

**FFY 2023 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, 2022 through September 30, 2023
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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;
- adequacy of health care and other services, supports, and assistance that individuals with developmental disabilities served through home and community-based waivers receive;

• **Office of Intellectual and Developmental Disabilities (OIDD) interprets this as *annual updates* to:**

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- 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.

The South Dakota Intellectual/Developmental Disabilities service system supports an estimated 120 individuals across three Intermediate Care Facilities for Individuals with Intellectual and Developmental Disabilities (ICF/IIDD or ICF). South Dakota has one public ICF facility at the South Dakota Developmental Center (SDDC) and two private ICF youth facilities. Reviews of services were conducted and deficiencies were addressed. SDDC continued to work with community providers being challenged to provide services to people with significant behaviors and needing additional support.

Over the past few years, there has been continued growth in the overall continuum of care services in the I/DD service system in South Dakota. This includes behavioral and crisis consultation and provider specific expansion of behavioral support services. This focus will continue as DDD and other stakeholders utilize the Assessment of Services for People with IDD and Mental Health Challenges that was completed in 2023.

The South Dakota Intellectual/Developmental Disabilities service system supports about 6,000 individuals between two Home and Community Based Services (HCBS) waivers.

The Division of Developmental Disabilities (DDD) continues to improve services and access to the Family Support 360 (FS360) waiver. New waiver services proposed and approved by the Center for Medicaid and Medicare Services (CMS) included specialized therapies. Family and Self-Advocate Conversations are held quarterly to share information and updates on services through DDD to increase information sharing and stakeholder engagement.

DDD implemented a new Front Door to Supports or Intake Process in summer 2023. Historically, the front door to supports has been with providers. Leading families to have to navigate multiple providers, multiple applications, multiple people, and multiple policies. The new Front Door through Dakota at Home creates one access point for people supported and their families and a smooth, easy process for learning more about and applying for DD services.

Updates within the CHOICES (comprehensive) Waiver during the past year included use of the new rate methodology, updating service definitions, who DDD pays for services,

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additional clarity on use of person-centered planning and Charting the LifeCourse tools during preparation of Individual Support Plans, and developing a unified case management system for the state staff and providers to use throughout the CHOICES and FS360 Waivers.

The CHOICES Waiver renewal was submitted in March 2023 and included changes to the reimbursement methodology to align with the fee-for-service methodology outlined in the 2021 rate study; revised service definitions for residential habilitation, day services, career exploration, and individual supported employment; added assistive technology, group supported employment, group supported employment-enclave and shared living residential habilitation; clarified DDD response to allegations of abuse, neglect and exploitation; updated the ICAP and Level of Care assessment processes and adjusted waiver projections and performance measures. The renewal was approved.

DDD also made changes to the Administrative Rules of South Dakota (ARSD) to update based on the changes to waiver definitions for both Family Support and CHOICES.

**2023 Annual Waiver Assurances:**

- DDD was required to complete 586 CHOICES reviews in FY23.
- DDD was required to complete 203 FS360 reviews in FY23.
- Five of the thirty-four performances measures in FY23 fell below the 86% threshold.
  - DDD identified mitigation plans to address the performance and ensured measures moved into the approved threshold.

The SD Department of Health created a Statewide Health Improvement Coalition. The mission - to improve population health in South Dakota, the public health system must engage nontraditional partners to focus on various determinants of health that affect a broad range of health and quality of life outcomes. The P&A director is a member of the Coalition and provides updates at the monthly DD Network meetings.

During FFY22, a Brain Injury Needs Assessment survey was completed for supports and services providers. During FFY23, a survey was opened to learn from survivors of brain injury and their family members. The results of the survey will be available in FFY24. This work was done through the Department of Human Services, Division of Long-Term Services and Supports and a small Brain Injury Workgroup that includes members of the DD Network, rehabilitation supports, private providers, family members and brain injury survivors.

**2023 Legislative Session:**

The Legislature approved funding for DDD which allocated growth in services across both the CHOICES and Family Support 360 waivers guaranteeing the continuation of services for participants supported.

During session, there were discussion around the need to do a review of the Family Support and Shared Living Programs. Legislative Research Council and DDD pooled resources to contract with Alvarez & Marsal (A&M) to complete a review of the programs.

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A&M conducted 85 unique interviews, hosted 12 listening sessions, launched 3 surveys and completed 8 site visits to hear from families, providers, state agency staff and legislators throughout the summer and fall of 2023. There were 5 key recommendations: 1) DDD should begin work on quick wins to demonstrate a commitment to action based on what A&M heard from families; 2) additional flexibility and investment in Family Support 360 (add flexibility through service changes to help families); 3) work with families to make respite care move available especially for those using the Shared Living Program; 4) continue efforts to become a person and family-centered system (shifting power from government and providers to people and families); and 5); DDD should proactively communicate and seek opportunities to partner with the people they support, their families, advocates and providers in all systems change activities.

**SECTION III: STATE PLAN IMPLEMENTATION**

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

**A. Introduction**

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

The Council's Five-Year State Plan includes three goals/targeted areas of emphasis – Community Services and Supports, Mental Health and Advocacy and Leadership (Quality Assurance).

The Council collaborates with many organizations across the state to offer training and professional development opportunities for people with intellectual and developmental disabilities (IDD), their family members, guardians, and service providers. The Council grantees were focused on training for first responders, direct support professionals, family members and guardians, youth with disabilities, special education professionals, people with IDD and specifically Native Americans with disabilities and their families.

Significant accomplishments this year were working with the Supporting Families Community of Practice, reaching 700+ graduates of Partners in Policymaking and continuing to reach Native Americans with disabilities and their families through the curriculum developed by Oyate Circle. Barriers to implementation included ongoing issues related to the public health emergency limiting grantee activities and a limited amount of Council staff time to further some state plan activities.

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No major amendments will be needed to the state plan at this time. Some objectives will need to be adjusted.

Dissemination of the annual report happens through placement of the full report and a summary on the Boards and Commissions website and promotion of the availability of the report on Facebook and thru available newsletters. Copies are provided as requested and in alternate formats as needed.

**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.

Cultural Diversity is continuously addressed when considering when and where the Council hosts activities. Grantees must talk about their efforts to reach culturally diverse groups within their applications and throughout their reporting. Relationships developed over the years continue to be an important factor and when requested, members of the DD Network collaborate to ensure that we participate and build new relationships as much as possible. With the Council providing funding for an advocacy and leadership training for Native Americans with disabilities and their families, we are hopeful that more Native Americans will be participating in future activities. The Council has discussed various ways to reach the many cultural and ethnic groups that are often centered around our largest community of Sioux Falls. Council staff hope to reach out to some of the non-profit organizations that serve those groups during each state plan cycle.

**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 evaluation activities are done by grantees over the course of their grants. Grantees are asked to complete monthly or quarterly reports that are reviewed by the Council director and shared with the full Council. Grantees complete an annual survey and provide performance measures and stories. The Council discusses reports from grantees 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.

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All grantees reported progress in meeting their expected outcomes and satisfaction from people with intellectual and developmental disabilities and family members participating in activities. The Council is achieving progress across all goals though some work has been limited. The public health emergency still impacted some grantee activities.

Overall, people with IDD and their families have been satisfied with the activities conducted by the Council and its grantees. The Council needs to provide additional support to grantees to include the Participation Information for people with IDD and their families so this can be reported more accurately in the future.

**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 considers the reports, evaluations and data from Grantees as it reviews the progress achieved on the state plan and reviews how we gather and share information. As a minimum allotment state, the Council works with just one staff. This has limited the Council's ability to do outreach but with the self-advocacy organization support moving to a grantee, more outreach, presentations, and advocacy should occur. During FFY24, the Council will be focusing on a succession plan for the Executive Director and to have a general succession plan to use in the future. The Executive Director has expressed her plan to retire near the end of FFY24. Activities related to succession planning, preparing for a new director by creating written processes will be priorities this coming year.

**C. Input on National Priorities**

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

There are no changes to the top issues for the coming year. Wages, recruitment, and retention of Direct Support Professionals (DSPs) and guardianship/supported decision making are areas we discuss often. Lifespan Respite Care and collaboration with the Aging and Disability Resource Centers remains a priority as well. All efforts to continue these types of programs is beneficial to South Dakota.

**SECTION IV: STATE PLAN IMPLEMENTATION PROGRESS REPORT**

**Section IV.A. Detailed Progress Report on Goals**

**Goal #1: - Community Supports & Services** – By 2026, people with intellectual and developmental disabilities and their families have increased awareness of resources to improve access to information and services.

<b>Area of Emphasis</b>	<b>Planned for this goal</b>	<b>Areas addressed</b>
Quality Assurance		

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Education and Early Intervention	X	X
Child Care		
Health		
Employment		
Housing		
Transportation		
Recreation		
Formal and Informal Community Supports	X	X

<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 and Advocacy System	X	X
University Center(s)	X	X
State DD Agency		X
Other:		
Other:		
Other:		

**1. Goal # 1: Community Supports and Services**

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2. **State Plan Objective 1:** Each year of the state plan, the Council will share resources and information through multiple media formats weekly and specifically target 6 new groups or locations (such as clinics, schools, nursing students, etc.).

**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, the Council heard from families and self-advocates that finding the information they need could be difficult and time consuming. Key activities for this objective include continuing support for the National Community of Practice on Supporting Families; development of general awareness resources; supporting parents and self-advocates to participate in workgroups and conferences; creation of a website that can be a hub for statewide disability information and resources; and hosting booths and displays (as well as doing presentations) at conferences.

