (IFA 1.1 and 1.2)

During January, the class provided mock testimony to a panel of 7 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 the 2018 Legislative Session, 1 Partner graduate presented testimony on a bill for LEAD-K, language for deaf and hard of hearing children.

Other activities that people shared was a Partner graduate had her son's IEP shortly after a Partners weekend and she used the skills learned at Partners to change his IEP goals. Another parent used her skills at an IEP when discussing placement for her son in the regular classroom with no pullout for reading or math (school wanted full time in special education room). The Governor's Award Recipient for Outstanding Employee with a Disability was a Partners graduate.

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Demographic information, satisfaction and advocacy responses were provided by 65 participants in Partners and Continuing Education. IFA 2.3 – 25 people with I/DD and 40 family members said they were better able to say what they wanted. IFA 2-4 – 25 people with I/DD and 40 family members said they were participating in advocacy activities. IFA 3 – 20 people with I/DD and 34 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.

Facebook post from a past graduate - To this most recent class of Partners, I know the Legislative Session can be overwhelming. There's so much information and so many details. Your voices and your thoughts and your family stories are so important. You CAN do it! You MUST do it! I believe in you! Everybody has ideas. Tell your ideas to everyone who will listen. Bills are simply ideas. Laws are simply bills many people agree on. ...

Facebook post from past graduate - The mall Santa did a super cool thing for kids with disabilities this morning called Sensitive Santa. No flashy lights, no loud music, no crowds, and Santa eveFacebook post from past graduate - I was recently crowned Mrs. South Dakota International and will spend my year fighting the stigma surrounding mental illness.

Facebook post from past graduate - Just finished an IEP for my daughter. While never a fun event I am very pleased with how it went. Partners played a huge part in that. Partners gave me the knowledge I needed to advocate for my daughter. It is so much nicer to work as part of a team instead of the "Us Vs Them" approach that it used to be.

Following Partners Continuing Education, the DD Network held a **focus group** meeting to discuss further leadership development activities – what would it look like and what additional training do you need? 25 people attended.

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 2018, 2 people with I/DD and 6 parents were appointed to the following state level councils –DD Council, Family Support Council and the SD Advisory Panel for Children with Disabilities. (IFA 2.5)

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The **Youth Leadership Forum (YLF)** was held in June 2018. 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 29 organizations, including YLF alumni, self-advocates, policymakers, several state and local agencies and organizations to provide support services and accommodations. (SC 1.4 – 89 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 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.

Each fall the YLF delegates are 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: two YLF Alumni are featured in the USD Center for Disabilities Possibilities magazine; and 16 YLF alumni have presented on their experiences at YLF at TSLP events this fall, including regional forums and Let's Talk About

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Work events. One YLF delegate from 3 years ago took advantage of the transition resources he learned about and applied them to his own transition – moving from his home town of Huron to Aberdeen, enrolling in the Project SEARCH program, and receiving independent living supports from a community support provider. He recently presented his transition story to approximately 140 people at a TSLP event in Aberdeen.

Demographic information, satisfaction and advocacy responses were provided by 42 participants in YLF. IFA 2.3 – 39 people with I/DD said they were better able to say what they wanted. IFA 2-4 – 42 people with I/DD said they were participating in advocacy activities. IFA 3 – 41 people with I/DD said they were satisfied with YLF.

The **Lighting the Way Autism Conference** was held in June 2018. The conference is a collaborative effort with SD Parent Connection, Sioux Falls School District, Autism Behavioral Consulting, LifeScape, USD Center for Disabilities, the SD Department of Human Services, Augustana University and others. 252 family members (32 – IFA1.2), person with a disability (1 – IFA 1.1), disability service providers (94), educators (73), and other professionals (52) participated in the conference (SC 1.4). 151 people responded to a question on satisfaction with this activity – 148 were satisfied or very satisfied and 3 did not respond. The remaining evaluation questions did not fit well with the Council's reporting options.

**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.

**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.

Progress was made on most outcomes. Council support for trainings has been limited, probably because of the matching funds requirement, and also different topics than what the Council has been wanting to see happen.

**14. Additionally, include stories of culturally diverse people with developmental disabilities whose lives are better because of Council work on this activity (e.g.,**

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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 3** – Through FFY2021, the Council, Disability Rights South Dakota and Center for Disabilities will provide learning and networking opportunities for 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.