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



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- a. 4 Charting the LifeCourse Framework trainings will be held with 20 family members and 4 adults with IDD participating.
  - b. 26 social media posts, newsletters, articles, PSAs were developed and shared weekly on disability awareness topics and resources.
  - c. 20 self-advocates with IDD and 40 family members/guardians will receive assistance to attend workshops and conferences
  - d. Creation of a website as a hub for disability information and resources is completed and continuously updated.
  - e. Sharing of information and resources at 3 conferences with outreach to 100 people.
9. **Outputs Achieved – List outputs achieved**
- a. 16 Charting the LifeCourse in Action trainings were held with 209 family members and 103 adults with IDD participating.
  - b. 170 Facebook posts were created and/or shared on disability topics and resources.
  - c. 11 self-advocates with IDD and 22 family members/guardians received assistance to attend workshops and conferences.
  - d. Creation of a website was discussed with some preliminary work started.
  - e. Information and resources were shared at 5 conferences reaching more than 900 people

**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 **South Dakota Supporting Families Community of Practice (CoP)** is in its 7<sup>th</sup> year of working together. It has a core team that meets monthly with the National CoP staff to share what we are doing and learn from other states. This core state team includes the Council director, 2-3 Division of Developmental Disabilities (DDD) staff and 2 ambassadors (family members). The Supporting Families CoP State Team (consisting of the core team, ambassadors, other state agencies, non-profit advocacy groups, community support providers, parents, family

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members, guardians and people with I/DD) continued to meet quarterly using Zoom.

The SD CoP developed two sub-workgroups called affinity groups. The affinity groups are intended to be for cross-system collaboration and connection around key topics/key areas: 1) creating greater alignment and streamlining for where there are gaps in the system; and 2) connect and discuss and strategize for around key topics, with resulting recommendations shared with CoP and DDD. Each group will have a lead(s) who gets support from the CoP leadership team for leading and facilitating their group.

The Education Affinity and the Access and Navigation Affinity Groups outlined a “charter” which includes defining why the topic is important, long-term vision, current successes/opportunities, current challenges and short-term objectives. The groups outlined recommendations and shared them with the entire SD Supporting Families CoP during the in-person meeting in July 2023.

The CoP and their partners created a resource document to help people with disabilities and their families better understand which agencies, services and other resources are available to them across life domains and life stages. Further review of the mapping is necessary and next steps include selecting the most pertinent information to include in the SD LifeSpan folder updates.

IFA 1.1 – # of people with I/DD participated in activities - 103

IFA 1.2 – # of family members participated in activities – 209

SC 1.4 – # of people were trained or educated - 684

A Family Forum and Family & Self-Advocate Conversations were held via Zoom. A survey was distributed to Partners in Policymaking graduates and other family groups within SD. The survey was an intentional effort to learn more about the needs of families in SD, identify potential partners for family advocacy and strategies to communicate with people who want to advocate in different ways (individual, with other families, specialized knowledge/expertise, or system level advocacy). Results of survey reviewed - 148 responses received from people living in all areas of SD. Results will assist DDD and the Supporting Families CoP to: 1) Determine topics for Family & Self-Advocate Conversation sessions based on survey response themes, such as Guardianship/Supported Decision Making, Transportation, Independent Living Options and Social Opportunities; 2) develop specific communication strategies based on the type of advocacy efforts respondents selected; 3) invite family members to co-host CoP events throughout the state, based on responses to interest in various advocacy efforts; 4) create a list of family and self-advocate groups throughout South Dakota, for those who may desire to connect with others; and 5) identify opportunities for people to participate in events/initiatives that use their unique life experiences and skills sets.

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Charting the LifeCourse in Action trainings were held each month (1-3) for a total of 16 sessions held via Zoom or in person. Information about each event was shared on the SD Charting the LifeCourse Facebook page. DDD continues to share information and is exploring reconfiguration of the listserv which would allow people to sign up for various types of updates in one place.

The SD CoP hosted two Ambassador subgroups, one for Presentations, and the other for hosting Booths to promote CtLC framework at events. The purpose of the groups was to streamline processes and equip Ambassadors to have all the information and handouts needed to feel successful while hosting presentations and connecting with families at booths. Some excellent ideas and suggestions came out of the subgroup work, and the information was shared at the next Ambassador meeting.

The completion of 6 informational video series marks a very exciting milestone, as many families have requested videos explaining disability services as an alternative to reading guides, etc., over the last several years. Four family members were instrumental in the content development of the series. All six videos have been added to the DDD Website. Topics include: What is an ISP (Individual Support Plan)?; How do I know if my family member is eligible for services? What is the difference between the CHOICES and Family Support 360 Waivers? What can I expect from my Case Manager or Family Support Coordinator? How do I find and select a provider? What is self-direction and how does it work?

The SD Community of Practice for Supporting Families hosted a booth at the Special Olympics Basketball Tournament. Charting the LifeCourse Ambassadors visited with over 186 family members and self-advocates. The ambassadors shared about the importance of keeping families three buckets of supports filled- and offered opportunities for them to gain more information, connect with others, and access goods and services. Information on integrated supports were also provided to the families, and many participated in making homemade “fidgets” with beads that were colored the same as different sections of the integrated support star. A QR code to access the CoP Listserv was also provided, and 6 new families have been added as a result.

The CoP partnered with SD Parent Connection, Aberdeen School District, and Disability Rights SD (DRSD) to provide a free training for families on Alternatives to Guardianship. DRSD presented information on the legal and non-legal options, and an Ambassador introduced the Charting the LifeCourse framework to assist in navigating person-centered planning. 17 family members were in attendance.

Charting the LifeCourse Ambassadors hosted an in-person Charting the LifeCourse in Action training. The training had 38 attendees including school districts, LTSS, CSPs, CMs, parents, and Shared Living providers. The CoP Listserv QR code was shared and resulted in 6 individuals signing up.

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In April, SD Charting the LifeCourse Ambassadors shared about the Division of Developmental Disabilities Front Door to Supports efforts, at the Partners in Policymaking continuing education breakfast. The Charting the LifeCourse framework is now embedded in the intake process, which encourages person centered planning as families and self-advocates navigate services and supports. This was very well received by the 150 family members and self-advocates in attendance.

SD Supporting Families CoP joined 32 other states, and 2 countries, at the LifeCourse Nexus Showcase in Kansas City, MO. Several different tracks were offered. South Dakota had 6 CoP members (2 family members, 1 family member/professional, and 2 DDD staff) attend the National CoP annual meeting. Several states participated in a “One Slide Challenge” highlighting the work of each state’s CoP activities for the past year. Many of the SD team members were impressed with the initiatives and work in Ohio and Pennsylvania. Connections have been made to learn more about their family networks and the composition of their state teams (UCEDD, DD Council members, self-advocates, and families). South Dakota’s slide included accomplishments and activities that were categorized by three key goals that were set forth by the SD CoP last year. (Family Engagement, Access and Navigation, and Affinity Groups) Information on how we have increased community capacity in the use of the Charting the LifeCourse framework was also shared. South Dakota’s 13 Showcase attendees included 3 family members, 1 family member/professional, 3 case managers, 3 DDD staff, and 3 stakeholders.

The Supporting Families Community of Practice (CoP) hosted a booth at the Lighting the Way Autism conference in Sioux Falls. Over 30 individuals stopped at the booth (consisting of educators, family members, and professionals). 10 people attended a breakout session hosted by the CoP at the conference. The presentation was on “Charting the LifeCourse Let’s Talk - Helping people have good lives”.

One Family Support Council member completed the Family Advocacy Ambassador session that began January 2023. Four SD Community of Practice members completed the CoP Leadership Series, led by the National Community of Practice team. These trainings have inspired Family and Self-Advocate leadership in future activities of the SD Community of Practice.

SC 1.1 – # of policies or procedures created or changed - 3

SC 2.1.1 - # of policy, procedure, statute or regulation changes improved – 1

SC 2.1.2 - # of policy, procedure, statute or regulation changes implemented – 2

The Developmental Disabilities Front Door to Supports effort was implemented this year. The Charting the LifeCourse framework is now embedded in the intake process, which encourages person centered planning as families and self-advocates navigate services and supports.

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Training on the Support Coordinator Foundational Series has been completed for current CHOICES Case Managers and Family Support Coordinators, and has been implemented as a requirement for all new CHOICES Case Managers and Family Support Coordinators

DDD has been working with a contractor to develop a single ISP template to promote person centered planning for people accessing both CHOICES and FS 360 waivers. The Individual Service Plan (ISP) has been implemented in the Family Support 360 program for the past year, incorporating the Charting the LifeCourse framework in the development of the ISP. Implementation of the ISP in the CHOICES waiver is anticipated to occur in late winter 2024. SD Ambassadors have been instrumental in the development of this new person-centered planning tool.

SC 1.3 – # of promising practices or best practices created or supported - 1

SC 2.1.4 - # of promising and/or best practices implemented - 1

The Charting the LifeCourse Framework and Philosophy through the National Community of Practice for Supporting Families is a best practice that was supported.

SC 1.5 – # of Council Supported Systems Change activities – 1, the SD Supporting Families CoP

To encourage family members and adults with disabilities to attend a variety of conferences and workshops, the Council has provided **Travel Assistance** for many years. Council funds are limited but always appreciated as many families share 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 requests were limited this year.

IFA 1.1 - # of people with IDD participating – 14

IFA 1.2 - # of family members participating - 22

Assistance was provided to 22 family members and 14 people with I/DD

IFA 3.1 - # of people with IDD satisfied – 1 responded and 1 was satisfied

IFA 3.2 - # of family members satisfied – 11 responded and 11 were satisfied

Follow-up data includes satisfaction with the Council's travel assistance program.

SC 1.4 - # of people trained or educated through Council systems change activities

The travel assistance participants reported that they shared the knowledge they gained with 102 people - 23 family members and people with I/DD, 79 professionals.

The Council has a grant with the Center for Disabilities for **Public Information**. Through this grant, infographics and videos were created on Self-Advocacy,

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Disability Awareness Day, Electronic Communications, Adaptive Clothing and Winter Safety Tips. These were shared via email to over 400 people on the Council's listserv and shared on Facebook on the Council's page and the Center for Disabilities' page.

Hard copies of the Resource Guide for People with Disabilities, Fetal Alcohol Spectrum Disorder (FASD) Handbook, Developmental Disabilities Handbook, and FASD Education Strategies Handbook were shared at all informational booths at conferences. Electronic copies of the above resources as well as the Birth to 3 LibGuide, Deaf-Blind LibGuide and Autism Handbook/Autism LibGuides were accessed over 1959 times via the web. Every 12-18 months, the Center publishes a Possibilities Magazine that features employment success stories of people with developmental and other disabilities and may include information on programs available within South Dakota. Over 100 copies of the magazines from 2015-2021 were disseminated at booths and conferences.

SC 1.4 – 915 people were educated. The Council estimates that many people accessing or receiving a hard copy of materials picked up a minimum of 2 items. When people are accessing the materials at conferences, they often talk with the person at the booth regarding current issues, new resources needed, etc. Conferences attended by the Center or Disabilities' and/or Council staff included Fall Rehab Conference (150 attendees), Special Education Conference (300 attendees), SD Early Childhood Education Conference (200 attendees), Partners Continuing Education (135 attendees), and Lighting the Way Autism Conference (130 attendees).

Through this grant, the Center for Disabilities assists the Council in hosting a Facebook page and sharing content. 170 posts were made covering topics such as upcoming events, surveys, tips for self-care, mental health and many other topics, post-secondary education, applications for board positions and awards, guardianship, ABLE accounts, special education, mental health, SD Advocates for Change, grant activities, childcare and early learning, legislative updates, inclusion, DD Awareness Month and more. The Council currently has 504 followers.

**Website development** - Council staff have done some preliminary information gathering in preparation to find an agency to assist in creation of a website for the Council that can serve as a hub for disability information. Development of a website did not occur during FFY23 as Council staff was not able to work on this activity as much as desired. Efforts continue to develop an RFP for FFY24.

**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

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- a. People with IDD and their families are more knowledgeable about Charting the LifeCourse Framework through the National Community of Practice on Support Families.
- b. A wide variety of people see and interact with social media posts, newsletters, articles and PSAs that increase their awareness of disabilities and disability issues.
- c. The website/disability hub makes it easier for people with disabilities and families to locate information they need.
- d. A variety of people, providers and communities learn about resources and have opportunities to ask questions about the Council and its activities.

**12. Outcomes achieved**

- a. More people with IDD and their families were educated about Charting the LifeCourse Framework.
- b. There was limited interaction through Facebook regarding posts but many were shared to broader audiences.
- c. Many people attending conferences were able to talk with Council staff regarding the Council and its activities.

**13. Progress towards achieving outcomes for overall objective:**

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

Great progress was made in sharing information and resources to people with IDD and their families through social media and in-person events. More targeted activities need to be done for future years, and the creation of the website will increase access to resources across multiple areas of the state plan.

- 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: Community Supports and Services**

- 2. State Plan Objective 2:** Each year of the state plan, the Council will collaborate with others to support at least one professional development opportunity for community-based providers, family members, guardians, and people with IDD.

**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.

Building capacity of direct service providers as well as people with IDD and family members has been a high priority for the Council for many years. Many budgets do not include enough money for training and the Council has found many benefits to supporting these opportunities.

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

- a. 20 B-3 providers and early literacy providers received training.  
b. 20 first responders participated in disability awareness training and 5 completed the train-the-trainer opportunities  
c. 15 people with IDD and their family members participated in disability awareness training on working with first responders.  
d. 100 providers, people with IDD, family members or guardians participated in a professional development event.

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

1. 73 Birth to 3 providers and early literacy providers received training.



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2. 5 first responders participated in disability awareness training.
3. 13 people with IDD and their family members participated in disability awareness training on working with first responders.
4. 457 providers, people with IDD, family members or guardians participated in the Lighting the Way Autism Conference and SD Conference on Developmental Disabilities.

## **Progress Report**

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

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

The **Bright Beginnings Engaging Families** project emphasizes helping families and guardians actively engage in the development and learning of their children with disabilities or developmental delays. Training is provided to Birth to Three service providers (physical therapists, occupational therapists, early childhood special education teachers and speech and language pathologists) and is modeled after University of Nebraska Lincoln's evidence based Getting Ready model. The Service Providers learn and apply strategies to strengthen parent-provider relationships, collaborate with early care providers, and build families' competencies and confidence.

The training consists of self-paced online modules, a live seminar, small group coaching sessions and individual coaching sessions. Peer Coaches provided feedback, insight and technical assistance to help the trainees apply the Bright Beginning Engaging Families' strategies with fidelity through evaluation of video recordings of family visits and virtual coaching sessions. They use evidence-based tools to complete a reliability review to ensure fidelity. Master Coaches serve as a resource to their assigned Peer Coaches and provide them with monitoring and technical assistance to complete the above-described activities. Master Coaches confer with Peer Coaches and compare ratings to make a determination on each trainees' reliability review.

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Services are provided using a family centered approach where families choose the services and outcomes important to them. Service providers then provide individualized support to families which allows them to implement therapies and support their child's development in a natural way that becomes integrated into the families' daily routine. Empowering families of the youngest children allows them to be effective advocates and teachers in the present and in the future.

Birth to Three services are available to all children living in South Dakota including high poverty areas and Native American Reservations. In addition to children with cognitive delays, children with physical delays and disabilities are served by Birth to Three programs using the same family centered approach.

All parents who have received early intervention services with the Bright Beginnings Model were surveyed and 97% of the parents agreed or strongly agreed that participating in early intervention services has helped the family effectively communicate their children's needs and 99% reported that services have helped the family help their children develop and learn.

SC 1.3 – Promising or best practices supported – 1, Bright Beginnings

SC 1.4 – # of people trained or educated – 95 B-3 providers  
During FFY23, 95 trainees reported serving 418 children and their families; 52 trainees participated in coaching pods and completed the reliability review. The remaining trainees will join pods in the next cycle.

SC 1.5 – 1 systems change activity with organizations actively involved  
The systems change activity supported was the implementation of the Bright Beginnings Engaging Families model.

SC 2.1.4 – Promising or best practices implemented – 1, Bright Beginnings

**Niagara University First Responder Disability Awareness Training (NUFRDAT)** has developed the nation's only comprehensive disability awareness training for fire fighters, emergency medical services, 9-1-1 telecommunicators and law enforcement. The signature program is a customized Train the Trainer curriculum for each discipline. Because of the pandemic, NUFRDAT offered virtual trainings and developed an online training for law enforcement and Emergency Management Services (EMS).

An in-person Safety Awareness Training was delivered in October. Response was positive. This was at the request of a family member who is the local Fire Chaplain.

The First Responders Advocacy Training (FRAT) was provided virtually throughout the year. This brings persons with IDD, parents and service providers together to learn about how to advocate with first responders. It calls them to action in the form of outreach to the local departments to ensure they are aware of SD FRDAT, send

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personnel to the training programs, train their personnel and be available as a resource, if appropriate, to the department. Certificates are provided to those who carry out the activity. All input into the program model is encouraged and welcomed. FRAT welcomes individuals across the disability spectrum.

NU FRDAT continued its work with the tribal nations through Oyate Circle, based in the Center for Disabilities (UCEDD). The next step is a customized curriculum and presentations in collaboration with our Sioux partners. The nation's first training for First Responders that included specific content for response to Indigenous people was conducted through the grant.

The Advisory Council continued to meet; provided ongoing direction on SD specific topics related to their field as well as assisted in outreach; and each member served as a representative of their profession or interest. Members include staff from the Division of DD, Center for Disabilities, Disability Rights SD, Oyate Circle, Sheriffs Association, 2 local law enforcement officers, family member and self-advocate.

Moving forward, the South Dakota EMS for Children program is planning to incorporate the DAT into their program for pediatric Champions (EMS) and Pediatric Emergency Care Coordinators.

IFA 1.1 – 1 person with disabilities participated in FRAT session

IFA 1.2 – 14 parents or family members participated in FRAT session

IFA 2.3 – 1 person with a disability and 14 family members were better able to say what they want or say what is important to them

IFA 2.4 – 1 person with a disability and 14 family members are participating in advocacy activities

IFA 2.5 – 1 family member participated in advisory groups

IFA 3.1 – 100% (online FRAT evaluations – 8 responded)

IFA 3.2 – 100% (online FRAT evaluations – 8 responded)

SC 1.3 – 2 promising practice or best practice was created or supported

The best practice of the First Responder Disability Awareness Training was supported.

The promising practice created is the First Responder Tribal Nation Disability Awareness Training (believed to be the nation's first). This was done in conjunction with the Center for Disabilities' Oyate Circle.

SC 1.4 – 5 first responders were trained in person and virtually;

SC 2.1.4 – 2 promising or best practice was implemented (see SC 1.3)

The **South Dakota Conference on Developmental Disabilities** was held in September with 307 attendees. This included professionals and providers from numerous organizations. More importantly, 20 people who identified as a person with a disability attended as well as 64 individuals who are a family member of a

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person with a disability. Outcomes included an increase in knowledge, skills, strategies, ensuring cultural responsiveness in service provision and understanding the positive contributions of people with disabilities and their families on communities.

The theme of this year's conference was Leading Change Together and focused on development partnerships to improve the well-being of people with developmental disabilities in South Dakota. The conference included over 25 sessions covering topics such as: Apps and software to help people with disabilities live more independently; using Charting the LifeCourse tools to build a good life, sensory processing, intersectionality of disability and abuse/assault; Division of DD services; understanding guardianship and alternatives to guardianship; supporting families through the transition process; and more.

111 evaluations of the conference were completed. 49 were "Very Satisfied", 51 were "Satisfied" and 3 were "not satisfied" while 8 did not answer this question. Demographics of the respondents were 100 white, alone; 1 black or African American alone, 4 two or more races and 5 preferred not to answer. 8 males, 100 females and 3 preferred not to respond. 55 urban and 56 rural. 22 were family members, 67 were disability service providers, 1 other service provider, 1 public policymaker and 15 others. 63 were currently involved in advocacy activities; 67 planned to increase their advocacy activities; 31 were members of cross disability coalitions and boards.