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One underserved group in our state is Native American parents and adults with disabilities. As a result of the Council director, Center for Disabilities director and Disability Rights SD PADD director participating in the Leadership Institute focused on Cultural and Linguistic Competency, 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. 3 fellowship participants learned about the DD Network
  2. 14 people learned about the DD Network and other resources.

**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).

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 been 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 47 family members and 15 people with I/DD (IFA 1.1 and 1.2). The recipients reported that they shared the knowledge they gained with 303 people - 124 family members, 175 professionals and 4 people with I/DD (SC 1.4). Approximately 9 people with I/DD and 7 family members were Native American. Of the 62 total people, 6.5% were Native American which is lower than the 9% of the general population that

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is Native American. IFA 3 – All recipients reported they were satisfied with this activity (47 family members and 15 people with I/DD).

The Center for Disabilities has reached 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 along with a fellow from Nigeria met with staff from Disability Rights SD and the Council to learn more about our programs and people with developmental disabilities. (SC 1.4)

The Council director, USD Center for Disabilities director and the Disability Rights SD PADD Director traveled to 4 Native American communities and met with staff from the IHS clinic, early headstart program, community college/university, behavioral health program and educators at a boarding school. Each of us shared information about our programs but most of the conversation was about what the needs are in these communities. (SC 1.4 – 14 people)

**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. Sharing our experiences and knowledge with the fellow from Nigeria and learning from her experiences will help the DD Network in the future.

**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 not in the way the Council thought it would happen. This was a great start to increasing the knowledge of people who are underserved about the Council and the DD Network.



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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).

**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)

Great progress was made in achieving two of the three objectives for this goal. Training for Native Americans happens naturally within Partners and Youth Leadership Forum, but a more targeted advocacy training is still worth working for in the next three years.

**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)

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**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**

<b>Race/Ethnicity</b>	<b>#</b>	<b>%</b>	<b>Gender</b>	<b>#</b>	<b>%</b>
White, alone – SDAC - 12 Partners – 14+85 YLF – 20 Travel Asst - 53	184		Female SDAC - 8 Partners – 16+80 YLF - 18	107	
Black or African American alone YLF – 2	2		Male - SDAC - 4 Partners – 4+35 YLF - 24	67	
American Indian and Alaska Native alone SDAC - Partners – 6+30 YLF - 4 Travel Asst - 16	56		Other		
Hispanic/Latino YLF – 5	5				
Asian alone					
Native Hawaiian & Other Pacific Islander alone					
Two or more races – YLF	8				
Race unknown YLF – 4	4				

<b>Category</b>	<b>#</b>	<b>%</b>
Individual with DD SDAC – 12 Partners – 40 YLF – 42 Travel Assistance - 15	109	
Family Member SDAC – 1 Partners – 95 Travel Assistance – 47	143	
<b>Geographical</b>		
Urban SDAC – 3 Partners – 44	64	

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YLF – 5 Travel Assistance – 12		
Rural SDAC – 10 Partners – 91 YLF – 37 Travel Assistance – 50	188	

**V. Output Measures**

Objective #	Performance Measure	Performance Measure
	<b>IFA 1.1</b> 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	<b>IFA 1.2</b> 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	12	1
2. Objective #2 Partners	50	85
3. Objective #2 Youth Leadership Forum	42	0
4. Objective #2 LTW Conference	1	32
<b>Denominator: TOTAL # of Output Respondents:</b>	105	118

**Outcome Measures**

Performance Measures	Percent (%)
<b>IFA 2.1</b> 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.	

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<b>IFA 2.2</b> 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 # 1 SDAC – 12 & 1 Objective #2 Partners – 25 & 40 Objective #2 – YLF – 39 & 0 <b>Total # of Sub-Outcome Respondents:</b>	76	41
<b>IFA 2.3</b> 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% 76/105 = ___72%	Total sub-outcome # / IFA1.2 total = X% 41/118 = ___34%

Sub-Outcome Measures	Projects	# People with DD	# Family Members
The number of people who are participating in advocacy activities.	Objective # 1 SDAC – 12 & 1 Objective #2 Partners – 25 & 40 Objective #2 – YLF – 42 & 0 <b>Total # of Sub-Outcome Respondents:</b>	79	41
<b>IFA 2.4</b> The percent of people who are participating now in advocacy activities		Total sub-outcome # / IFA1.1 total = X% 79/105 = 75%	Total sub-outcome # / IFA1.2 total = X% 41/118 = 34%