IFA 1.1 – 20 people with disabilities

IFA 1.2 – 64 family members

IFA 2.3 – 16 family members responded "yes"

IFA 2.4 – 16 family members responded "yes"

IFA2.5 – 6 family members responded "yes"

IFA 3.2 – 22 family members responded to survey and 18 were satisfied

SC 1.4 – 223 people were trained or educated

The **Lighting the Way Autism Conference** was held in-person in June 2023. The Planning Committee includes six agencies whose representatives reviewed the evaluations from previous years to select presentations for the conference. Topics covered included: intro to autism, understanding guardianship and alternatives to guardianship, successful transitions, art therapy, documentary Unseen about family caregivers, behaviors, planning the good life, mindful skills, yoga for caregivers, employment, independent living and more

Conference attendees were asked to complete an electronic or paper evaluation at the end of the conference. The Council's Consumer Satisfaction Survey was completed by 78 people (6 people with DD, 15 family members, 8 disability service providers, 49 other providers such as educators from 14 schools, OT, PT, physician and a counselor. 53 respondents were satisfied with the conference. Overall, 52%

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of attendees responded. Each session was evaluated as well as the overall conference.

SC 1.4 – 150 people were trained or educated including parents and family members

IFA 1.1 - # of people with IDD participating - 9

IFA 1.2 - # of family members participating – 26

The Council's Participant Information was completed by 6 people with IDD and 15 family members.

IFA 2.3 – 6 People with DD and 12 family members were able to say what they want or say what is important to them

IFA 2.4 – 6 people with DD and 12 family members were participating in advocacy activities

IFA 3.1 - % of people with IDD satisfied – 6 people responded and 100% were satisfied.

IFA 3.2 - % of family members satisfied - 15 family members responded and 100% were satisfied

**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

- a. Community-based providers are more knowledgeable about working with adults and children with IDD.
- b. First Responders are more knowledgeable about working with people with IDD.
- c. People with IDD, family members and guardians are provided learning opportunities with community-based provider staff.

**12. Outcomes achieved**

1. Birth to 3, early literacy, educators, and other community-based providers received training and are ore knowledgeable about working with adults and children with IDD.
2. 2 first responders are more knowledgeable about working with people with IDD.
3. People with IDD, family members and guardians were provided learning opportunities with community-based providers.

**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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Outcomes for this objective were met for FFY23. The Council collaborated with several entities and successfully supported several professional development activities that included people with IDD, family members or guardians and professionals within a variety of community-based providers (developmental disabilities, education, OT, PT, first responders, and more).

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. **State Plan Objective 3:** Each year of the state plan, the Council will collaborate to improve policies and practices at a minimum of 3 agencies providing services to transition age youth.

**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**

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**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, the Council continued to hear from parents and guardians about the need for more and better information related to transition services and the shift from school education to work or adult services. The objective plans to reach providers and develop or revise resources to assist in the transition from school or work or adult services.

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

- f. 3 schools will participate in the Community-Based Transition Partnership to improve transition services for youth with IDD.
- g. 5 parents and self-advocates will participate in the development and review of new resources for transition age youth

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

1. 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).

During the summer of 2023, the Council supported the **Augie Access Experience Camp**. This 2 ½ day event was held at Augustana University with students and staff residing in campus housing. While campers and staff got acquainted, the project directors met with parents and guardians to ensure all questions were answered and to have an information sharing event on post-secondary planning and options. 7 parents/guardians attended the session.

Day 1 included a tour of the campus and other outdoor activities. Day 2 included hearing from current Augie Access students and graduates, on-campus services that students

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should know about for college with speakers from student life and other student organizations; television interview; goal setting; mock lectures; presentations by other post-secondary university programs in South Dakota; along with fun activities like karaoke, dancing and bowling. Day 3 had the campers reviewing personal goals and a sharing/awards session where camp staff gave out personalized awards to each camper. Campers completed evaluation forms.

10 campers developed and finalized a set of personal goals for themselves designed to support their ability to make their own decisions regarding the possibility of attending a post-secondary program. Parents/guardians were sent a survey immediately after the event. All parent/guardians surveyed indicated they agreed or highly agreed that “after attending camp, my child was able to identify the potential advantages of going to a university program and all families who attended the parent information session indicated they highly agreed that the session increased their knowledge about post-secondary programs and ways to support their child as they are transitioning. 15 evaluations were returned with 7 being “very satisfied” and 7 “satisfied”

IFA 1.1 – 10 people with disabilities participated

IFA 1.2 – 7 parents/guardians participated

IFA 2.3 – 6 people with IDD were better able to say what they want or what is important to them.

IFA 3.1 – 9 people with IDD were satisfied with the project

IFA 3.2 – 7 parents/guardians were satisfied with the project

The **Community Based Transition Partnership** grant was supported by the Center for Disabilities for a second year. Due to several unplanned illnesses and hospitalizations, the staff were unable to complete the activities working in individual schools. The Comprehensive Review and Assessment of South Dakota Transition Services for Youth with Disabilities was completed in May 2023.

The report has four sections. Section I is about graduation, drop-out, transition services provided, the extent that students leaving school achieved employment, post-secondary education and independent living. It has information taken from Vocational Rehabilitation Reports for 2019 and 2020. We also reported some results from National Core Indicator surveys from 2017- 2018 – 2020-2021. The report focused on work, choice and decision making, self-determination, community inclusion, participation and leisure and service coordination. Lastly, Section I has some information from the annual reports of the South Dakota Rehabilitation Council.

Section II includes a summary of interviews of state employees, teachers and administrators, vocational rehabilitation counselors, community service providers, parents/caregivers and adults with disabilities who graduated from high school.

Section III of this report provides a description of the transition programs available to youth with disabilities in South Dakota.



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Section IV talks about the strengths and challenges youth with disabilities and their families/caregivers face achieving successful post-school goals and outcomes such as employment, post-secondary education and independent living.

Section V includes recommendations for building on strengths and improving transition services.

Below is a plain language summary of all five sections.

Section I shows that while students with disabilities are achieving good outcomes after leaving school there are some areas that are challenging. Below are some examples.

- \* On average 8 out of 10 of all students graduate on time while about 7 out of 10 students with disabilities graduate on time.
- \* About half of students who are Native American graduate on time and about 3 out of 4 African American students graduate on time.
- \* Students with disabilities and Native American students have the lowest high school completion rates.
- \* Very few students (average about 17%) enrolled in higher education one year after leaving school.
- \* About half are competitively employed one year after leaving school.

These statistics mean that students with disabilities in South Dakota are struggling to achieve competitive employment and enter a post-secondary education program after leaving school. There is limited information available about independent living.

Section II includes the results of interviews of parents/caregivers, students with disabilities, teachers, vocational rehabilitation counselors, community service providers, state agency employees and others. Below are some key findings based on what persons interviewed said.

Parents/Caregivers reported that...

- \* They were often confused and did not understand the transition process and often were not given information about the transition services their son/daughter received;
- \* Were not aware of the kinds of tests or the results of tests used to develop transition goals;
- \* Were not talked to about the transition goals and did not know about important transition paperwork like a summary of performance; and,
- \* Don't see a connection between transition goals, services and their child's Individual Education Plan (IEP) goals.
- \* Often don't know what transition services are offered.

Students reported they...

- \* Were not involved in the making of an IEP or transition goals;
- \* Were asked to attend IEP meetings but did not talk during meetings and were not often asked what their goals might be, and often didn't know many of the people at their IEP meetings;

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- \* Did not have a lot of opportunities for jobs in the community, travel training or being part of community activities like the YMCA;
- \* Had limited understanding of pre-employment training services available from vocational rehabilitation;
- \* Did not feel welcomed by colleges; and,
- \* Did not know what kind of help to ask for.

State personnel reported...

- \* Students are not prepared for transition meetings;
- \* Transition meetings are based on what works for teachers rather than what works best for students;
- \* Transition test information is not being used to make transition goals;
- \* State resources and services such as the Department of Labor are not used;
- \* State agencies want to help, they want to connect, they want people to know about their service but knowing which agency and which service is the best is hard;
- \* Teachers are dedicated and want to do the best for transition planning but need support;
- \* Outside agencies are involved in transition planning but not to the same point that is needed for it to be best practice; and,
- \* They need to be better at explaining what they do, provide training, technical support and being present in schools.

Teachers report that...

- \* They don't have all the resources they need to get their students in the community for jobs;
- \* Lack of public transportation makes it difficult to get students out in the community;
- \* Lack training when they are moved from teaching elementary students to teaching middle and high school students;
- \* Are not aware of key resources like Transition Services Liaison Project (TSLP); and,
- \* Lack the support needed to get more training on transition;

Persons working with Native American Youth and Young Adults

Native American youth and young adults are reported to experience significant challenges;

- \* Related to generational trauma that presents barriers to successful transition;
- \* Limited opportunities for employment, post-secondary education and independent living on reservations;
- \* Lack of opportunities for services that are culturally made and include cultural traditions; and,
- \* Ongoing challenges with delivery of transition services that support living and working in Native American communities.

Section III lists and describes the kinds of transition services, post-secondary programs, employment services and independent living services offered from agencies in South Dakota. This is not a complete listing.

Section III lists and explains transition services offered from the following agencies

- \* American Indian Vocational Rehabilitation Services (AIVRS)

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- \* Transition Services Liaison Project
- \* SD Department of Education
- \* SD Department of Human Services Division of Rehabilitation Services
- \* SD Department of Human Services Division of Developmental Disabilities
- \* SD Department of Labor and Regulation

Also listed are post-secondary programs including:

- \* Augie Access
- \* LifeQuest – Dakota Wesleyan University Post-Secondary Program
- \* Teachwell Strive at Southeast Technical College

Courses provided by universities that deal with transition are described. A list of community support providers who offer transition and adult services was included. Finally, a description of independent living services is provided.

In addition to the above, SD Parent Connections and Disability Rights South Dakota also serve to provide advocacy and training in transition to persons with disabilities and their families/caregivers.

Section IV identifies the key strengths and challenges that were identified by the report. The key strengths were the dedication of teachers, vocational rehabilitation counselors, community service providers and advocates. The Transition Services Liaison Project was frequently cited as a major contributor to the successful transition of youth with disabilities in South Dakota. The ongoing collaboration and communication among state agency employees were also cited as a major strength.

South Dakota faces several challenges. They include:

- \* Outcome information is not used to help improve programs;
- \* Youth with intellectual and developmental disabilities may not be achieving successful transition outcomes due to low expectations and a focus on traditional adult day and sheltered work programs;
- \* There are very limited opportunities for employment and community-based opportunities in highly rural and Native American communities;
- \* Teacher trainings for transition may be limited;
- \* School administrators seem to take part less in making transition programs and making sure transition programs are used;
- \* Parents are often not as involved as they could be because they do not understand the transition process, it is not explained well and confusing paperwork;
- \* Students are not as actively involved in the transition planning process as they could be; and
- \* Understanding about what works well, service coordination and best practice is often limited.

Section V included recommendations based on the report which included:

1. Organizing a transition summit to develop a coordinated statewide plan for improving transition services;

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2. Provide more financial support to teachers, professionals and parents to complete training;
3. Develop a transition training program that leads to a specialization or certificate;
4. Develop a virtual employment program for rural and tribal communities with limited employment and transportation resources;
5. Increase support for Native American youth and their families/caregivers
6. Increase support for taking part in Transition Services Liaison Project services;
7. Update the IEP and transition planning process; and,
8. Implement ongoing updating of agency rules and services options to improve coordination.

The report was presented to the Council at its summer meeting. At that time, the Council learned from the Council member representing the Division of Rehabilitation Services that the main agencies working on transition had met to discuss changes needed and plan for future transition activities. The Council will use the report to determine future activities.

**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. Schools participating in the Community-Based Transition Partnership improve transition services for youth with IDD and share their knowledge with other school districts.
2. Resources are guided by what parents and self-advocates need and in a format that works for them.

**12. Outcomes achieved**

1. Expected outcomes were not met due to illness and hospitalizations of grantee staff.
2. A plain language version of the report and findings was created.

**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.

Completion of the report was a major element for this objective. Due to illness and hospitalizations of grantee staff, connections and activities with local school districts did not occur. The Augie Access Experience Camp did work with transition age youth to share post-secondary options available in South Dakota. A new resource was created by SD Parent Connection and Disability Rights SD on guardianship and alternatives to guardianship. The Council will share this resource widely.

- 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).

3. **State Plan Objective 4:** If needed, each year of the state plan, the Council will support activities related to emerging needs for people with IDD impacted by a public health emergency or natural disaster.

**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.

The Council wanted to have options available to respond to emerging needs for people with IDD impacted by a public health emergency or natural disaster.

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8. **Expected Outputs** - --List expected outputs from annual work plan
  - a. Council members and staff participate in at least 3 workgroups or committees related to community-based services and supports.
  - b. A minimum of 1 activity will be supported for an emerging issue, if needed.
9. **Outputs Achieved** - --List outputs achieved
  - a. Council staff and members have participated in 6 workgroups or committees where current trends and needs were discussed.
  - b. No activities were needed in FFY2023

**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).

Council members and staff participated in the Division of Developmental Disabilities' Stakeholder Collectives, Family and Self-Advocate Conversations, Supporting Families Community of Practice and Family Support Council meetings. Council staff participated in the Early Learner South Dakota Public Policy and Collaboration Workgroups and the Employment First Alliance. Updates on these meetings are shared with the Council throughout the year.

No public health emergencies or natural disasters occurred that required action from the Council.

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

  - a. Council members and staff share emerging issues and knowledge gained from the committees with the full Council and others.
  - b. Community-based services and supports are improved based on activities completed.

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**12. Outcomes achieved**

- a. Council members and staff shared information learned at other opportunities and at Council meetings.
- b. No activities were needed in FFY23

**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.

Council members and staff continue to participate in focus groups, work groups and grantee activities to learn about current needs and possible actions by the Council. No activities were needed in response to a public health emergency or natural disaster.

- 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).

**Goal #1 – Community Supports and Services – 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)

Goal - By 2026, people with intellectual and developmental disabilities and their families have increased awareness of resources to improve access to information and services. The objectives included: sharing resources and information through multiple formats; collaborating on a professional development opportunity, collaborating with agencies serving transition age youth and emerging needs related to public health event or disaster.

Some progress was made in achieving this goal as the sharing of resources and professional development activities were completed. The Transition report was completed. Due to illness of staff working on the Transition grant, no local schools were reached. The Council will use the Transition Report to determine future activities to support transition age youth.

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**4 Year Overview (FY 2025)**

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 (FY2026)**

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	46	69.7	Female	41	51.76
Black or African American alone	2	3.03	Male	44	48.24
American Indian and Alaska Native alone	13	19.7	Other		
Hispanic/Latino					
Asian alone					
Native Hawaiian & Other Pacific Islander alone					
Two or more races					
Race unknown		7.58			

<b>Category</b>	<b>#</b>	<b>%</b>
Individual with DD	17	32.08
Family Member	36	67.92
<b>Geographical</b>		
Urban	28	49.12
Rural	29	50.88



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**I. 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
	Obj. 1 – 117 Obj. 2 – 30 Obj. 3 – 10	Obj. 1 – 231 Obj. 2 – 104 Obj. 3 – 7
<b>Denominator:</b> <b>TOTAL # of Output Respondents:</b> (# of people that responded to a survey/evaluation)	Obj.1 – 0+1 Obj. 2 – 0+8+6 Obj. 3 – 9  Total - 24	Obj. 1 – 0+11 Obj. 2 – 14+22+15 Obj. 3 – 7  Total - 69

**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.			29.2
<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.			60.8%
<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	<b>Total # of Sub-Outcome Respondents:</b>	12	28
<b>IFA 2.3</b>		12/24=50%	28/69=40.6%

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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			
<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.	<b>Total # of Sub-Outcome Respondents:</b>	17	42
<b>IFA 2.4</b> The percent of people who are participating now in advocacy activities		7/24=29.2%	42/69=60.8%

<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.	<b>Total # of Sub-Outcome Respondents:</b>	1	7
<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.		1/24=4.17%	7/69=10%

<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. Total – 75/93=80.6%	16/24=66.7%	59/69=85.5%

**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>
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	Obj. 1 - 3
<b>SC 1.2 The number of statute and/or regulations created or changed</b>	<b>Number (#)</b>
<b>SC 1.3 The number of promising and/or best practices created and/or supported</b>	<b>Number (#)</b>
	Obj. 1 – 1 Obj. 2 - 3
<b>SC 1.4 The number of people trained or educated through Council systemic change initiatives</b>	<b>Number (#)</b>
	Obj. 1 – 1701 Obj. 2 - 473
<b>SC 1.5 The number of Council supported systems change activities with organizations actively involved</b>	<b>Number (#)</b>
	Obj. 1 – 1 Obj. 2 - 1

**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>	Obj. 1 - 1
<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>	Obj. 1 -3 Obj 2 - 6

<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

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<b>Total # of Sub-Outcome Respondents:</b>	Obj. 1 –1	Obj. 1 – 2
	<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
<b>Total # of Sub-Outcome Respondents:</b>		Obj. 1 – 1 Obj. 2 – 3

**Goal #2:** Mental Health - By 2026, people with intellectual and developmental disabilities have improved access to individually designed mental health services in their own 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	X	X
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	X	
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	

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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: Division of Behavioral Health	X	X
Other: Community Support Providers	X	X
Other: Community mental health providers	X	X

**1. Goal # 2: Mental Health**

2. **State Plan Objective 1:** In FFY2022 and in FFY2026, the Council will collaborate to complete an assessment of the capacity of the current system to support people with IDD and mental health concerns 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

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**6. Stage of Implementation for systems change activities:**

planning     implementation     outcome/fully integrated

**Background/Context**

**7. Provide an overall description of this objective:**

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

In preparation of the Council's new state plan, there were many comments and questions from family members regarding the need for more access to mental health services for children and adults with IDD who also have co-occurring mental health disabilities. It was determined that a current assessment of the status of mental health services for people with IDD was needed and that this assessment should be repeated near the end of the five-year period.

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

- a. One assessment will be completed.
- b. Findings will be shared with 25 policymakers.

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

- a. The assessment was completed with the final report being issued in early 2024.
- b. Findings were shared on December 1. (FFY24)

**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).

Council staff met with a small group of state agency representatives to discuss the various options for completion of an assessment of mental health services for people with IDD. A decision was made to utilize the National Center for START Services to complete an assessment as they had done a similar assessment about 8 years earlier. During FFY22, Council staff worked with the National Center and

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Department of Human Services fiscal staff to complete an agreement. The assessment was completed in FFY23 and the final report released in December 2023. Findings will be shared with public policymakers and others during FFY24.

SC 1.5 – 1 systems change activity

Future activities include a workgroup of professionals from mental health and developmental disabilities and advocacy organizations to review the assessment and determine the next steps for continued improvement of the services available for people with IDD and mental health challenges.

**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

- a. The Council and other policymakers will have a clearer understanding of the capacity of the system and needs/issues.
- b. The findings will assist the Council in developing future activities.

**12. Outcomes achieved**

- a. The completed assessment offers a better understanding of the capacity of the developmental disabilities and mental health systems along with gaps and barriers.
- b. Future activities are being discussed for FFY24.

**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 objective was completed with the finalization and sharing of the assessment report. Due to the timing, a second assessment will not be completed during this state plan cycle so the objective will be adjusted.

- 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: Mental Health**

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2. **State Plan Objective 2:** Each year of the state plan, the Council will collaborate with others to provide two education or awareness activities related to mental health services for people with IDD.

**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 the preparation of the state plan, family members and others spoke to the need for more awareness among communities and providers of the challenges faced by people with IDD and mental health concerns.

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

a. Events or activities will take place in 2 communities or locations.

b. Activities will involve 20 people with IDD, 20 family members or guardians, and 50 service providers and community members.

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

a. The Council sponsored the SD NAMI Conference.



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- b. Activities involved 20 people with mental health challenges, 20 family members or guardians and 27 providers and community members.