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 – Objective #2 Partners – 2 & 6 Objective #3 YLF <b>Total # of Sub-Outcome Respondents:</b>	2	6
<b>IFA 2.5</b> 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% 2/105 = 2%	Total sub-outcome # / IFA1.2 total = X% 6/118 = 5%

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<b>Performance Measure</b>	<b># People with DD</b>	<b># Family Members</b>
<b>IFA3</b> The percent of people satisfied with a project activity. Objective # 1 SDAC – 12 & 1 Objective #2 Partners – 20 & 34 Objective #2 YLF – 41 & 0 Objective #3 LTW Conf – 1 & 32 Objective #3 Travel Assistance – 15 & 47 Total % - 89/105 = 85% 114/118 = 97%	89	114

**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.

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

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

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

<b>SC 1.4 The number of people trained or educated through Council systemic change initiatives</b>	<b>Number (#)</b>
Objective #1 – SDAC - 405 Objective # 2 – Partners - 112 Objective #2 – YLF - 89 Objective #2 – LTW Conf - 252 Objective #3 – Travel Assistance - 303 Objective #3 – Fellows – 3 Objective #3 – DD Network - 14	1178

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

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**Systems Change SC2: Outcome Measures**

<b>Outcome Measures</b>	<b>Number (#)</b>
<b>SC 2.1</b> 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>	
<b>SC 2.2</b> 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. <b>(sub-measures 2.1.2; 2.1.4)</b>	

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

**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**

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

<b>1. Fiscal Year</b>	<b>YR FFY2018</b>
2. Reporting Period	10-01-2017 – 09-30-2018
3. Total Federal Fiscal Award for Reporting Year	\$ 507,546.00
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)	\$ 507,546.00
9. Match Required	\$ 169,182.00
10. Match Met	
11. Match Unmet	\$ 169,182.00

<b>1. Fiscal Year</b>	<b>YR FFY2017</b>
2. Reporting Period	10-01-2016 – 09-30-2018
3. Total Federal Fiscal Award for Reporting Year	\$ 499,452.00
4. State Funds Contributing to Council State Plan Activities	\$ 28,669.07
5. Additional Council Funds Used for Other Activities	\$
6. Federal Share of Expenditures	\$ 426,347.07
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)	\$73,104.93
9. Match Required	\$ 166,484.00
10. Match Met	\$ 28,669.07
11. Match Unmet	\$ 137,814.93

<b>1. Fiscal Year</b>	<b>YR FFY2016</b>
2. Reporting Period	10-01-2015 – 09-30-2018
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	\$ 497,888.00

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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	\$ 165,962.67
10. Match Met	\$ 165,962.67
11. Match Unmet	\$

**Dollars leveraged for the reporting year being reported: \$80,000 (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. Increasing access to supported decision-making and alternatives to guardianship
  - b. Increased self-advocate leaders, trainers and peer mentors around the state.
  - c. Increasing our Networks meaningfulness for Native Americans, greater presence in Tribal communities and enhanced involvement of Native American people in Network activities and events
  
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	X	Other – Cultural Diversity
	Health		Other – Leadership
	Employment		Other – please specify
	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



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UCEDD, the Council and other collaborators.DD Network. For at least one of the issues/barriers identified above describe:

- (a) the issue/barrier;

Enhanced outreach to Native Americans

- (b) collaborative strategies to address issue/barrier and expected outcome(s);  
The UCEDD and DD Council directors and P&A PADD director joined together to travel around the state, visit tribal communities and spend time to develop relationships without a planned agenda. Trips were made to Crow Creek, Lower Brule, Rosebud, Yankton Sioux and Flandreau reservations which were invaluable. We were warmly welcomed and through the shared space, opportunities and events to participate in, such as resource fairs, and other potential collaborations were identified. The decision was made to visit the other four reservations during the newly awarded Disability Awareness Trainings project being conducted by two of the Center's Native American staff and local tribal members including Pine Ridge, Sisseton, Cheyenne River and Standing Rock reservations.

The DD Network is committed to developing an advanced leadership train-the-trainer model for past Partners graduates to establish local connections within and between small cities and rural communities including reservations.

- (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 director devoted time to travel with the DD Network partners to 5 reservations actively listening and initiating or developing relationships that can be used in the future. Information was shared with tribal professionals within behavioral health, early education, post-secondary institutions, high school educators, clinic staff and more.

- (d) briefly identify problems encountered as a result of this collaboration, and technical assistance, if any, desired; and

No problems were encountered beyond busy schedules and flat tires.

- (e) any unexpected benefits of this collaborative effort.

No unexpected benefits.