**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 approved a grant with the **Association of Peer Supporters of SD** to conduct four informational sessions across the state focusing on awareness of mental wellness and challenges for people with developmental disabilities. A few months after the project was approved, the group requested to terminate the grant as a group leader was facing other health challenges and the whole group did not feel they would be able to complete the activities as approved.

**SD NAMI Conference** was supported and occurred in September. Approximately 67 people attended the event (20 people with mental health challenges, 20 family members, 27 providers and community members). As a supporter, the Council was included in the promotional materials and conference program.

SC 1.4 – # of people educated or trained – 67

Council staff were unable to attend and have a booth this year however many great sessions were held for the conference attendees.

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

- a. Community members, people with IDD, family members, guardians and service providers have a greater awareness of the needs of people with IDD who also have mental health concerns.
- b. Two communities learn more about people with IDD.

**12. Outcomes achieved**

- a. Awareness was provided to attendees at the SD NAMI Conference.

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- b. One community learned about the Council's interest in mental health as it relates to people with IDD.

**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.

Minimal progress was made with this objective due to the termination of the planned grant activities. More opportunities to provide awareness and education will be sought during the upcoming years.

- 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. **State Plan Objective 3:** Each year of the state plan, the Council will collaborate on one event and/or resource that provides information for family caregivers and direct support providers on maintaining their own well-being.

**Check the appropriate box for each of the questions below:**

**3. This Objective is:**

- Individual & Family Advocacy    System Change    Capacity Building

**4. This Objective is:**

- New    Ongoing    Completed

**5. This Objective is:**

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

- b. Targeted Disparity    Yes    No

- c. DD Network Collaboration    Yes    No

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

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

- e. A demonstration of projects or activities    Yes    No,

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

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**6. Stage of Implementation for systems change activities:**

planning     implementation     outcome/fully integrated

**Background/Context**

**7. Provide an overall description of this objective:**

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

As the Council discussed the issue of mental health and people with IDD, a common topic was helping caregivers (both paid and unpaid) to understand how taking care of themselves allows them to better care for the people with IDD that they support.

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

a. One event or resource will be developed and/or shared with 100 family caregivers and direct support professionals.

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

a. The Tennessee documentary, Unseen, was screened 10 times for over 313 family caregivers, people with disabilities, direct support professionals and community members.

**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).

A small workgroup made up of DD Network staff and 4 family members, proposed doing a series of screenings of the documentary created by the Tennessee Council on DD called “**Unseen**”. Between April and September, 10 screenings were held for 2-95 people for a total attendance of 320 people. Screenings were done

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virtually and in-person. Following several of the screenings, there was a panel presentation by family caregivers sharing their personal stories and insights from the documentary. After every screening time was allowed for people to share reactions and for workgroup members to share resources and opportunities for advocacy.

287 people completed the evaluation surveys and demographic data.  
IFA 1.1 - 14 people with disabilities attended and 10 completed surveys  
IFA 1.2 - 150 family members attended and 92 completed surveys

IFA 2.2 – 4

Three family members sent emails or shared with Council staff what they had done for others in their community because of watching the documentary and listening to the discussion. One member of the workgroup has continued conversations with her school superintendent regarding additional ways the school can support family caregivers and share awareness about the inclusion of students with disabilities.

IFA 3 – 287 respondents were Very Satisfied or Satisfied with this activity. (10 people with IDD and 92 family members and 185 other attendees)

SC1.4 - 191 providers, educators, community members, etc. were educated.

**11. Expected Outcomes**

- a. Family caregivers and direct support professionals learn useful tools and resources to help them to maintain their own well-being while supporting people with IDD and mental health concerns.

**12. Outcomes achieved**

- a. Family caregivers and direct support professionals were learn about resources related to maintaining their own well-being while supporting people with intellectual and developmental disabilities.

**12. 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 this objective in sharing resources and information related to family caregiving. The Council will continue to offer screenings of the documentary as well as some sessions focusing on creative ways for caregivers to think about their well-being and that of their loved ones with disabilities.

Additional outreach will be centered on direct support professionals in the future.

- 13.** 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

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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 #2 – Mental Health – 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)

Some progress was made for this goal although not as much as staff were hoping to complete. The completion of the Assessment of Services for People with IDD and Mental Health Challenges is a big step to knowing the current systems strengths and challenges. Additional activities will be planned for the other two objectives as it relates to information and education for family caregivers, direct support professionals and communities.

**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	63	87.5	Female	58	82.86

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Black or African American alone	1	1.39	Male	12	17.14
American Indian and Alaska Native alone	2	2.78	Other		
Hispanic/Latino					
Asian alone					
Native Hawaiian & Other Pacific Islander alone					
Two or more races	6	8.3			
Race unknown					

<b>Category</b>	<b>#</b>	<b>%</b>
Individual with DD	10	13.33
Family Member	65	86.67
<b>Geographical</b>		
Urban	42	54.55
Rural	35	45.45

**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
	Obj. 3 –14	Obj. 3 - 150
<b>Denominator: TOTAL # of Output Respondents:</b>	Obj 3 – 10	Obj. 3 - 92

**Outcome Measures**

<b>Performance Measures</b>	<b>Percent (%)</b>

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<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	<b>Total # of Sub-Outcome Respondents:</b>	0	
<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			

Sub-Outcome Measures	Projects	# People with DD	# Family Members
The number of people who are participating in advocacy activities.	Obj. 3 <b>Total # of Sub-Outcome Respondents:</b>	0	4
<b>IFA 2.4</b> The percent of people who are participating now in advocacy activities			1/92 = 1.1%

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.	<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%

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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. – %	100	100

**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>

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

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

<b>SC 1.4 The number of people trained or educated through Council systemic change initiatives</b>	<b>Number (#)</b>
	235

<b>SC 1.5 The number of Council supported systems change activities with organizations actively involved</b>	<b>Number (#)</b>
Obj. 1 – Assessment	1

**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>	



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

**Goal #3: Advocacy & Leadership** – By 2026, the DD Network (Council, Disability Rights SD and USD Center for Disabilities) will collaborate so that people with intellectual and developmental disabilities and their families have information, training, support, and opportunities to effectively advocate and impact systems change and participate in cross-disability coalitions.

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

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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
Training	X	X
Technical Assistance	X	
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	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: Oyate Circle	X	X
Other: local self-advocacy groups	X	
Other: Transition Services Liaison Project	X	

**1. Goal # 3: Advocacy & Leadership**

2. **State Plan Objective 1:** Each year of the state plan, in collaboration with the DD Network and others, advocacy and leadership training will continue for 35 youth and adults with IDD and 35 family members or guardians.

**Check the appropriate box for each of the questions below:**

**3. This Objective is:**

Individual & Family Advocacy    System Change    Capacity Building

**4. This Objective is:**

New    Ongoing    Completed

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**5. This Objective is:**

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

**6. Stage of Implementation for systems change activities:**

- planning     implementation     outcome/fully integrated

**Background/Context**

**7. Provide an overall description of this objective:**

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

People with IDD and their family members/guardians continue to need information and training on the advocacy process and opportunities for leadership. New families enter the arena of developmental disabilities all the time and offering advocacy and leadership training impacts not only their lives but the lives of others with IDD. Policy boards at all levels need trained family members to participate and move the system forward through their actions.

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

- a. Partners in Policymaking training is supported to train 20 people with IDD, family members and guardians.
- b. The Youth Leadership Forum provides training to 20 youth with IDD and others.
- c. At least 5 opportunities for expanded leadership are shared with training participants.

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

- a. Year 31 class of Partners in Policymaking included 16 people with IDD, family members and guardians.
- b. Youth Leadership Forum received full funding from the Division of Rehabilitation Services and no longer receives support from the Council.
- c. Six opportunities for participation on other state boards and councils were shared with Partners graduates and others.

**Progress Report**

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**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).

**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 apply and then a selection committee of past graduates selects the next class from the 35-40 applications received. When doing outreach, staff from Disability Rights South Dakota (DRSD) pays close attention to unserved and 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.

Training sessions covered the following topics: Charting the LifeCourse, history of the disability movement, independent living movement, People First Language, history of the parent movement, stories from past graduates, special education, transition inclusive education, legislative process, mock testimony, campaign and coalition building, city, county, school and tribal government, sexuality, abuse and neglect, social security, leadership, employment, benefits specialists, DD services, and building inclusive communities. Graduation was held in April 2023 for participants from year 31.

Each year, the grantee invites all past graduates to attend Continuing Education and the graduation banquet. Continuing Education sessions help keep everyone abreast of current issues, laws and policies and to refresh their advocacy skills. Topics included: Family Support 360 and Choices Waivers, Supporting Families Community of Practice, ABLE accounts, DRSD Intake Process, Voting, PAIMI

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Program overview, recreation, Sexual Violence Against Women and screening of the documentary on family caregiving, Unseen.

Demographic information, satisfaction and advocacy responses were provided by 44 participants at Continuing Education and the Year 31 class members.

IFA 1.1 – # of people with IDD participating – 49

IFA 1.2 – # of family members participating - 132

There were 16 participants in Year 31 (4 people with IDD and 7 parents/family members and 5 DRSD staff). Continuing Education was attended by 185 past graduates (45 people with IDD, 125 parents/family members, 15 DRSD and staff).

IFA 2.3 – # of people who are better able to say what they want or what is important to them – 4 people with IDD and 7 family members

IFA 2.4 - # of people who are participating in advocacy activities – 8 people with IDD and 16 family members

IFA 3.1 – # of people with IDD who are satisfied with the project – 8

IFA 3.2 - # of family members satisfied with the project – 35

SC 1.4 – # of people trained or educated – 72

7 legislators participated in mock testimony and learned more about people with IDD and their families; 65 family members, congressional staff, board members and others were educated during the graduation event.

**Becoming a member of another board or council** is highly encouraged and opportunities are shared with all participants in Partners. Opportunities were shared to apply for or participate in the following boards or committees: DD Council, Family Support Council, Board of Vocational Rehabilitation, Statewide Independent Living Council, Special Education Advisory Panel on Children with Disabilities, Supporting Families Community of Practice and other Division of DD workgroups.

IFA 2.5 - # of people with IDD on cross disability boards – 10

IFA 2.5 - # of family members or guardians on cross disability boards – 27

Partner graduates on boards and councils - 10 people with IDD and 27 family members/guardians indicated they were on the DD Council, CSP human rights committees, SD Advocates for Change Leadership Team, Employment First Alliance, CSP Board of Directors, church boards, non-profit boards, Disability Rights SD boards, DakotaLink Advisory Board, Family Support Council, DSS, DDD and DHS Workgroups, Association of SD Peer Supporters, Behavioral Health Advisory Council, Indian Education Advisory Council and SD Advisory Panel on Children with Disabilities.

DD Network Collaboration – Together, the Center for Disabilities, Disability Rights South Dakota and the Council work together to share the applications for Partners and other advocacy opportunities. Staff from all three organizations participate in

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the trainings as presenters and facilitators of small group sessions and financially support the Partners in Policymaking program. As the DD Network directors meet monthly, changes to the Partners in Policymaking program are often discussed and support provided to find new presenters or to change up the activities provided.

**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 guardians understand the process of advocating and learn skills to be better advocates, including those from rural areas and culturally diverse backgrounds.
2. Youth with IDD have an opportunity to learn self-advocacy skills with peers who have disabilities.

**12. Outcomes achieved**

- a. Training was held for people with IDD, their families and guardians, including those from rural areas and culturally diverse backgrounds.

**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 objective was met. Providing people with IDD and their family members training on a variety of advocacy and leadership topics and in continuing their advocacy work as members of boards and councils was completed. Due to the Youth Leadership Forum no longer needing funding from the Council, outreach to youth with IDD was completed through Objective 3.

- 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: Leadership & Advocacy**

2. **State Plan Objective 2:** Each year of the state plan, the Council will support the SD Advocates for Change (SDAC) Leadership Team to provide 2 training events for 30 people with IDD; to increase self-advocacy and leadership skills of the SDAC Leadership Team and others with IDD and encourage and support 4 people with IDD to participate as members of cross-disability boards and councils.

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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.

Self-advocacy has always been an important project for the Council. In the past 30 years, the Council has had 3 organizations begin projects for self-advocacy that eventually did not continue or produce the desired results. For the past 2 years, the Council director has been supporting the SDAC Leadership Team. Beginning with FFY22, Disability Rights SD submitted a proposal to support the self-advocate activities begun by the Council.

South Dakota Advocates for Change (SDAC) is the self-advocacy organization, and 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 newsletters, infographics and videos.

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

a. SDAC Leadership Team meets a minimum of 4 times.

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- b. SDAC Leadership Team develops and gives 2 presentations to 30 others with IDD.
  - c. 4 SDAC newsletters are created and disseminated.
  - d. Current and past members of SDAC receive information on opportunities to become involved with other cross-disability boards and coalitions.
9. **Outputs Achieved – List outputs achieved**
- a. SDAC Team met 10 times.
  - b. Leadership Team members gave 2 presentations to 22 people with IDD, 72 family members and service providers
  - c. SDAC Network received information on opportunities to apply for positions on other boards and coalitions.

### **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).

**South Dakota Advocates for Change (SDAC)** is supported by the Council through a grant to Disability Rights South Dakota. The Leadership Team includes advocates from across the state. 10 meetings were held via Zoom and in-person. Topics covered included voting video, planning for 2023 and Disability Day at the Capitol, Holiday plans and wellness, finalizing plans for Disability Day and presentation and activity planning for Partners Continuing Education Weekend, preparation for 2 presentations at the DD Conference in September, planning for the SOAR Conference in Kansas in October. The voting video was shared on Facebook by the DD Network. Opportunities to participate on other boards and councils are regularly shared with the members.

IFA 1.1 - # of people with IDD who participated - 19

IFA 1.2 - # of family members who participated - 8

The Leadership Team included 19 adults with IDD and 12 supporters that included 8 family members.



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IFA 2.3 - # of people who are better able to say what they want or say what is important to them – 19 people with IDD and 8 family members

IFA 2.4 - # of people who are participating now in advocacy activities – 15 people with IDD and 7 family members

IFA 2.5 - # of people who are on cross-disability coalitions, policy boards, advisory boards, or serving in leadership positions – 4 people with IDD and 4 family members

All 19 members of the SDAC Leadership Team and 8 family members involved were surveyed about items 2.3, 2.4 and 2.5 above and satisfaction with SDAC activities.

IFA 3.1 – # of people with IDD who are satisfied with the project – 19

IFA 3.2 - # of family members who are satisfied with the project – 8

SC 1.4 - # of people trained or educated - 163

Disability Day at the Capitol – 103 people educated about SDAC. Seven (7) self-advocates and 9 supporters arrived early in Pierre (due to an impending snowstorm). They met to discuss ways to have conversations with legislators who would be stopping at Disability Day in the Capitol Rotunda on Wednesday. While at the Capitol, they were introduced to the House of Representatives (68) and Senate (32) , had a photo op with the Governor, Lieutenant Governor, Representative Dusty Johnson and their District Legislators. The next day, two advocates and 1 family member testified at the Appropriations Committee meeting.

Partners Continuing Education – The SDAC team provided a skit for the Friday night Common Grounds event and provided a Fishing Booth for kids and those young at heart. On Saturday, the team provided a fun bowling activity during the afternoon. All Partners Graduates learned more about SDAC and its activities (these numbers were reported in Objective 1).

Presentation at the South Dakota Conference on Developmental Disabilities – 60 people attended (14 people with IDD, 15 family members and 31 providers). Four (4) members provided the Transition presentation, 4 members and their family supporters were part of a panel on guardianship and alternatives to guardianship. One advocate and mother/guardian/shared living provider were members of a General Session panel along with other advocates and family members sharing about their journeys through the service systems and choices they made along the way. Members of SDAC did an amazing job in sharing their information and stories. Only the individual sessions are included in the number of people trained or educated as the SD Conference on DD overall numbers are shared elsewhere in this report.

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

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

- a. People with IDD have increased leadership and advocacy skills.
- b. More people with IDD become members of boards and coalitions.

**12. Outcomes achieved**

- a. 2 new members and 17 current members with IDD have increased leadership and advocacy skills through SDAC activities.
- b. 4 people with IDD became members of boards and coalitions.

**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 objective was met this year. There have been opportunities for the members to expand their reach across the state, do presentations using a video format as well as in-person presentations, and outreach to other advocacy groups. As DRSD works with the self-advocates, the need for a newsletter is being discussed so these outcomes may change in the future.

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

**1. Goal # 3: Advocacy & Leadership Development**

- 2. State Plan Objective 3:** Each year of the state plan, the Council will support advocacy and leadership training for 10 Native Americans with disabilities and 20 family members.

**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

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- 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 discussed the need for advocacy and leadership training for Native Americans with disabilities and their family members for several years. Although many Native Americans with disabilities and their family members participate in Partners in Policymaking, they have expressed a desire for training that is designed to address tribal governance and Bureau of Indian Affairs school issues that differ from most of what is shared during Partners. The Council also wanted to reach younger people with IDD as part of this process. In FFY21, funding was made available to the Oyate Circle for a three-year period to develop and implement training for youth and adults with disabilities and their family members.

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

- a. 30 Native Americans with disabilities and their families receive advocacy and leadership training.

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

- a. 30 Native Americans with disabilities and their families received advocacy and leadership training.

**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 Center for Disabilities' Oyate Circle is led by respected Native American leaders. The Council approved a three year grant with the Oyate Circle to develop a curriculum and provide training for adults with disabilities and parents of children with disabilities who are Native American. The curriculum and trainings have changed over the past two years.

Three Adventure for Leadership and Fulfilment with Access (ALFA) Camps or "ALFA Camps" were held in 2023. On Pine Ridge reservation, Lakota Tech and Little Wound High Schools students participated together. Todd County Students on Rosebud Reservation met at Sinte Gleska University in Mission. Students from Flandreau High School met at the Tribal building. The curriculum paid special attention to ensuring students and their families were aware of where and how to receive services that will assist them with their personal vocational goals. Other training included instruction in self-advocacy, workplace readiness, business plans and job exploration. In addition to Oyáte Circle, community professionals, family members, teachers, and both State and Tribal vocational rehab specialists participated. Brenda Smith worked with students at each camp using the Indigenized Supports Star and Trajectory Worksheets from Charting the Life Course. While the three camps shared similarities, each location offered distinctive experiences.

Pine Ridge: Two Oyáte Circle staff, 1 Tribal and 1 state Voc Rehab Counselors, 1 Life Course Ambassador, 2 SPED educators, 1 para, and 10 students participated. Highlights included:

- \* Jack and Carla Pittman, the proprietors of Evermore, a home-based business specializing in regalia, clothing, and jewelry, graciously shared the inspiring tale of their entrepreneurial journey.
- \* Rubber band/watermelon challenge and the pipeline challenge, fostering teamwork and problem-solving skills.
- \* Students sharing their voices and experiences through interviews on Kili Radio -"Voice of the Lakota Nation."
- \* Touring Native businesses in Rapid City.

One student shared that he felt re-energized to find a job by working with a VR Counselor and to restart his beading work. A second student shared that his career goal was to become a fancy dancer and travel the powwow circuit.

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Rosebud- One Oyáte Circle staff, 1 educator, 1 parent, 1 Life Course Ambassador and 10 students participated. Special events that occurred with this camp:

- \* Participating in a segment of the Sicangu Co food sovereignty conference.
- \* Visiting the Sicangu Heritage Center, where the curator offered a captivating journey through the tribe's rich history and culture.

The students were pleasantly surprised by how many employment opportunities existed in Mission. However, they collectively noted the absence of Indian-owned businesses in the town. One young woman attending the camp, who was expecting a baby, candidly shared her apprehension about how being a single mother might affect her aspirations of becoming an entrepreneur.

Flandreau- The ALFA camp spanned three days after school and one additional day during regular school hours. Three Oyáte Circle staff, 1 Life Course Ambassador, 1 student mentor, and 3 students participated. A special trip was made to Sioux Falls.

- \* Watecha Bowl restaurant for lunch and visit with the owner.
- \* The Post Pilgrim Gallery tour and self-advocacy lesson from the owner.

One student noted that he really appreciated the Sioux Falls visit and having his career goal of being a welder supported by both Native American business owners.

An Advocacy and Leadership Training for Native Americans with Disabilities & their Families took place in Agency Village on the Sisseton/Wahpeton Reservation. Three Oyáte Circle staff, 1 staff from Disability Rights SD, 1 Life Course Ambassador, and 3 Tribal VR staff attended. The first day a training course on *The Impact of Domestic Violence of Individuals With Disabilities* was held at the tribal building. Though a difficult subject, attendees shared their concerns and experiences with domestic violence occurring in their community. One attendee voiced the opinion that while the community was well aware of the situations where domestic violence was occurring, no one was willing to speak out loud about the issue and the victims were not willing or receiving support in pressing charges. Another woman shared that she had raised the issue of having convicted child abusers taking part in the horse caravan to Mankato when there were minors also involved in the ride. She stated that she was rebuked and harassed for voicing this concern.

That evening a Inipi (sweat lodge) was held in honor of Oyáte Circle. Students that had attended the ALFA Camp the previous summer participated and our hosts, the Sisseton Wahpeton Oyate Tribal Voc Rehab prepared the food. Two Oyáte Circle staff participated.

Day 2 the training was held at the Tiospa Zina Tribal School. Three Oyáte Circle staff, 1 Life Course Ambassador, 3 students, 3 parents and 3 Tribal Voc Rehab staff participated. An ALFA Camp participant specially greeted one Oyáte staff, calling him Unci, Dakota for grandfather. In a packed classroom students learned about self-advocacy and then watched the documentary *Remember the Children: Honoring the Missing Children of the Rapid City Indian Boarding School*. Many of

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the students were shocked to learn that there had been a boarding school in South Dakota and one educator was in tears after viewing the film.

Written comments received on the surveys for the 2-day event included: Thank you for educating myself with such powerful information; My hope is your organization comes back to teach in our community; It was nice. I liked learning about the boarding schools.; Really cool to meet everyone.; I am non-native and am desperately trying to act and learn how to help. (teacher in the classroom)

Demographic and advocacy information was provided by 30 participants. A paper evaluation method was used, in conjunction with culturally appropriate discussion about satisfaction with the activities.

IFA 1.1 - # of people with IDD participating – 26

IFA 1.2 - # of family members participating – 4

Four training sessions were held on four reservations.

IFA 2.3 - # of people who are better able to say what they want or say what is important to them – 6 people with IDD and 2 family members

IFA 2.5 - # of people who are on cross disability coalitions, policy boards, advocacy boards, governing boards and/or serving in leadership positions – 1 family member

IFA 3.1 - people with IDD who are satisfied with a project activity – 26 participated and 26 were satisfied

IFA 3.2 - family members satisfied with a project activity – 4 participated and 4 were satisfied

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

a. Native Americans with disabilities and their families receive information and education that is beneficial to them when accessing services.

**12. Outcomes achieved**

a. Native Americans with disabilities and their families participated in culturally appropriate training on advocacy and leadership.

**13. Progress towards achieving outcomes for overall objective:**

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

Outcomes were met for this objective. Progress was made in providing training on advocacy and leadership to Native Americans with disabilities and their families. The trainings for high school students with disabilities were well received. The Council is hopeful for progress in year 3.

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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).

**2. Goal #3 – 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)

The outcomes for this goal were met for FFY23. The Council looks forward to continuing to provide opportunities for advocacy and leadership development for people with IDD and their families in the coming 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)

**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	56	60.22	Female	55	59.78

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Black or African American alone	1	1.08	Male	37	40.22
American Indian and Alaska Native alone	33	35.48	Other		
Hispanic/Latino					
Asian alone	1	1.08			
Native Hawaiian & Other Pacific Islander alone					
Two or more races	1	1.08			
Race unknown	1	1.08			

Category	#	%
Individual with DD	53	51.46
Family Member	50	48.54
<b>Geographical</b>		
Urban	14	19.72
Rural	57	80.28

**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
	Obj. 1 – Partners – 49 Obj. 2 – SDAC – 19 Obj. 3 – NAAL – 26	Obj. 1 – Partners – 132 Obj. 2 – SDAC – 12 Obj. 3 – NAAL - 4
<b>Denominator: TOTAL # of Output Respondents:</b>	Obj. 1 – 8 Obj. 2 – 19 Obj. 3 – 26  Total = 53	Obj. 1 – 36 Obj. 2 – 8 Obj. 3 – 4  Total = 48

**Outcome Measures**



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<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	Obj. 1 – Partners -	4	7
	Obj. 2 – SDAC	19	8
	Obj. 3 - NAAL	6	2
	<b>Total # of Sub-Outcome Respondents:</b>	29	17
<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		29/53=54.7%	17/48=35.4%

<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.	Obj. 1 – Partners	8	16
	Obj. 2 – SDAC	19	7
	Obj. 3 - NAAL		
	<b>Total # of Sub-Outcome Respondents:</b>	27	23
<b>IFA 2.4</b> The percent of people who are participating now in advocacy activities		27/53=50.9%	23/48=47.9%

<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	Obj. 1 – Partners –	4	11
	Obj. 2 – SDAC	4	4
	Obj. 3 - NAAL		1

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bodies and/or serving in leadership positions.	<b>Total # of Sub-Outcome Respondents:</b>	8	16
<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.		8/53=15%	16/48=33%

<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. Obj. 1 – Partners Obj. 2 – SDAC Obj. 3 – NAAL	10 19 24	27 8 4
Total - 82/101= 81.1%	53/53=100%	29/48=81.3%

**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>

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

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

<b>SC 1.4 The number of people trained or educated through Council systemic change initiatives</b>	<b>Number (#)</b>
	Obj. 1 – 72 Obj. 2 – 163

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

**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
<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
<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
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<b>1. Fiscal Year</b>	<b>YR FFY2023</b>
2. Reporting Period	10-01-2022 – 09-30-2023
3. Total Federal Fiscal Award for Reporting Year	\$ 527,570.00
4. State Funds Contributing to Council State Plan Activities	
5. Additional Council Funds Used for Other Activities	\$ 22,097.11
6. Federal Share of Expenditures	\$ 230,203.43
7. Federal Share of Unliquidated Obligations	\$ 102,786.09
8. Unliquidated Balance of Federal Funds (=Total Federal Fiscal Year Award – Federal Share of expenditures – Federal Share of unliquidated obligations)	\$ 194,580.48
9. Match Required	\$ 175,856.67
10. Match Met	\$ 22,097.11
11. Match Unmet	\$ 153,759.56

<b>1. Fiscal Year</b>	<b>YR FFY2022</b>
2. Reporting Period	10-01-2021 – 09-30-2022
3. Total Federal Fiscal Award for Reporting Year	\$ 527,570.00
4. State Funds Contributing to Council State Plan Activities	
5. Additional Council Funds Used for Other Activities	\$ 28,698.67
6. Federal Share of Expenditures	\$ 527,570.00
7. Federal Share of Unliquidated Obligations	
8. Unobligated Balance of Federal Funds (=Total Federal Fiscal Year Award – Federal Share of expenditures – Federal Share of unliquidated obligations)	
9. Match Required	\$ 175,856.67
10. Match Met	\$ 175,856.67
11. Match Unmet	

<b>1. Fiscal Year</b>	<b>YR FFY2021</b>
2. Reporting Period	10-01-2020 – 09-30-2021
3. Total Federal Fiscal Award for Reporting Year	\$ 539,580.00
4. State Funds Contributing to Council State Plan Activities	
5. Additional Council Funds Used for Other Activities	\$ 3,686.63
6. Federal Share of Expenditures	\$ 539,580.00
7. Federal Share of Unliquidated Obligations	

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8. Unobligated Balance of Federal Funds (=Total Federal Fiscal Year Award – Federal Share of expenditures – Federal Share of unliquidated obligations)	
9. Match Required	\$ 179,860.00
10. Match Met	\$ 270,779.08
11. Match Unmet	

**Dollars leveraged for the reporting year being reported: \$0**

**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. Lack of knowledge about current DD system and related topics for professionals, parents and people with IDD
  - b. Having a greater presence in tribal communities and enhanced involvement of Native American people in Network activities and events
  - c. Need for additional self-advocate leaders, trainers and peer mentors across the state.
  - d. Current status of mental health services for people with IDD
  - e. Direct support professionals' shortage and possible training needed
  
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
X	Health	X	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 UCEDD, the Council and other collaborators. DD Network.

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For at least one of the issues/barriers identified above describe:

(a) the issue/barrier;

a. Lack of knowledge about current DD system and related topics for professionals, parents and people with IDD

(b) collaborative strategies to address issue/barrier and expected outcome(s);

Bi-annually, the DD Network and the Division of Developmental Disabilities work together with other agencies and organizations to offer the South Dakota Conference on Developmental Disabilities. In 2021 the first conference was held as an in-person event with 240 people attending. In 2023, the second conference was held with 307 attendees (20 people with disabilities, 64 family members and 223 service providers and others).

A planning group met monthly throughout the 18 months prior to the event to plan and ensure success. Sessions were centered around mental health and IDD, transition, assistive technology, service system changes and overviews, Charting the LifeCourse, and much more. Several awards were also given to a person with IDD, employer and a Leader in Change.

The Center for Disabilities submitted a grant request to the Council for support of these activities (with match provided by the Division of DD). Center for Disabilities and Disability Rights SD staff participated in the planning workgroup and assisted with promotion of the event.

(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 participated in the planning workgroup and the Council supported the conference financially. Council staff and members attended the conference.

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

No problems were encountered.

(e) any unexpected benefits of this collaborative effort.

The event was successful, and the groups supported and attended the event showing collaboration to everyone participating. Relationships continue to develop among the DD Network staff as well as the Division of DD.